

## BOARD OF EDUCATION AGENDA

REGULAR MEETING  
May 24, 2022 - 5:30 PM

ALL REGULAR AUSD 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](mailto:publiccomments@alamedaunified.org). Comments received by 5:00pm on May 23, 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](mailto:publiccomments@alamedaunified.org). Public comments received prior to 5:00 PM on May 23, 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?  
pwd=QjJBM01TaW5zQWl4VkVNVGtuN05pZz09](https://alamedaunified.zoom.us/j/89963030968?pwd=QjJBM01TaW5zQWl4VkVNVGtuN05pZz09)  
Meeting ID: 899 6303 0968  
Passcode: 562980

2. Adjourn to Closed Session - 5:30 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. RG20061550 (Alameda County Superior Court).

3. \*\*\*\*\*

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

**Join Zoom Meeting (6:30 PM):**

**[https://alamedaunified.zoom.us/j/82769129867?  
pwd=cXFWWXl0V2hBcy9BT2lqaXBsYTc3Zz09](https://alamedaunified.zoom.us/j/82769129867?pwd=cXFWWXl0V2hBcy9BT2lqaXBsYTc3Zz09)**

**Meeting ID: 827 6912 9867**

**Passcode: 057427**

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

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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 May 10th Board Meeting will be considered (5 Mins/Action)

**D. COMMUNICATIONS**

1. Recognition of Outgoing Student Board Members (10 Mins/Information)
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](mailto:publiccomments@alamedaunified.org). Emails received by 5:00 PM on Monday, May 23, 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.

**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 Extension between Alameda Unified School District and Peralta Community College District (ASTI at College of Alameda)
6. Proclamation: Alameda Family Services Appreciation Day - May 24, 2022

7. Proclamation: Memorial Day - May 30, 2022
8. Ratification of Contracts Executed Pursuant to Board Policy 3300
9. Resolution No. 2021-2022.55 Approval of Budget Transfers, Increases, Decreases
10. Resolution No. 2021-2022.57 Annual Declaration of Certain Textbooks Unusable or Obsolete
11. Resolution No. 2021-2022.58 Approval of Material Revision Request Submitted by Nea Community Learning Center (Nea)

**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. Public Declaration of Intent to Name the Otis Elementary School STEAM Lab the Beth Aney STEAM Lab per Board Policy and Administrative Regulation 7310 (5 Mins/Information)
2. Update from Alameda Education Foundation (AEF) (5 Mins/Information)
3. Update on AUSD's Grading Practices (K-12) (10 Mins/Information)
4. Progress Report on AUSD's Strategic Plan (20 Mins/Information)
5. 2022-2023 Budget Adoption Process: Presentation on Governor's May Revise Report & Recommendations on Budgeting by Site, by Program and Parcel Tax Funds (30 Mins/Information)
6. Update on Universal Pre-Kindergarten (UPK) Planning and Implementation Grant Program (10 Mins/Information)
7. Resolution No. 2021-2022.56 Granting Easement to the City of Alameda (5 Min/Action/Public Hearing)
8. Approval of Superintendent's Recommendation to Appoint Members to the Parcel Tax Oversight Committee (5 Mins/Action)

**G. ADJOURNMENT**



ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Adjourn to Closed Session - 5:30 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 - 5:30 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. RG20061550 (Alameda County Superior Court).

**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:**

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ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Approval of Minutes - Minutes from May 10th 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:

- May 10, 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

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**ATTACHMENTS:**

Description	Upload Date	Type
☐ Unadopted minutes from May 10, 2022	5/23/2022	Backup Material

**BOARD OF EDUCATION MEETING**  
May 10, 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.
- 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 April 26<sup>th</sup> Regular Board Meeting were submitted for approval.

***Motion to adopt the Minutes from the April 26, 2022 Board of Education Meeting.***

**MOTION:** Member Sweet

**SECONDED:** Member Little

**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**

**D. COMMUNICATIONS**

1. Proclamation: Asian-Pacific Islander Heritage Month - May  
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.

Bay Farm School student, Nathan Pham, read the proclamation for the Board and audience.

Board members thanked Nathan for coming to read the proclamation to the audience.

*Student Board Member Brian Lin arrived at the meeting at 6:40pm.*

***Motion to approve the Proclamation declaring May as Asian-Pacific Islander Heritage Month in AUSD.***

**MOTION:** Member Lym

**SECONDED:** Member Sweet

**ROLL CALL VOTE**

**STUDENT BOARD MEMBER VOTES**

**AYES:** Members Lau and Lin

**NOES:**

**ABSENT:** Member Mills

**BOARD MEMBER VOTES**

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

**NOES:**

**ABSTAIN:**

**MOTION APPROVED**

2. Public Comments on Non-Agenda Items:

*Lisa Foster, City of Alameda:* Ms. Foster gave the Board and public information on several upcoming City of Alameda transportation meetings and she talked about events including the Central Avenue Safety Improvement project and the Willie Stargell Complete Street Project.

*Daniel Chin, Board Member, Alameda Education Foundation:* Mr. Chin gave the Board and public information about the upcoming Salute to Education event put on by Alameda Education Foundation (AEF). Mr. Chin asked the community to sign up in advance for the May 19<sup>th</sup> virtual event.

*Student Board Member Henry Mills arrived at the meeting at 6:51pm.*

3. Written Correspondence:

The Board did not receive any communications related to the May 10<sup>th</sup> Board agenda.

4. Report from Employee Organizations:

*Cindy Zecher, California School Employees Association, Chapter 27 (CSEA 27):* Ms. Zecher thanked the District's Special Education staff including Christina Nieves, Mary Hallford, Myra Santome-Elias, and Karen Missaggia, for doing an amazing job serving AUSD's students who receive Special Education services. Ms. Zecher gave a special shout out to Special Education Coordinator Gabriel Welcher who among other job duties does a fantastic job running the paraprofessional meetings. Ms. Zecher also recognized Special Education Senior Director Dr. Randhir Bains for leading the Special Education department.

Ms. Zecher also recognized Technology department staff member Ed Coover for filming AUSD's Board and other meetings to increase transparency for the AUSD community.

Ms. Zecher thanked Nathan Pham for reading the Asian Pacific Islander Heritage Month proclamation.

5. Board Members' Report:

*Board Vice President Heather Little:* Board Vice President Little stated she was excited to attend the Encinal musical, "Legally Blonde" this coming weekend. Board Vice President Little also thanked Edison student Rona who entertained Board Vice President Little and Board Clerk Megan Sweet with her stories about her experience as an Edison 1<sup>st</sup> grader. Board Vice President Little stated talking with Rona was the highlight of her week. Board Vice President Little thanked Nathan Pham for reading the Asian Pacific Islander Month proclamation. Board Vice President Little urged the community to please use caution when driving in and around school zones.

*Board Clerk Megan Sweet:* Board Clerk Sweet agreed with Board Vice President Little's comments about Edison 1<sup>st</sup> grader Rona, who the Board members met with last week. Board Member Sweet thanked Nathan Pham for reading the proclamation recognizing May as Asian Pacific Islander Heritage Month. Board Member Sweet remarked that proclamations are not always easy to read and she appreciated the careful and thoughtful way Nathan read tonight. Board Member Sweet stated the Strategic Planning group will present an update at the next Board meeting on May 24<sup>th</sup>.

*Board Member Gary Lym:* Board Member Lym thanked Nathan Pham for reading the proclamation recognizing May as Asian Pacific Islander Heritage Month.

*Board Member Ardella Dailey:* Board Member Dailey also thanked Nathan Pham for reading the proclamation recognizing May as Asian Pacific Islander Heritage Month.

*Board President Jennifer Williams:* Board President Williams thanked Paden Elementary School principal Drew Sarratore and the Paden community for inviting her to attend the Paden Earth Day Celebration, which included the unveiling of Paden's new Outdoor Learning Center. Board President Williams described the many features of the new Learning Center, and she thanked Paden parent Greg Williams specifically for tenaciously following through on getting the project completed. Board President Williams shared that she attended the Alameda Kiwanis Hope of America awards ceremony last week, which honors outstanding 8<sup>th</sup> grade students from across the Island. Board President Williams announced the Office of Equity was holding an end of the year BBQ event for families this Sunday at Washington Park. Board President Williams invited the community to attend the event. Lastly, Board President Williams reminded the audience of the upcoming Salute to Education event being held on May 19<sup>th</sup>. Board President Williams thanked AEF for their continued support of AUSD.

6. Student Board Members' Report:

*Student Board Member William Lau:* Student Board Member Lau recognized all the female Board members and staff who are mothers in honor of last Sunday's Mother's Day holiday.

*Student Board Member Brian Lin:* Student Board Member Lin recognized Asian Pacific Islander Heritage Month and he recognized Mental Health Awareness Month. Student Board Member Lin announced several events coming up at Encinal Jr. & Sr. High School: Spirit Week, Grad Night, and the last two shows of the play "Legally Blonde."

*Student Board Member Henry Mills:* Student Board Member Mills stated he is excited to see so many students dedicated to finishing out the school year strong.

7. Superintendent's Report:

*Superintendent Pasquale Scuderi:* Superintendent Scuderi shared his solidarity with the Asian Pacific Islander community. Superintendent Scuderi announced that he met with AUSD's elementary music teachers this week in order to take a closer look at why some Visual and Performing Arts classes have declining enrollment in middle and high school. Superintendent Scuderi thanked the teachers for meeting with him and for sharing their out-of-the-box ideas to stop this current trend.

Superintendent Scuderi announced he and Board President Williams were fortunate to have attended the Alameda Kiwanis Hope of America event that recognized outstanding 8<sup>th</sup> grade students from around Alameda.

Superintendent Scuderi thanked AUSD teachers who have invited him and Assistant Superintendent Kirsten Zazo into their classrooms to get student perspective on the Strategic Plan.

Superintendent Scuderi finished his report by recognizing AUSD's district nurses, Karen Allen and Sandra Hoffman-Dorrance ahead of School Nurse Day on May 11<sup>th</sup>. Superintendent Scuderi stated Karen and Sandra have worked endless days, nights, and weekends to support AUSD families and students during the pandemic.

8. Student Advisory:

Student Board Member Henry Mills stated he is planning for the next Student Advisory Meeting with Assistant Superintendent, Educational Services Kirsten Zazo.

**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

*Motion to adopt the Consent Calendar.*

**MOTION:** Member Little

**SECONDED:** Member Dailey

**ROLL CALL VOTE**

**STUDENT BOARD MEMBER VOTES**

**AYES:** Members Lin, Mills, and Lau

**NOES:**

**ABSTAIN:**

**BOARD MEMBER VOTES**

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

**NOES:**

**ABSTAIN:**

**MOTION APPROVED**

**F. GENERAL BUSINESS**

1. Discuss and Review AUSD's Equity Policy

Board President Jennifer Williams referred this agenda item regarding drafting a new 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.

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).

Board Members discussed the following points:

- Board Members stated they would like Administrative Regulations drafted along with the Board Policy so that the Administrative Regulation, sometimes seen as the “instructions” on how to implement the policy, can help outline things like budget priorities will be made with an Equity lens.
- The Board President asked her fellow Board Members to send her emails of what they want included in the new policy. The Board



President stated she would forward any emails from Board Members regarding this item to the Superintendent.

- Staff stated they would work on corresponding Administrative Regulations.
- Kirsten Zazo, Assistant Superintendent, Educational Services and Henry Mills, Student Board Member from Alameda High School, will talk to the Student Advisory on May 25<sup>th</sup> about the Equity Policy and those notes will help with revisions as well.
- A Board Member said she would like to see the Equity Policy alongside of the Strategic Plan.
- Board Members finished the item by saying the Equity Policy will come to the first June meeting with corresponding Administrative Regulations and any revisions Board Members send to the Board President.

Public Comments:

*Maria Elena Moreno Rivas, AUSD parent:* Ms. Moreno Rivas stated she would like to see the budget focused on tutoring, and she would like to see funds focused on getting students up to speed due to learning loss from the recent pandemic. Ms. Moreno Rivas stated the focus of tutoring and funds should be directed to helping students improve their math skills.

*Iris Mitchell, AUSD parent:* Ms. Mitchell asked the Board to spend money on support of students who have issues that affect learning, such as hunger, housing instability, and bullying. Ms. Mitchell stated she has an issue with the food the District is serving AUSD children. Ms. Mitchell stated the food is not healthy and she would like this changed.

2. AUSD's Report on Findings of Nea Community Learning Center's Material Revision Request

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 26<sup>th</sup>, 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.

Assistant Superintendent of Educational Services, Kirsten Zazo reported the findings of the review conducted and she recommended that the Board approve the Nea Community Learning Center's Material Revision. This item come to the Board for action on May 24, 2022.

3. 2022-2023 Budget & LCAP Adoption Process: Review of Categorical Programs and Parcel Tax Funds

Shariq Khan, AUSD's Assistant Superintendent – Business Services, gave the Board information on the LCAP Adoption Process. Mr. Khan explained 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.

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.

Public Comments:

*Iris Mitchell, AUSD parent:* Ms. Mitchell asked the Board to include more concrete language on how the proposed Equity Policy was going to be implemented in classrooms.

*Maria Elena Moreno Rivas, AUSD parent:* Ms. Moreno Rivas stated she would like the Equity Policy to have budgetary implications. Ms. Moreno Rivas also stated she would like more work to be done on this policy.

4. Resolution 2021-2022.53 Regarding Non-Reemployment of Certificated Employees

Timothy Erwin, Assistant Superintendent – Human Resources, gave the Board information on Resolution 2021-2022.53, which outlines that 0.20 FTE be reduced and an equivalent number of certificated staff be non-reemployed for the ensuing 2022-2023 school year.

If the Board approves this resolution, this action shall be effective on June 30, 2022.

*Motion to approve Resolution 2021-2022.53 Regarding Non-Reemployment of Certificated Employees.*

**MOTION:** Member Lym

**SECONDED:** Member Dailey

**ROLL CALL VOTE**

**STUDENT BOARD MEMBER VOTES**

**AYES:** Member Lau, Lin, and Mills

**NOES:**

**ABSENT:**

**BOARD MEMBER VOTES**

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

**NOES:**

**ABSTAIN:**

**MOTION APPROVED**

5. Resolution No. 2021-2022.54 Declaration of Intent to Grant an Easement to the City of Alameda

Danielle Krueger, Coordinator of Business Services gave the Board information on the easement AUSD would like to grant to the City of Alameda, ("City"). The easement is in collaboration with Caltrans, would be so that the City can 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.

The easement will improve safety for the community, students, and staff at Encinal Jr. & Sr. High School.

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.

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

***Motion to approve Resolution No. 2021-2022.54 Declaration of Intent to Grant an Easement to the City of Alameda.***

**MOTION:** Member Little

**SECONDED:** Member Sweet

**ROLL CALL VOTE**

**STUDENT BOARD MEMBER VOTES**

**AYES:** Member Lau, Lin, and Mills

**NOES:**

**ABSENT:**

**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 8:10pm and she announced the next regular meeting of the Board of Education would be on May 24th.

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Respectively Submitted,

Kerri Lonergan  
Senior Executive Assistant  
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Recognition of Outgoing Student Board Members (10 Mins/Information)

**Item Type:** Communications

**Background:** Tonight, Board of Education members will recognize the following Student Board Members for their service and dedication over a very difficult and historical last three years:

- Brian Lin, Encinal Jr. & Sr. High School
- William Lau, ASTI
- Henry Mills, Alameda High School

**AUSD LCAP Goals:**

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):**

**Recommendation:**

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

**Submitted By:** Board of Education Trustees

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ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**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 2022-2023 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

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**ATTACHMENTS:**

Description	Upload Date	Type
☐ Certificated Personnel Actions	5/26/2022	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 2022-2023 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

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**ATTACHMENTS:**

Description	Upload Date	Type
☐ Classified Personnel Actions	5/26/2022	Cover Memo

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Approval and Acceptance of Donations

**Item Type:** Consent

**Background:** Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific uses.

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

**Fund Codes:** 01 General Fund

**Fiscal Analysis**

**Amount (Savings) (Cost):** Will increase the revenues of the District in the amount of \$43,086.21.

**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

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**ATTACHMENTS:**

Description	Upload Date	Type
☐ Summary Site Donations	5/17/2022	Backup Material

2021-2022  
Summary Site Donations  
April 19, 2022 - May 16, 2022

Slip Date	Site	Donor	Amount	Total Site Donations	Total Donations
4/2/2022	AHS	Aziza Jallali	\$ 136.00		
4/2/2022	AHS	Lynn Landry	\$ 95.00		
4/2/2022	AHS	Nicola Taggart	\$ 40.00		
4/21/2022	AHS	NeedMyTranscript	\$ 3.00		
4/21/2022	AHS	Khaddar Family Trust	\$ 9.00		
4/27/2022	AHS	AHS Music Booster	\$ 2,000.00		
4/28/2022	AHS	Encinal High School	\$ 350.00		
5/2/2022	AHS	Kelly Gregory Hartlaub	\$ 1,374.93		
5/3/2022	AHS	New Haven USD	\$ 125.00		
				<u>\$ 4,132.93</u>	
4/25/2022	Bay Farm	Ramesh Bulusu	\$ 350.00		
5/10/2022	Bay Farm	Bay Farm PTSA	\$ 6,000.00		
				<u>\$ 6,350.00</u>	
4/28/2022	Edison	Edison PTA	\$ 16,761.68		
				<u>\$ 16,761.68</u>	
3/15/2022	EJSHS	Cash	\$ 224.00		
3/24/2022	EJSHS	Eteam Sponsor Inc	\$ 37.50		
4/28/2022	EJSHS	Eteam Sponsor Inc	\$ 3,582.40		
4/28/2022	EJSHS	Lick-Wilmerding High School	\$ 550.00		
4/28/2022	EJSHS	Elizabeth Gonzalez	\$ 2.00		
4/28/2022	EJSHS	Stefan Galvez-Abadia	\$ 136.00		
4/28/2022	EJSHS	NeedMyTranscript	\$ 2.00		
4/28/2022	EJSHS	NeedMyTranscript	\$ 2.00		
				<u>\$ 4,535.90</u>	
4/22/2022	Franklin	Box Tops	\$ 81.80		
4/22/2022	Franklin	The Sports Basement	\$ 157.00		
4/22/2022	Franklin	Alameda Education Foundation	\$ 10,000.00		
4/22/2022	Franklin	San Francisco BART	\$ 66.90		
4/22/2022	Franklin	The Blackbaud Giving Fund	\$ 1,000.00		
				<u>\$ 11,305.70</u>	
					<u><u>\$ 43,086.21</u></u>



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.

Fifteen (15) 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 \$2,734,919.97.

**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

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**ATTACHMENTS:**

Description	Upload Date	Type
□ Summary of Register	5/17/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Approval of Contract Extension between Alameda Unified School District and Peralta Community College District (ASTI at College of Alameda)

**Item Type:** Consent

**Background:** The Alameda Science and Technology Institute (ASTI) is a magnet high school, operating on the College of Alameda campus located at 555 Ralph Appezato Memorial Pkwy. In January of 2022, the District and Peralta Community College District approved the Second Amendment to the College and Career Access Pathways (CCAP) Agreement for 2021-2022, expiring June 30, 2022. Section VII of the Agreement permits the parties to extend the Amendment by one year if both Parties agree in writing.

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

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):**

**Recommendation:** Approve as submitted.

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

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**ATTACHMENTS:**

Description	Upload Date	Type
❏ 1 Year Extension	5/17/2022	Backup Material

WHEREAS, the Second Amendment to the College and Career Access Pathways (“CCAP”) Agreement (“Amendment”) between Peralta Community College District (“PCCD”) and Alameda Unified School District (“AUSD”) was approved by each Party.

WHEREAS, Section VII, A of the Amendment permits the Parties to extend the Amendment by one year if both Parties agree in writing.

WHEREAS, the Parties now seek to extend the Amendment by one year.

NOW THEREFORE, the Parties mutually agree to continue the Amendment until June 30, 2023, unless terminated by either Party in accordance with the Amendment.

This Extension is made and entered into on this \_\_\_\_\_ day of \_\_\_\_\_ and is subject to and becomes effective only upon approval by the AUSD Board of Education and PCCD Board of Trustees.

ALAMEDA UNIFIED SCHOOL  
DISTRICT

By: \_\_\_\_\_  
Pasquale Scuderi  
Superintendent  
Alameda Unified School District

PERALTA COMMUNITY COLLEGE  
DISTRICT

By: \_\_\_\_\_  
Jannett N. Jackson  
Interim Chancellor  
Peralta Community College District

**Approved as to Form:**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Legal Counsel  
Alameda Unified School District

**Approved as to Form:**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
General Counsel  
Peralta Community College District

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Proclamation: Alameda Family Services Appreciation Day - May 24, 2022

**Item Type:** Consent

**Background:** Alameda Family Services has long been in partnership with Alameda Unified School District to provide essential services to our youth to ensure they thrive. They have been a vital force in the community promoting the physical and social-emotional health and well-being of youth and families.

On behalf of all Alameda public school students, Alameda Unified School District Board of Education thanks Alameda Family Services for their hard work and commitment and hereby recognizes “Alameda Family Services Appreciation Day” annually on the date of the last Board meeting in May.

**AUSD LCAP Goals:** 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students 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:** Approve as submitted.

**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

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**ATTACHMENTS:**

	<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
▣	Proclamation: Alameda Family Services Appreciation Day 5.24.22	5/18/2022	Backup Material

**PROCLAMATION**  
***Alameda Family Services Appreciation Day***  
***May 24, 2022***

*WHEREAS*, Alameda Family Services is a vital force in the community promoting the physical and social-emotional health and well-being of youth and families; and

*WHEREAS*, Alameda Family Services focuses on prevention and early identification of risk factors aiming to reduce barriers to learning; and

*WHEREAS*, Alameda Family Services has long been a partner with Alameda Unified School District to provide these essential services to our youth to ensure they thrive; and

*WHEREAS*, Alameda Family Services supports vital programs in all of our schools for thousands of Alameda School children; and

*WHEREAS*, thriving students are essential for a desirable community and a promising future;

*NOW, THEREFORE, BE IT PROCLAIMED* that the Alameda Unified School District Board of Education hereby recognizes “Alameda Family Services Appreciation Day” annually on the date of the last Board meeting in May and thanks AFS for their work on behalf of Alameda public school students.

*PASSED AND ADOPTED* by the following votes this 24<sup>th</sup> 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: Memorial Day - May 30, 2022

**Item Type:** Consent

**Background:** Memorial Day is celebrated on the last Monday in May. The “National Moment of Remembrance Act” designates 3:00 p.m. local time on Memorial Day each year as the National Moment of Remembrance in honor of the men and women of the United States who died in the pursuit of freedom and peace and was proclaimed thus by William J. Clinton, then President, in December 2000.

**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

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**ATTACHMENTS:**

Description	Upload Date	Type
☐ Proclamation: Memorial Day - May 30, 2022	5/18/2022	Backup Material

# PROCLAMATION

## *Memorial Day*

*May 30, 2022*

*WHEREAS*, Memorial Day represents one day of national awareness and reverence, honoring those Americans who died while defending our Nation and its values; and

*WHEREAS*, Memorial Day is celebrated on the last Monday in May; and

*WHEREAS*, Memorial Day was officially proclaimed on May 5, 1868, by General John Logan, national commander of the Grand Army of the Republic, in his [General Order No. 11](#), being first observed on May 5, 1868; and

*WHEREAS*, the “National Moment of Remembrance Act” designates 3:00 p.m. local time on Memorial Day each year as the National Moment of Remembrance in honor of the men and women of the United States who died in the pursuit of freedom and peace and was proclaimed thus by William J. Clinton, then President, in December 2000; and

*WHEREAS*, the observance of a National Moment of Remembrance is a simple and unifying way to commemorate our history and honor the struggle to protect our freedoms; and

*WHEREAS*, this Act recognizes in law a commemoration begun on Memorial Day in May 1997 when “Taps” was played at 3:00 p.m. on many radio and television stations across the nation as Americans paused to remember the men and women who have lost their lives in service to our country;

*NOW, THEREFORE, BE IT PROCLAIMED* that the Alameda Unified School District Board of Education hereby recognizes the last Monday in May as Memorial Day.

*PASSED AND ADOPTED* by the following votes this 24<sup>th</sup> 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) Professional Services Agreement between AUSD and Dannis Woliver Kelley for varying hourly rates from \$130-\$450/hour.
2. (Fund 01) Memorandum of Understanding between AUSD and Alameda Education Foundation for Middle School Sports.
3. (Fund 01) Amendment No. 1 to Professional Services Agreement between AUSD and Apodaca Mechanical & Consulting for an added material cost of \$2,964 and new total not to exceed \$58,964.00.
4. (Fund 13) 2022-2023 Annual Renewal of Services between AUSD and Super Co-Op Joint Powers Authority for an administrative fee of \$0.90 per case/unit of USDA Foods direct delivery and a membership fee of 0.3% of the current year USDA Foods estimated entitlement..
5. (Fund 01) Amendment No. 7 to Professional Services Agreement between AUSD and 360 Degree Customer, Inc. for an increase of \$10,080 and a total amended value of \$981,336.00.
6. (Fund 01) Product and Services Agreement between AUSD and Renaissance for a total of \$50,025.96 (myON, Freckle, myON News).
7. (Fund 01) Product and Services Agreement between AUSD and Renaissance for a total of \$166,437.32 (Star 360, Star Early Literacy, Star Math, Star Reading, Schoolzilla).

**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

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**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
☐ DWK	5/18/2022	Backup Material
☐ AEF	5/18/2022	Backup Material
☐ Apodaca Mechanical Consulting	5/18/2022	Backup Material
☐ Super Co-Op JPA	5/18/2022	Backup Material
☐ 360 Degree Customer Inc	5/20/2022	Backup Material
☐ Renaissance (Freckle, myON)	5/20/2022	Backup Material
☐ Renaissance (Star, Schoolzilla)	5/20/2022	Backup Material



DANNIS WOLIVER KELLEY

Attorneys at Law

**SUE ANN SALMON EVANS**

Attorney at Law

sevens@DWKesq.com

**Long Beach**

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May 9, 2022

**VIA EMAIL**

Pasquale Scuderi  
Superintendent  
Alameda Unified School District  
2060 Challenger Drive  
Alameda, CA 94501  
[pscuderi@alamedaunified.org](mailto:pscuderi@alamedaunified.org)

Re: 2022-2024 Agreement for Professional Services

Dear Mr. Scuderi:

For more than 45 years, we have provided legal advice and counseling services to California school and community college districts. We appreciate more than ever the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. Together, we have met the challenges of a worldwide pandemic and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will support you with our full range of expertise to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for the 2022-2023 and 2023-2024 school years which includes some new terms enabling us to better meet current and future challenges on your behalf. The top end of rate ranges for our different attorney groups will increase by \$5 to \$15 dollars; however, for the first time, we are providing a two-year Agreement. This means there will be no changes to the billing ranges during this time period, although individual attorney hourly rates may be adjusted within the existing ranges.

We are excited to add the category of "Shareholder Emeritus" so that attorneys with decades of experience who have stepped back from active firm management can continue to offer you the highest level of legal expertise. We have added sections to comply with new laws in the areas of fingerprinting and vaccinations. Finally, our modes of communication and providing advice have been updated to keep pace with technology.

We will continue to offer the Alameda Unified School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

**SAN FRANCISCO**

200 California Street  
Suite 400  
San Francisco, CA 94111  
TEL 415.543.4111  
FAX 415.543.4384

**LONG BEACH**

444 W. Ocean Blvd.  
Suite 1070  
Long Beach, CA 90802  
TEL 562.366.8500  
FAX 562.366.8505

**SAN DIEGO**

750 B Street  
Suite 2600  
San Diego, CA 92101  
TEL 619.595.0202  
FAX 619.702.6202

**CHICO**

2485 Notre Dame Blvd.  
Suite 370-A  
Chico, CA 95928  
TEL 530.343.3334  
FAX 530.924.4784

**SACRAMENTO**

555 Capitol Mall  
Suite 645  
Sacramento, CA 95814  
TEL 916.978.4040  
FAX 916.978.4039

**BERKELEY**

2087 Addison Street  
2nd Floor  
Berkeley, CA 94704  
TEL 510.345.6000  
FAX 510.345.6100

**FRESNO**

7170 N. Financial Drive  
Suite 135  
Fresno, CA 93720  
TEL 559.388.5802  
FAX 559.388.5803

[www.DWKesq.com](http://www.DWKesq.com)

Pasquale Scuderi  
Superintendent  
Alameda Unified School District  
May 9, 2022  
Page 2

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

DANNIS WOLIVER KELLEY

A handwritten signature in black ink, appearing to read "Sue Ann Salmon Evans", with a long horizontal flourish extending to the right.

Sue Ann Salmon Evans  
SASE:sf

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This Agreement is made and entered into on May 4, 2022, by and between the Alameda Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

**SCOPE OF SERVICES.** District appoints Attorney to represent, advise, and counsel it from July 1, 2022, through and including June 30, 2024, and continuing thereafter as approved, in relation to the matter of *Traiman v. Alameda Unified School District*. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

**CLIENT DUTIES.** District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

**FEES AND BILLING PRACTICES.** Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred seventy-five dollars (\$375) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred dollars (\$300) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty-five dollars (\$265) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) per hour for Paralegals and Law Clerks. The rate range for Gregory J. Dannis and Shareholder Emeritus shall be three hundred ninety-five dollars (\$395) to four hundred fifty dollars (\$450) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Mr. Dannis' hourly rate shall be \$450. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to Client and shall apply to all services rendered after such notice is given. Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for, or attending meetings with or for District, it may be necessary for Attorney to work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

**OTHER CHARGES.** District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research and electronic record review platforms (i.e., Westlaw, e-discovery). Any discount received on such services is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

**BILLING STATEMENT.** Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

**INDEPENDENT CONTRACTOR.** It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will complete fingerprinting and background check clearances as required by Education Code Section 45125.1 prior to commencing such services. Attorney further agrees to comply with applicable, prevailing state vaccine or testing requirements.

**CONSENT TO USE OF E-MAIL AND CLOUD SERVICES.** In order to provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such e-mail transmissions with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

**CONFLICT OF INTEREST.** In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

**TERMINATION OF CONTRACT.** District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

**COUNTERPARTS.** This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

ALAMEDA UNIFIED SCHOOL DISTRICT

\_\_\_\_\_  
Jennifer Williams  
President

\_\_\_\_\_  
Date

DANNIS WOLIVER KELLEY



\_\_\_\_\_  
Sue Ann Salmon Evans  
Attorney at Law

\_\_\_\_\_  
May 9, 2022

Date

At its public meeting of \_\_\_\_\_, 2022, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

**Participant District:** Alameda Unified School District

Please check (✓) your response:

X	We plan to CONTINUE membership with Super Co-Op JPA for SY2022-23.
	We do NOT plan to continue membership with Super Co-Op JPA for SY2022-23. What alternate USDA Foods delivery method do you plan to use? _____

**San Mateo-Foster City School District** is the Lead District of the Super Co-Op Joint Powers Authority and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts and Participant Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
2. Through this written agreement, the Lead District is assigned control of the Participant District’s fair share of USDA Foods entitlement for SY2022-23. The Lead District is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of Participant.
3. Lead District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of Participant. Participant is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to Participant District.
4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
5. SY2022-23 Fees:  
 Membership Fees are paid by Participant District directly to the Lead District, billed in July 2022.  
 Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.  
 State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.  
 Delivery fees as per member district selected distributors.  
 All fees are subject to change, as approved by the Super Co-Op JPA Board of Directors.  
 Participant District agrees to remit all Super Co-Op JPA fees promptly upon receipt of invoice.

6. Participant District agrees to abide by the current Super Co-Op JPA Governing Rules, bylaws, conflict of interest cost and code of conduct, Brown Box Storage Policy, and other rules or policies as approved by the Board of Directors.
7. Should a loss of USDA Foods being held for the Participant District occur, due to/ but not limited to theft, spoilage, etc., the Lead District is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Participant District and Lead District shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Participant District shall respond to pre-planners and offerings promptly.
10. Participant District shall read all correspondence from the Super Co-Op JPA and respond promptly as indicated.
11. Participant District shall maintain accurate contact information with the Super Co-Op JPA to assure proper routing of invoices and correspondence.
12. Participant District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Participant District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead District, this Agreement shall convey to the new Lead District.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead District no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	<b>James Assia</b>
Title	<b>Director Food and Nutrition Services</b>
Telephone	<b>510-337-7044</b>
Email	<b>jassia@alamedaunified.org</b>

Accounts Payable Contact	
Name	Andrea Assia
Title	Account Technician
Telephone	510-337-7079
Email	aassia@alamedaunified.org

Additional Contact for USDA Foods management	
Name	Wendy Huang
Title	Operations Manager
Telephone	510-337-7078
Email	whuang@alamedaunified.org



17. Each individual executing this Annual Renewal of Services on behalf of Participant District represents, for the benefit of Lead District, that he or she is duly authorized to execute and deliver this Annual Renewal of Services on behalf of Participant District.
18. Lead District and Participant District acknowledge that this Annual Renewal of Services is subject to approval by the Participant District's Board and this Annual Renewal of Services shall not be effective until after the Participant District's Board approves this Annual Renewal of Services.

By signing this, I certify that I am an authorized representative of the Participant District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Participant District's Board of Education at a duly called and noticed Regular Board Meeting on \_\_\_\_\_, 20\_\_.

Participant District	
Signature	
Print Name	
Title	
Date	

Lead District	San Mateo-Foster City School District
Signature	
Print Name	Fran Debost
Title	Director Child Nutrition Services
Date	

***Return signed copy by December 1, 2021*** to Fran Debost at the Lead District. A signed copy will be returned to you.

Fran Debost  
fdebost@smfc.k12.ca.us  
San Mateo-Foster City School District  
1170 Chess Drive, Foster City, CA 94404  
Phone (650) 312-7201

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
www.renaissance.com

**Alameda Unified School District - 280058**  
2060 Challenger Dr  
Alameda, CA 94501-1037  
Contact: Lindsey Jenkins-Stark - (510) 337-7000  
Email: ljstark@alamedaunified.org

Reference ID: 538826

Quote Summary	
School Count: 9	
Renaissance Products & Services Total	\$52,658.91
Applied Discounts	\$(2,632.95)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$50,025.96

**This quote includes: myON, Renaissance Freckle and Renaissance myON News.**


To receive applicable discounts, all orders included on this quote must be received at the same time.

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- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
  - consent to the Terms of Service and License; and
  - consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy/>.

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Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [ ]

Renaissance Learning, Inc.	Alameda Unified School District - 280058
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Kenzie Brooke at (510)225-0472, Thank You.

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Phone: (800) 338-4204 | Fax: (877) 280-7642  
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United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Alameda Unified School District - 280058	
Schools Provided Applications & Services by Renaissance	Year 1 07/01/2022- 06/30/2023
Bay Farm School	\$6,411.00
Earhart Elementary School	\$6,384.00
Edison Elementary School	\$4,344.00
Franklin Elementary School	\$5,163.00
Love Elementary School	\$9,294.33
Maya Lin	\$2,496.00
Otis Elementary School	\$7,272.00
Paden Elementary School	\$6,729.72
Ruby Bridges Elementary School	\$4,564.86
	Year 1
Products & Services Total	\$52,658.91
Applied Discounts	\$(2,632.95)
Grand Total	USD \$50,025.96

Solution - Year 1	Schools	Student Capacity/Qty
Freckle ELA Premium	9	1,554
Freckle Math Premium	9	1,554
myON News Per Student	5	809
myON Per Student	5	809

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Federal I.D. 39-1559474  
www.renaissance.com

**Alameda Unified School District - 280058**  
2060 Challenger Dr  
Alameda, CA 94501-1037  
Contact: Lindsey Jenkins-Stark - (510) 337-7000  
Email: ljstark@alamedaunified.org

Reference ID: 401760

Quote Summary	
School Count: 14	
Renaissance Products & Services Total	\$171,082.87
Applied Discounts	\$(4,645.55)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$166,437.32

**This quote includes: Renaissance Star 360, Renaissance Star Early Literacy, Renaissance Star Math, Renaissance Star Reading and Schoolzilla.**


To receive applicable discounts, all orders included on this quote must be received at the same time.

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Renaissance Learning, Inc.	Alameda Unified School District - 280058
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

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Alameda Unified School District - 280058	
Schools Provided Applications & Services by Renaissance	Year 1 06/01/2022- 07/31/2023
Alameda Unified School District	\$64,338.42
Alameda High School	\$11,278.67
Alameda Science and Technology Institute	\$2,118.66
Bay Farm School	\$8,974.28
Earhart Elementary School	\$8,974.28
Edison Elementary School	\$7,990.35
Encinal High School	\$9,167.42
Franklin Elementary School	\$4,699.83
Lincoln Middle School	\$10,991.54
Love Elementary School	\$6,941.90
Maya Lin	\$6,748.34
Otis Elementary School	\$8,232.30
Paden Elementary School	\$5,409.55
Ruby Bridges Elementary School	\$6,635.43
Wood Middle School	\$8,581.90
	Year 1
Products & Services Total	\$171,082.87
Applied Discounts	\$(4,645.55)
Grand Total	USD \$166,437.32

Solution - Year 1	Schools	Student Capacity/Qty
Schoolzilla Schoolzilla Professional	1	8,429
Star 360 Enterprise Real Time	9	3,552
Star Early Literacy Enterprise Real Time	5	500
Star Math Enterprise Real Time	3	1,720
Star Reading Enterprise Real Time	5	4,543
Project Management Services	1	

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ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Resolution No. 2021-2022.55 Approval of Budget Transfers, Increases, Decreases

**Item Type:** Consent

**Background:** After the adoption of the proposed budget for the fiscal year, it is often necessary to make budgetary transfers and revisions. Budget transfers allow budget managers to redistribute funds as needs and plans change. Budget revisions allow the District to increase or decrease funds based on entitlements and grants actually received by the District.

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

**Fund Codes:** 01 General Fund

**Fiscal Analysis**

**Amount (Savings) (Cost):** Will increase revenues and expenditures in the District in the amount of \$43,086.21.

**Recommendation:** Approve as submitted.

**AUSD Guiding Principle:** #1 - All students have the ability to achieve academic and personal success.| #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.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

**Submitted By:** Shariq Khan, Assistant Superintendent of Business Services

---

**ATTACHMENTS:**

Description	Upload Date	Type
☐ Resolution No. 2021-2022.55	5/17/2022	Resolution Letter
☐ Attachment A	5/17/2022	Backup Material

**ALAMEDA UNIFIED SCHOOL DISTRICT**  
**Alameda, California**  
**Resolution**

May 24, 2022

Resolution No. 2021-2022.55

**Approval of Budget Transfers, Increases, Decreases**

*WHEREAS*, the state statute require budget appropriations to be adopted by the Board of Education in the following object codes:

1000 Certificated Salaries  
2000 Classified Salaries  
3000 Employee Benefits  
4000 Books and Supplies  
5000 Services and Other Operating Expense  
6000 Capital Outlay  
7000 Other Sources and Uses

*AND, WHEREAS*, the Board of Education desires to change the adopted appropriations;

*NOW, THEREFORE, BE IT RESOLVED* that the changes be made to the adopted appropriations as per Attachment A.

PASSED AND ADOPTED by the following vote this 24th 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

**BUDGET REVISIONS**

(Budget Revisions affect Fund Balance;  
Amounts are either added or subtracted from Fund Balance)

<b>School/Dept</b>	<b>Description</b>	<b>Amount</b>
Alameda High	Donations	\$ 4,132.93
Bay Farm	Donations	\$ 6,350.00
Edison	Donations	\$ 16,761.68
Encinal	Donations	\$ 4,535.90
Franklin	Donations	\$ 11,305.70
<b>Total Donations</b>		<b>\$ 43,086.21</b>

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Resolution No. 2021-2022.57 Annual Declaration of Certain Textbooks Unusable or Obsolete

**Item Type:** Action

**Background:** When district-owned books have been replaced by more recent versions (or editions of the same material) and are of no foreseeable value in other instructional areas, these books may be declared unusable, obsolete, and no longer needed by the Board of Education. Several of our schools currently have many of these obsolete books in their inventory, and they wish to be able to dispose of them by either giving them to a nonprofit charitable organization or selling them to companies or organizations which agree to use them for educational purposes. Books not sold or given away will be recycled or discarded appropriately.

With the approval of this Resolution by the Board of Education, the District may discard textbooks and supplemental materials as indicated above.

**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:** #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
□	Resolution No. 2021-2022.57 Annual Declaration of Certain Textbooks Unusable or Obsolete_5.24.22	5/18/2022	Resolution Letter

**ALAMEDA UNIFIED SCHOOL DISTRICT**  
**Alameda, California**  
**Resolution**

May 24, 2022

Resolution No. 2021-2022.57

**Resolution Declaring Certain Textbooks Unusable or Obsolete**

*WHEREAS*, when district-owned instructional materials have been replaced by more recent versions or editions of the same material and are of no foreseeable value in other instructional areas, these textbooks may be declared unusable, obsolete, and no longer needed by the Board of Education; and

WHEREAS, schools currently have many of these obsolete books in their inventory, and they wish to be able to dispose of them by either giving them to a nonprofit charitable organization or trading these books in for textbook credit through a used textbook distributor; and

WHEREAS, textbooks not exchanged or given away will be recycled or discarded appropriately; and

WHEREAS, with each current adoption, certain textbooks are identified as unusable, obsolete, or no longer needed; and

WHEREAS, staff at school sites provide lists of books to be disposed for review and approval by Educational Services; and

WHEREAS, the Educational Services department electronically retains these lists with the names and numbers of the K-12 books which are now unusable or obsolete;

*NOW, BE IT RESOLVED*, that the district may discard all textbooks and support materials as indicated above.

*PASSED AND ADOPTED* by the following vote this 24<sup>th</sup> 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:** Resolution No. 2021-2022.58 Approval of Material Revision Request  
Submitted by Nea Community Learning Center (Nea)

**Item Type:** Action

**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 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.

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.

On May 10th, staff reported their findings of the review conducted to the Board. Tonight, seek the Board's approval of Resolution No. 2021-2022.58 Approval of Material Revision Request Submitted by Nea Community Learning Center.

**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:** 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.| #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:**

<b>Description</b>		<b>Upload Date</b>	<b>Type</b>
□	Resolution No. 2021-2022.58 Approval of		
	Material Revision Request Submitted by Nea	5/18/2022	Resolution
	Community Learning Center (Nea) 5.24.22		Letter
□	Staff Report: Nea Material Revision_5.10.22	5/19/2022	Backup Material

**ALAMEDA UNIFIED SCHOOL DISTRICT**  
**Alameda, California**

May 24, 2022

Resolution No. 2021-2022.58

**Resolution to Approve the Material Revision Request Submitted by  
the Nea Community Learning Center, Alameda, CA**

*WHEREAS*, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code section 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 *et seq.*); and

*WHEREAS*, the Community Learning Center Schools (CLCS) currently operates Alameda Community Learning Center (ACLC) for grades 6-12 and Nea Community Learning Center (Nea) for grades K-12; both independent charter schools authorized by the Alameda Unified School District (“District”); and

*WHEREAS*, the Nea Community Learning Center’s current charter term expires in June of 2026; and

*WHEREAS*, on March 22, 2022, the District received a material revision request from Nea to merge their 9-12 grades with ACLC’s 9-12 grades by phasing out their high school program over a three-year period beginning in 2022-2023 and graduating out their last high school cohort in 2025 (“Material Revision Request”); and

*WHEREAS*, Nea will shift from serving K-12<sup>th</sup> grade to TK-8<sup>th</sup> grade beginning in 2022-2023; and

*WHEREAS*, 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; and

*WHEREAS*, pursuant to Education Code section 47607, material revisions are governed by the same standards and criteria applicable to petitions to establish charter schools, and 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; and

*WHEREAS*, the Board published the District staff’s recommendation, including its proposed findings of fact, on May 10, 2022 (“Staff Report”), attached hereto as **Exhibit A** and incorporated herein by reference; and

*WHEREAS*, the Board has convened on May 24, 2022 to consider whether to grant or deny the Material Revision Request; and

*WHEREAS*, the District supports Nea’s shift from serving K-12<sup>th</sup> grade to TK-8<sup>th</sup> grade beginning in 2022-2023 school year and believes the approval of the Material Revision Request

will offer expanded learning opportunities and provide a sound educational benefit to students;  
and

*WHEREAS*, the District has determined that the modifications to Nea's admissions preferences comport with the law;

*NOW, THEREFORE BE IT RESOLVED*, that:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has considered, and approves of, the modifications to the admissions preferences described in the materially-revised petition.
3. The Board hereby adopts the Staff Report and approves Nea's Material Revision Request to shift from serving K-12<sup>th</sup> grade to TK-8<sup>th</sup> grade beginning in 2022-2023 school year.
4. The Superintendent or designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

*PASSED AND ADOPTED* by the following vote this 24<sup>th</sup> 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 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

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**Item Title:** Public Declaration of Intent to Name the Otis Elementary School STEAM Lab the Beth Aney STEAM Lab per Board Policy and Administrative Regulation 7310 (5 Mins/Information)

**Item Type:** Information

**Background:** On August 10, 2021, Beth Aney passed away after a courageous 10 month battle with cancer.

Beth was a champion of public schools and leaves behind a great legacy of community service. Beth was an advocate for all Alameda students and played an instrumental role in the creation of the STEAM lab at Otis Elementary School. The school community and Beth's family wishes to honor her memory and contribution to AUSD by naming the facility the Beth Aney STEAM Lab.

Per Administrative Regulation 7310 Naming of Facility, the Board of Education can name a currently unnamed facility (or part thereof), as long as the name fits one of the following criteria in Board Policy 7310:

1. Individuals, living or deceased, and entities that have made outstanding contributions, including financial contributions, to the school community
2. Individuals, living or deceased, who have made contributions of statewide, national, or worldwide significance
3. The geographic area in which the school or building is located
4. Any other entity the Board of Education deems worthy of recognition
5. An educational value or area of curricular concentration

The District must then complete the following steps:

1. District staff shall hold one meeting with employees who regularly work in the facility to discuss the proposed name.
2. The Board will publicly announce the proposed name at a Board of Education meeting one month prior to the date the Board will discuss and vote on the proposed name.
3. During that one-month period, the District shall use standard District communications (including newsletters, the website, and social media) to publicize the proposed name and inform

the public of the manner by which it can comment.

4. A budget for the re-naming will be included with the agenda materials for the meeting at which the Board will take action.

Step one (1) of this process was completed on May 17, 2022, at Otis Elementary School. Staff in attendance were provided an opportunity to hear about the plans and the Board's declaration of intent at its May 24 meeting. Staff at Otis support the naming.

Step two (2) of the process includes tonight's public declaration of intent to name the Otis STEAM Lab the Beth Aney STEAM Lab, and the Board's vote to approve the Resolution officially naming the facility at their June 28 meeting (one-month period).

Following tonight's meeting, the District will complete step three (3) by communicating the plans through various communication platforms.

Step four (4) does not apply to this process as materials used for the naming are to be provided by the Otis PTA community.

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

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

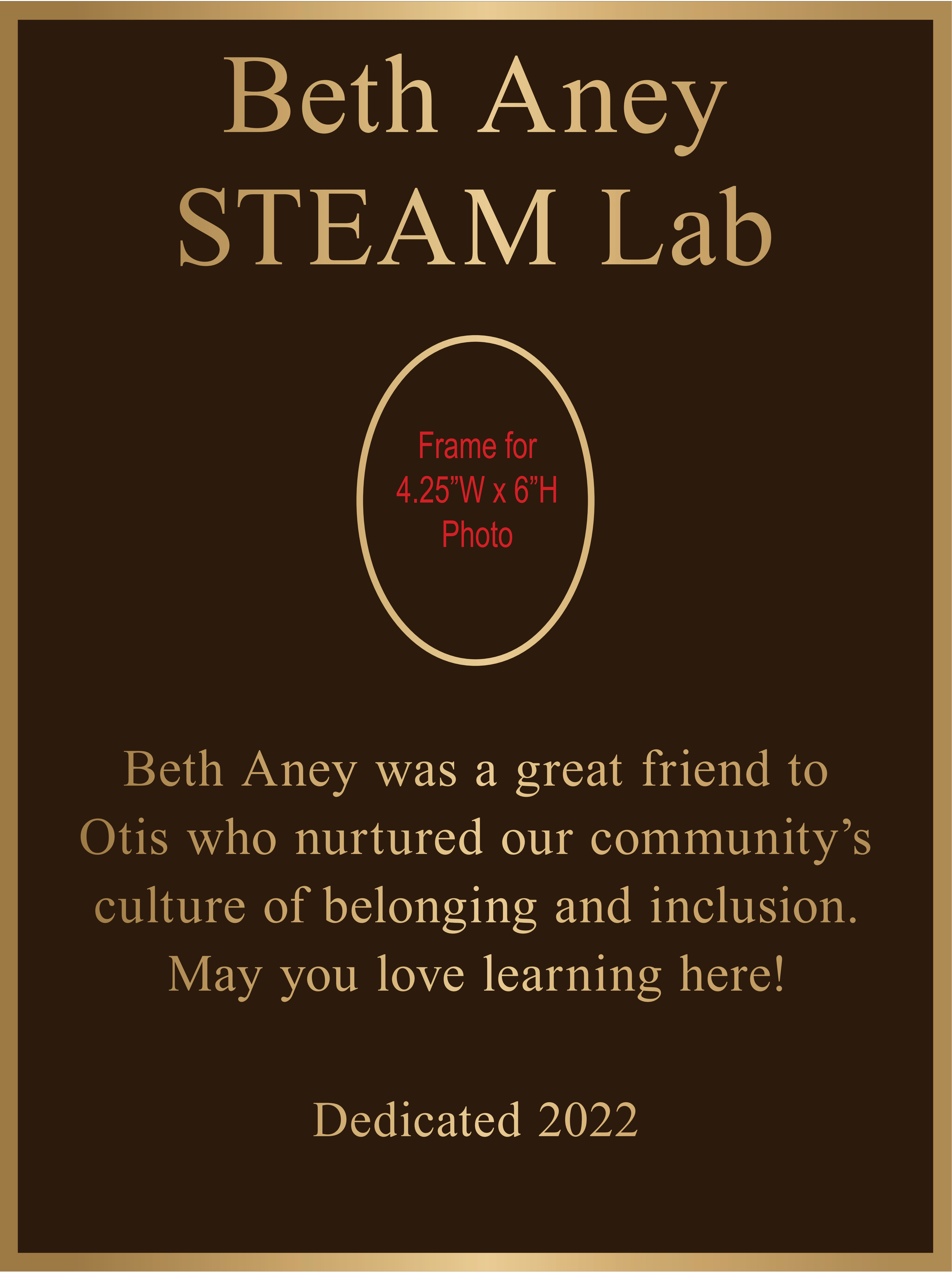
**Submitted By:** Shariq Khan, Assistant Superintendent of Business Services

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### **ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
□ Proposed Plaque	5/17/2022	Backup Material





CAST PLAQUE

- MATERIAL - Bronze
- SIZE - 18"W x 24"H
- QTY - 1
- DEPTH - Painted Edges- 3/4" deep Cast
- SHAPE - Rectangle (or Square)
- COPY - Raised Copy- Horizontal Stroke
- FINISH - Classic Leather w/Brush Surface
- BORDER - Single Line Border
- COLOR - F63R Brown SATIN
- STYLE - Times NEW Roman
- CLEAR - Satin
- MOUNT - Blind: Standard Stud

RAISED



Bronze

RECESSED



F63R Brown

VERSION: 4

Revised layout per email received 5/13

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Update from Alameda Education Foundation (AEF) (5 Mins/Information)

**Item Type:** Information

**Background:** The Alameda Education Foundation (AEF) has been a long time strategic partner of AUSD. AEF runs programs that support AUSD K-12 students with educational opportunities in arts, sports, and enrichment.

Tonight AEF will update the Board on their programs and the additional support they provide to AUSD students and teachers alike.

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

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):**

**Recommendation:** This item is presented for information only.

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

**Submitted By:** Kirsten Zazo, Assistant Superintendent of Educational Services

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**ATTACHMENTS:**

Description		Upload Date	Type
□	Presentation: Alameda Education	5/18/2022	Backup Material
	Foundation_5.24.22		



alameda education foundation

Presentation to  
**AUSD Board of Education**

May 24, 2022

Vicki Sedlack  
Executive Director

# AEF DRAFT Guiding Principles

**Focus the distribution of resources and access to opportunity** on students and families that have experienced structural and institutional discrimination and oppression.

**Address programmatic/procedural barriers** that could result in inequities based on race, gender, socioeconomic status, and other identity markers that historically contribute to injustice.

**Create and implement** new internal systems, policies, and practices that institutionalize equity and inclusion and support the sustainable enhancement of K-12 public education in Alameda.



# Our Purpose...

**AEF serves as a critical bridge toward equitable and inclusive educational outcomes for Alameda TK-12 public school students.**

**Our work focuses in three main areas:**





# Our Focus...

Art, enrichment, and sports programming that engages students and augments the educational experience.





alameda education foundation

# Middle School Sports

- AEF has been running **Girls and Boys Basketball, Volleyball** and **Track & Field** for middle school students since 2009.

- GUIDING PRINCIPLES:

**Focus on equity** - Recognition of sportsmanship and skill development, rule modifications supporting developing players, more expansive and inclusive in team selection.

**Preparation for high school** - Academic and behavioral tie-ins to participation.

**Safe play** - Boosting social-emotional health through a positive sports environment.







alameda education foundation

# Visual Arts Programs

## Art Changes

- Features a **video demonstration** by featured artists AND a **student project** based on each artist's work.
- Designed to help AUSD teachers provide **classroom visual arts instruction**.
- Developed in collaboration with Rhythmix Cultural Works.
- Artists' stories reflect the **rich diversity of the Bay Area**.







alameda education foundation

# Enrichment Programs

## After School Classes

- **200+ classes** for students grades K–8 in athletics, arts, crafts, math, science, technology, languages, writing + more.
- **GOAL:** increase classes at **Title I sites**, increase distribution of **scholarships**.
- **NEW:** choir, golf, girls soccer.



# Our Focus...

**Social-emotional supports for  
AUSD students and staff.**







Alameda Education Foundation

Equipped **4** Success

## Mental Health Support

- AEF sponsors **Care Solace** so students, families, and staff can connect with mental healthcare resources.
- AEF is also collaborating to provide a **full-time on-site clinician at high schools.**



# Our Focus...

Equity-centered support of educational programs and student needs.





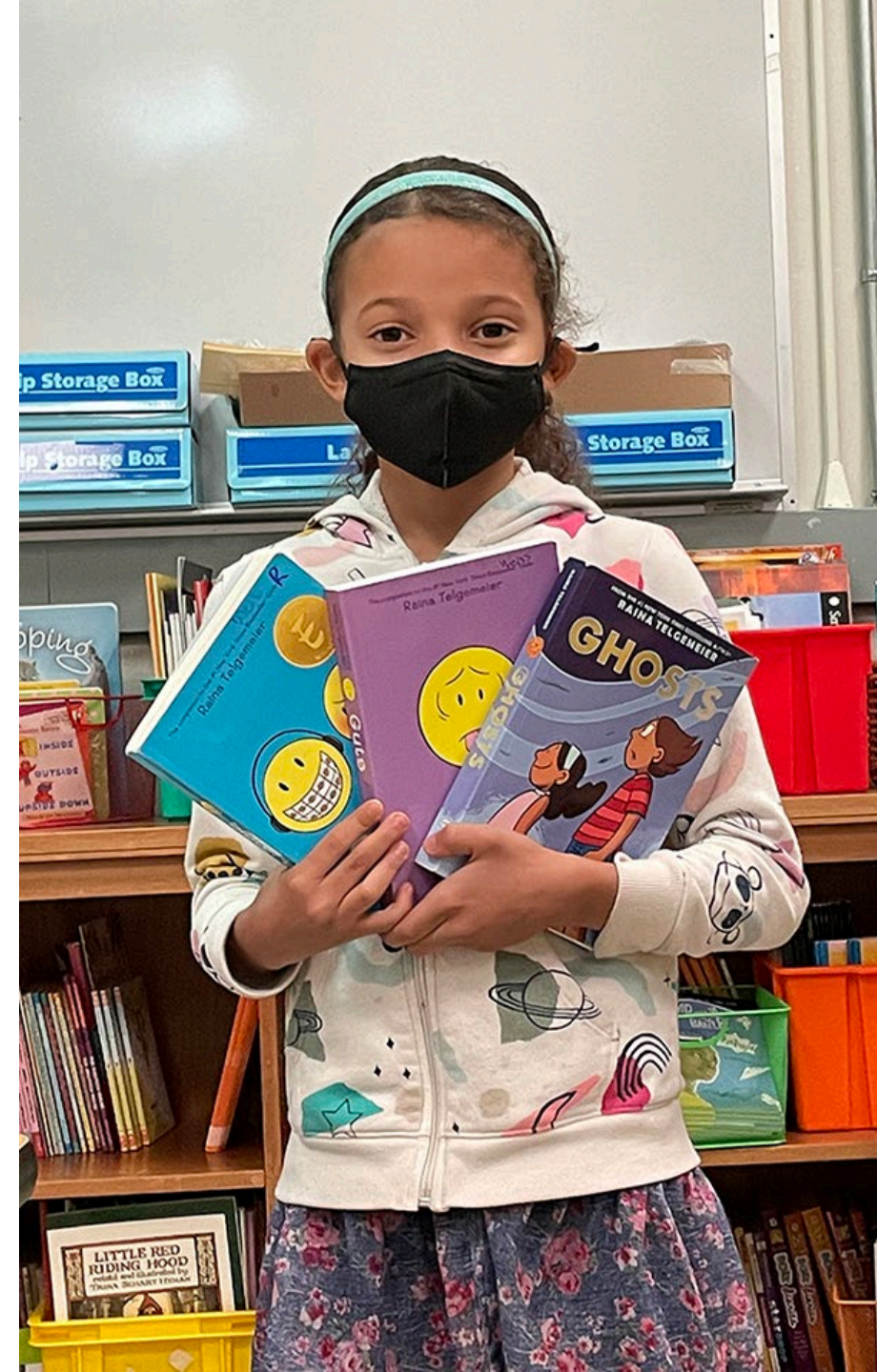


Alameda Education Foundation

Equipped **4** Success

## Teacher Mini Grants

- Grants are **need-based**.
- Provide items that **benefit students** but are not covered in the school budget.
- Focus on teachers at **Title I schools and special programs**, such as Special Ed and English Language Learning.
- Fund teachers' requests on a **rolling basis**.





## Technology Support

- AEF works with AUSD and community partners to advocate for **equity in internet access**.
- AEF underwrites **technology tools** and hands-on **educational opportunities**.
- **Power Up for Learning** collaboration with Alameda Municipal Power (AMP)







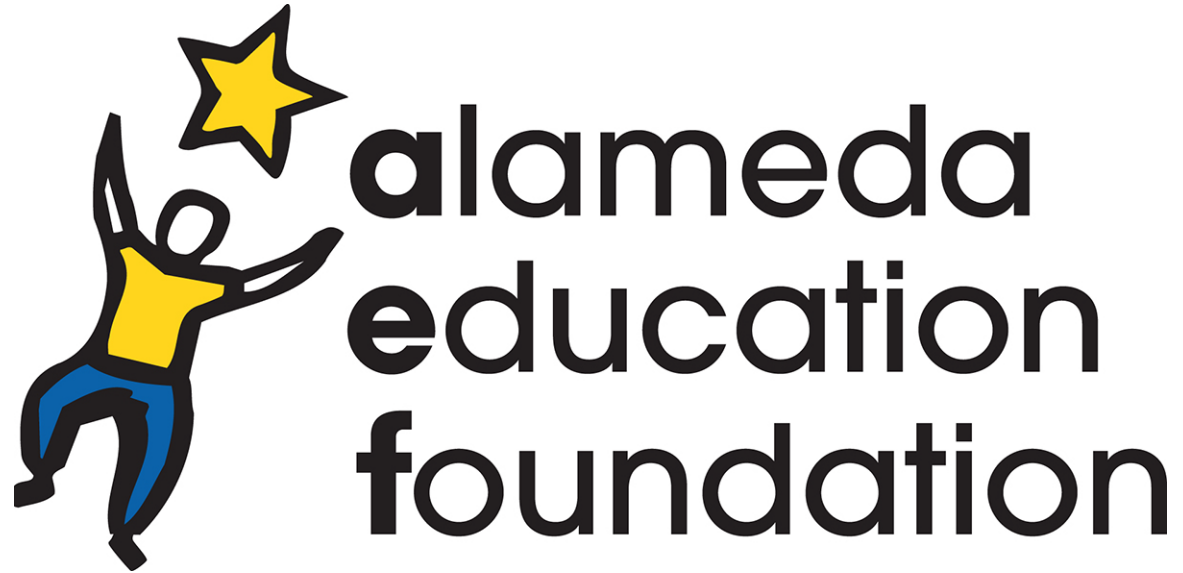
Alameda Education Foundation

Equipped **4** Success

## School Backpacks & Supplies

- Every student should start each year with a **new backpack** and fresh school supplies.
- AUSD anticipates 2,000 **Title I students need our support annually.**
- **Focus on students who are homeless,** formerly homeless, or receive on food assistance programs.





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SUPPORTING STUDENT SUCCESS



ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Update on AUSD's Grading Practices (K-12) (10 Mins/Information)

**Item Type:** Information

**Background:** Tonight's presentation is intended to update the Board on AUSD's grading practices (K-12). Staff will speak about the work of the Grading for Equity workgroup formed during the 2020-2021 school year. The workgroup has since piloted equitable grading practices as presented by the author of "Grading for Equity", Joe Feldman. This spring the workgroup reviewed the current Board Policies and Regulations and has developed a five-year plan to shift AUSD to equitable grading practices.

Tonight the Board will also hear about the work done by the Elementary Work Group around K-5 Standards Based Report Cards.

**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.

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):** N/A

**Recommendation:** This item is presented for information only.

**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

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**ATTACHMENTS:**

	<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
▣	Presentation: Update on AUSD's Grading Practices_5.24.22	5/20/2022	Backup Material

# **Update on AUSD's Grading Practices (K-12)**

Vernon L Walton Jr., Ed.D., Director of Secondary Education  
Yvonne Wright, Director of Elementary Education  
Jan Carroll, TSA for Instructional Technology

May 24, 2022

# Presentation Goals

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→ Current Grading Practices & Board Policies

→ Connecting with AUSD's Strategic Plan

→ Work Groups

- Elementary Report Card
- Secondary Grading for Equity Committee
  - From the Why to the What to the How

# Current Grading Practices

## How Typical Gradebooks are Managed

Grades are based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment. Progress by standard not communicated.

Assessments are based on a percentage system. Criteria for success may be unclear and transactional. There are 60 degrees of failure in a 100 pt. range.

Teachers use an uncertain mix of criteria: achievement, effort, late penalties and extra credit. Behavior is not separated from academic progress.

Everything goes in the grade book regardless of purpose.

Includes every score, regardless of **when** it was collected. Final grades record the average – not what is consistent, recent and demonstrates learning.

**Teachers are trained to teach, but often not trained to grade.**

# Current Board Policies

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## *Administrative Regulation 5121 - Grades/Evaluation of Student Achievement*

### **Assessment and Achievement (K-5) 8/25/2009**

- Descriptors do not match current report cards' language for Standards-Based Grading.

### **Grades for Achievement (6-12) 8/25/2009**

- Based on 100pt. range with 60 degrees of failure; grade level standard achievement does not translate to Standards-Based Grading for instructors.

# Current Board Policies, *cont...*

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## ***Grades/Evaluation of Student Achievement (8/25/2009)***

**Administrative Regulation 5121:** “Teachers are encouraged to allow for progress in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student’s achievement as it relates to the benchmarks/standards. Similarly, high grades at the beginning need not compensate for a downward trend in achievement as it relates to benchmarks/standards.”

*Encouragement, not policy for instructors.*

# Connecting to the Strategic Plan

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## Standards-Based Grading

- Focus Area 1: Strong Foundational program for all students
  - Conduct comprehensive review and revision of AUSD's grading policies.
- Goal 2.1: Student learning is driven by grade-level standards
  - Our families, staff, and students are clear about what students are expected to learn and the policies that support learning.

# AUSD Work Groups

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Elementary Focus

**Updating  
Report Cards**

Secondary Focus

**Adopting Equitable  
Grading Practices**



# Elementary Work Group 2021-2022

- February: Introduced the Report Card Survey Guide & Report Card Survey.
- February/March: Teacher teams participated in the report card survey.
- April: Data collected and organized for review and analysis.(Ed. Services, Coaches, Technology, and Work Group.)

Alameda City Unified REPORT TO PARENTS - FOURTH GRADE		Year: 2021-2022																																																																																																																																																																																																																																	
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Self-Management (controls impulses and perseveres through challenges)																																																																																																																																																																																																																																			
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Analyze features of literary text (including theme, character, setting, point of view)																																																																																																																																																																																																																																			
Analyze features of informational text (including main ideas, ideas, concepts, reasons, evidence, point of view)																																																																																																																																																																																																																																			
Compare genres, topics, and structures across multiple texts																																																																																																																																																																																																																																			
Comprehend grade level text and read grade level text fluently																																																																																																																																																																																																																																			
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Developing ideas with details																																																																																																																																																																																																																																			
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Using appropriate structure for given writing task (using print and digital resources for research and for production or publishing)																																																																																																																																																																																																																																			
"A score of 3 or 4 in both reading & writing must be earned in typing. Otherwise, the student is to be proficient overall in language arts."																																																																																																																																																																																																																																			
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Using appropriate facts and details to support ideas																																																																																																																																																																																																																																			
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Add and subtract multi-digit whole numbers using the standard algorithm with ease and accuracy																																																																																																																																																																																																																																			
Multiply and divide multi-digit whole numbers using models and equations																																																																																																																																																																																																																																			
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Find equivalent fractions using models, number lines, and equations																																																																																																																																																																																																																																			
Multiply a fraction by a whole number using models, numbers, lines, and equations																																																																																																																																																																																																																																			
Find decimal equivalents for fractions in tenths and hundredths																																																																																																																																																																																																																																			

# **Elementary Work Group, *cont...***

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## **2022-2023 Report Card**

- Structure for Efficiency
- Align Priority Standards to the Curriculum

## **2023 and Beyond**

- Clarify Work Group Purpose
- Develop Grading Philosophy
- Determine Body of Work

# Secondary Work Group

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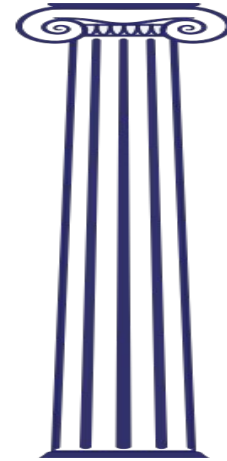
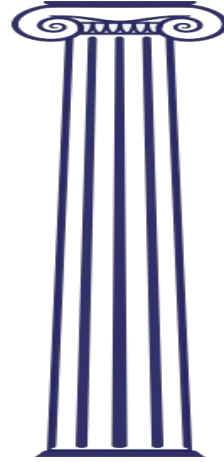
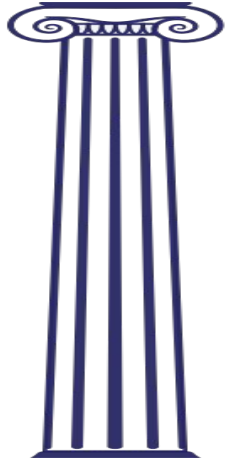
## Grading for Equity

## Committee



- **Purpose:** To engage staff in discussions about grading practices; to examine current 6-12 practices; to pilot and adopt equitable grading practices.
- **2020-2021:** Established the Grading for Equity Committee. Engaged in webinars and book study - Joe Feldman's *Grading for Equity*.
- **2021-2022:** Held 3 meetings with the committee.

# The Four Pillars



**Accurate**

**Bias-Resistant**

**Motivational**

**Collaborative**

# The What: Four Pillars

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## Grading is Accurate. ✓

- Standards-based grading—What does a student know, what can a student demonstrate
- Progress measured on consistency and recency rather than the average, mode rather than mean
- Deficit grading barriers inherited from 100pt. scale—60 degrees of failure—removed

## Grading is bias-resistant. ✓

- Based on required content, not extra credit
- Academic progress separated from behavior - Late work, cheating, participation and effort (policies re-examined when measuring what students know and what they can demonstrate)
- Based on summative assessments, not formative practices

## Grading is motivational. ✓

- Revisions, retakes and redos supported
- Timely feedback supported
- Student agency and self-regulation supported
- Standards-based gradebooks supported
- Rubric scoring, rather than points, supported

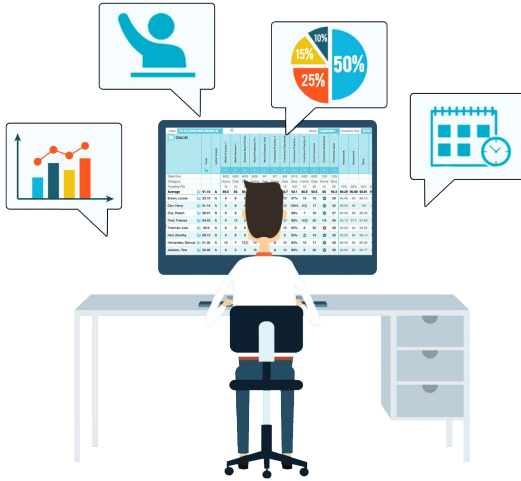
## Grading is collaborative. ✓

- Articulation across sites for grade levels and disciplines supported
- Collaboration among colleagues in the same discipline supported
- Creation and adoption of common assessments within courses supported

# The How: Professional Development

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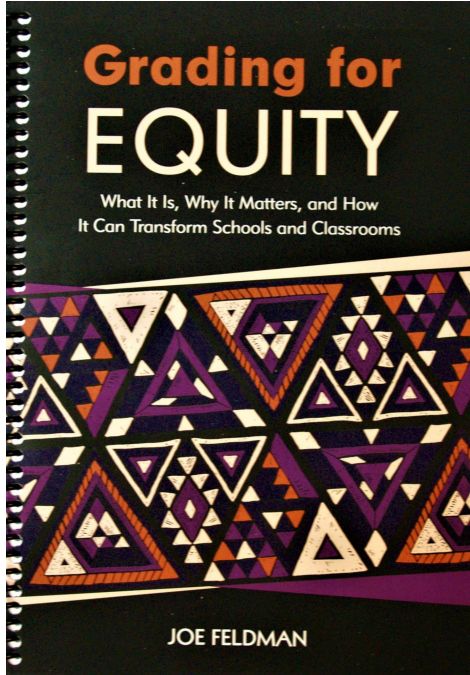
- Adopting mathematically accurate grading practices
- Separating academic progress from behavior
- Determining when and what to grade → recency and consistency, formative and summative assessments



# The How: Practice

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## Action Steps:



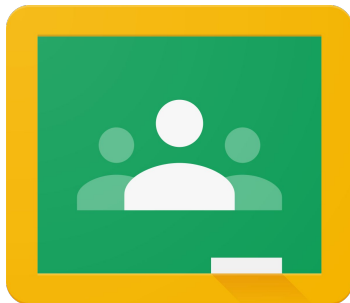
- Book Study: *Grading for Equity* by Joe Feldman
- Aligning standards: CCSS, NGSS, and current frameworks
- Piloting [equitable grading practices](#)
- Creating/adopting common assessments

# The How: Supports

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## Technical training to...

- Use multiple features in Google Classroom to create student/teacher workspaces
- Use standards-based grading tools in Aeries





# Five-Year Implementation

**2020-2021:** Established the Grading for Equity Work Group. Engaged in book study and webinars.

**2021-2022:** Work Group members engaged in “micro pilots,” experimenting with equitable practices. Recommended practices for 2022-2023 and recruitment strategies. Board of Education conducts public review of grading policy.

**2022-2023:** Middle School Pilot→Volunteer teachers

Training for all secondary teachers to include:

- Communications: Introducing staff, students and families to new practices/policies
- Professional Development: Adopting and adapting to the 4 Pillars
- Technical Training: Optimizing Google Classroom and Aeries Gradebooks

**2023-2025:** Up to 2 years providing teachers with pathways and practice to support shift from legacy practices to entry level to full adoption of equitable grading practices.

**2025-2026:** Full adoption of equitable grading practices.

# **Update on AUSD's Grading Practices (TK-12)**

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## **Board Discussion**

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Progress Report on AUSD's Strategic Plan (20 Mins/Information)

**Item Type:** Action

**Background:** In February 2020, the Board approved AUSD's Graduate profile, which consists of four goals for students as they exit AUSD's schools and prepare for life beyond our K-12 program:

1. I Am College and Career & Life Ready
2. I Seek Opportunities and Challenges
3. I Know Myself and Work Effectively with Others
4. I Build Community Through Understanding and Service

Work on the District's Strategic Plan was to begin the following month, March 2020. Instead, school districts across the country had to prepare for what has turned out to be an almost 2-year period of uncertainty due to the worldwide COVID-19 pandemic.

As students returned to in-person learning last year, the Superintendent and his team picked back up on the important work of a Strategic Plan and formed AUSD's Strategic Planning Workgroup. This group includes the following team members:

- Board Member Megan Sweet, Ed.D.
- Superintendent Pasquale Scuderi
- Assistant Superintendent, Educational Services Kirsten Zazo
- Senior Manager of Data, Assessment, and Research Lindsey Jenkins-Stark
- Senior Director of Equity, African-American and Multi-Ethnic Student Achievement Shamar Edwards
- Senior Director of Special Education Randhir Bains, Ed.D.
- Director of Secondary Vernon Walton, Ed.D.
- Director of Elementary Yvonne Wright
- Coordinator of Language and Literacy Nancy Lai
- Principal of Lincoln Middle School Sheila SatheWarner

The group has been working to set universal goals pursued by targeted processes to achieve those goals. Targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric.

Tonight's presentation will include an update on the work done this Spring, including information about the engagement the Strategic Planning team has conducted in order to hear from many of the District's stakeholders, including PTA groups, teachers, principals, district office staff, and students.

In addition, staff will outline next steps for the Strategic Plan as we finish the

2021-2022 school year and prepare for the 2022-2023 school year.

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

**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:** Pasquale Scuderi, Superintendent

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**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
▣ Strategic Plan Key Indicators Draft	5/20/2022	Backup Material
▣ AUSD DRAFT Strategic Goals and Priorities (052022)	5/20/2022	Backup Material
▣ Presentation on Strategic Plan Progress Report	5/23/2022	Presentation

## **Strategic Plan Key Indicators**

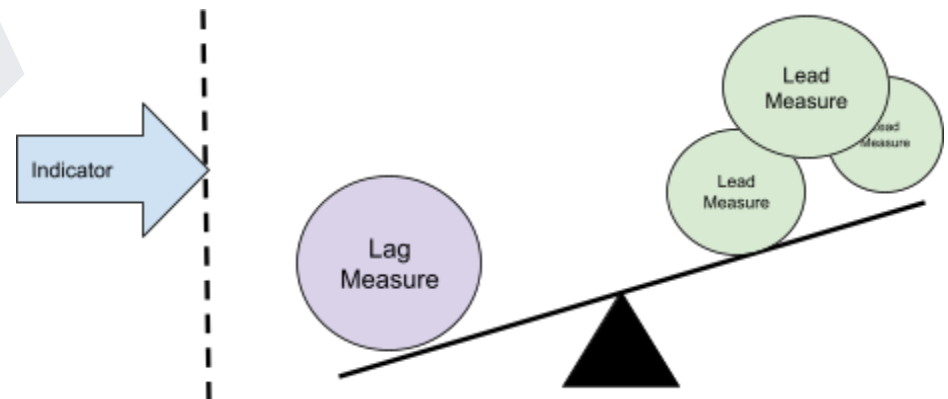
**Introduction:** “What academic factors ensure student success? Is it a student’s attendance record in kindergarten, third grade reading level, or their understanding of ninth grade geometry? While tracing success to a specific class or quality certainly overstates the concept of critical academic indicators, there is merit to the argument that specific factors present at pivotal points in a student’s education have the potential to predict the likelihood of on-time high school graduation and postsecondary achievement. Teachers should be aware of early warning signs for specific grade levels and student populations that could serve as representative risk-factors for future success. Further, administrators may want to consider developing a district-specific accountability system to help both parents and teachers mitigate these risks through early identification and targeted academic interventions” ([Critical Academic Indicators: What to look for in your students to ensure future success](#), Hanover Research).

**Strategic Plan Key Indicators:** Measures that, if we are making progress collectively **across all of** goals 1 and 2 we should see improvement. Measures are selected based on “[On-Track Indicator Implication from Research](#)”. Measures will be reported to the board 1-2 times a year depending on the administration frequency, will be disaggregated by student groups our system has historically underserved (students who identify as Black/African American, students with IEPs and students who are English Learners) and may be used as metrics to set goals around in the LCAP. NOTE: There are metrics the state requires us to report on in our LCAP, some of these overlap and some do not.

**Lead Measure:** The measure of planned action taken to achieve a goal eg: weekly or monthly results. Lead measures provide a means to monitor and assess skills, behaviors, and actions that are influenceable and predictive of the goal.

**Lag Measure:** The measure of a goal; a historical measure of performance, eg: end-of-year results. Lag measures are typically easy to measure, too difficult to impact directly.

**Indicator:** Pivotal points that have the potential to predict the likelihood of on time-high school graduation and postsecondary achievement.



## Academic, College, and Career Preparedness

Grade Spans	Indicator	Implication from Research <sup>1</sup>	Leading Measure Examples	State Required/ Dashboard Availability
K-2	<b>Fountas and Pinnell Proficiency</b>	Poor literacy impacts likelihood of on-time high school graduation and predicts behavior issues in grade 5.	<ul style="list-style-type: none"> <li>• Observations of reading behaviors during F&amp;P assessment</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool<sup>2</sup></li> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	No/ Schoolzilla
3-5	<b>Star Reading Proficiency &amp; Growth<sup>3</sup></b>	Poor literacy impacts likelihood of on-time high school graduation and predicts behavior issues in grade 5.	<ul style="list-style-type: none"> <li>• Observations of reading behaviors during F&amp;P assessment</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool</li> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	No/ Schoolzilla
1-5	<b>Star Math Proficiency &amp; Growth</b>	At every level, at least as early as grade 6, test scores are predictive of graduation – and the relationship is persistent	<ul style="list-style-type: none"> <li>• Math curriculum-embedded assessments</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool</li> </ul>	No/ Schoolzilla

<sup>1</sup> [Critical Academic Indicators: What to look for in your students to ensure future success](#), Hanover Research

<sup>2</sup> All sites will collect common information around student engagement ie: “students are doing the thinking; How do you know?” and standards alignment “task is grade-level standards aligned; How do you know?”

<sup>3</sup> [STAR scores are correlated to SBAC scores](#) which are a state-required metric. SBAC Scores for Math and ELA will also be reported out to the board in the fall.

		over time.	<ul style="list-style-type: none"> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	
6-8	<b>Star Reading Proficiency &amp; Growth</b>	At every level, at least as early as grade 6, test scores are predictive of graduation – and the relationship is persistent over time.	<ul style="list-style-type: none"> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool</li> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	No/ Schoolzilla
	<b>Star Math Proficiency &amp; Growth</b>	At every level, at least as early as grade 6, test scores are predictive of graduation – and the relationship is persistent over time.	<ul style="list-style-type: none"> <li>• Math curriculum-embedded assessments</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool</li> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	No/ Schoolzilla
9-12	<b>Star Reading Proficiency &amp; Growth</b>	Course grades, standardized test scores, and exposure to college-level coursework are predictive of high school student success.	<ul style="list-style-type: none"> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool</li> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	No/ Schoolzilla
9-12	<b>Failed Courses in Math and/or English</b> % of students failing one or more Math or	Course failures in Mathematics and English are a better predictor of non-graduation than low test scores, at 21% and 17% respectively.	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Progress reports</li> <li>• Chronic Absence Rates</li> <li>• Student observations</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional</li> </ul>	No/ Schoolzilla (has capability of A-G B and C courses for high school, could possibly extend to middle school, but in Schoolzilla only currently have

	English Course		learning tool	overall course failures)
9 -12	<b>A-G Requirements</b> % of students on track to meet A-G course requirements	As the demand for college-educated workers is currently outpacing the nation's supply of graduates, developing college- and career-readiness programming at the high school level becomes an increasingly crucial district-level strategy to improve students' future postsecondary retention and matriculation rates.	<ul style="list-style-type: none"> <li>• Progress reports</li> <li>• % of students enrolling in A-G courses</li> <li>• Grades</li> <li>• Access to A-G courses (ex: for English Learners, across sites, etc.)</li> <li>• Counseling notes/conversations with students in planning courses</li> <li>• Student observations</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool</li> </ul>	Yes/ Ed Data/ AERIES A-G dashboard is capable however, without academic planning will only be available for seniors
1-12	<b>English Learner Progress Rate</b> % of students who increased one English Learner Progress Indicator level or maintained an English Language Proficiency level 4 based on the Summative English Learner Proficiency Assessment of California (ELPAC)	Unlike other measures such as ELPAC levels or simple reclassification rate, the English Learner Progress Indicator allows the measurement of how English Learners are progressing in their acquisition of English in greater detail which provides more specificity in how a local education agency is serving English Learners.	<ul style="list-style-type: none"> <li>• Observations of reading behaviors during F&amp;P assessment</li> <li>• Observations of student engagement, analysis of standards-aligned, grade-level tasks through instructional learning tool<sup>4</sup></li> <li>• Availability and use of viable curriculum</li> <li>• Analysis of formative assessments</li> <li>• Student observations</li> <li>• Other site leading measures as defined by the SPSA</li> </ul>	Yes/ CA Dashboard

<sup>4</sup> All sites will collect common information around student engagement ie: "students are doing the thinking; How do you know?" and standards alignment "task is grade-level standards aligned; How do you know?"



## Supported and Successful in School

Grade Spans	Indicator	Implication from Research	Leading Measure Examples	State Metric/ Dashboard
All	<b>Chronic Absence Rate</b> Percent of students missing 10% or more of school days for any reason	Attendance is an important predictor for early grade reading success, attendance rates below 80% are present in 23% of non-graduates. Missing school for any reason, affects early reading. Chronic absence includes suspensions. <sup>5</sup>	<ul style="list-style-type: none"> <li>Chronic Absence rates</li> <li>Student observations</li> <li>Site-based student focus groups</li> <li>Intervention monitoring</li> <li>Other site leading measures as defined by the SPSA</li> <li>Family Relationships and Trust Survey</li> <li>Student Survey (CHKS with a focus on relationships and trust questions)</li> </ul>	Yes/ CA Dashboard/ Schoolzilla
	<b>Suspension Rate/Office Discipline Referral Rate</b> % of students with one or more suspension or office discipline referral if suspension rate is <3%	Missing instructional time, for any reason, affects early reading and academics. Low teacher-recorded behavior grades are present in 50% of non-graduates. <sup>6</sup>	<ul style="list-style-type: none"> <li>Student observations</li> <li>Office Discipline Referral Rate (% of students receiving at least one office discipline referral)</li> <li>Family Relationships and Trust Survey</li> <li>Student Survey (CHKS with a focus on relationships and trust questions)</li> <li>"Uhohs" (minor discipline)</li> <li>Intervention monitoring</li> <li>Other site leading measures as defined by the SPSA</li> </ul>	Yes/ CA Dashboard/ Schoolzilla
	<b>Family Relationships and Trust Survey</b> % of parents who answered favorably	Academic research in education has suggested that family engagement in education is one of the important factors influencing children's academic performance. <sup>7</sup>	<ul style="list-style-type: none"> <li>Focus Groups</li> <li>Conversations with families</li> <li>Other site leading measures as defined by the SPSA</li> <li>Positive vs. negative vs neutral encounters with parents</li> <li>Reflections on relationships with parents</li> <li>Other site leading measures as defined by the SPSA</li> </ul>	Yes/ N/A - We administer and analyze this survey internally But, could include either an overall % tile, or a tile for each focus question in Schoolzilla

<sup>5</sup> Attendance Works Key Research: [Why attendance matters for achievement and how interventions can help](#)

<sup>6</sup> [Critical Academic Indicators: What to look for in your students to ensure future success](#), Hanover Research

<sup>7</sup> Fan & Chen, 2001; also see Hill & Tyson, 2009, for a review

	<b>California Healthy Kids Survey</b> % of students who answered favorably on Caring Adults in School Question Clusters	Brain research proves that once a positive, trusting connection is made, the bonding hormone, oxytocin, is released allowing our bodies to feel safe. <sup>8</sup>	<ul style="list-style-type: none"> <li>• Focus Groups</li> <li>• Conversations with students</li> <li>• Other site leading measures as defined by the SPSA</li> <li>• Positive vs. negative vs. neutral encounters with students</li> <li>• Reflections on relationships with students</li> </ul>	Yes/ N/A - District and Schools receive full reports. But, could include either an overall % tile, or a tile for each focus question in Schoolzilla
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<sup>8</sup> Hammond, Zaretta L. 2015. Culturally Responsive Teaching and the Brain.

Alameda Unified School District: Strategic Goals and Actions 2022-2025

Strong Foundational Program for All Students Focus Area 1		
<b>Goal 1.1</b>  Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse.	<b>Goal 1.2</b>  Student learning is driven by grade-level standards and clear policies. Our families, staff, and students are clear about what students are expected to learn and the policies that support learning.	<b>Goal 1.3</b>  Build relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.

Focus Area 1: Actions				
Action #	Actions/Deliverables	Lead/Persons Responsible	Start	Due
1	Full Articulated Outline of TK-12 Program			
1a	<a href="#">Share articulations/summaries of grade-level content standards to all TK-12 staff and families</a>			
1b	Complete a comprehensive, family-friendly community engagement plan on <a href="#">TK-12 content standards</a>			
1c	Refine and share a clear and comprehensive articulation of adopted core curricula for all grade levels TK-12			
1d	Establish annual cycles for public updates on core curriculum review, pilots, or adoptions			
1e	Co-construct with teachers and share a collection of foundational research-based/evidence-based instructional strategies and lesson design principles TK-12; ensure that these strategies and practices address the promotion of “authentic engagement and rigor among culturally and linguistically diverse students.” <sup>1</sup>			
1f	Develop articulation of all district-wide common assessments students will take annually by grade level; refine that list of assessments as necessary			
1g	<a href="#">Catalog and expand the utilization of teacher-created common formative assessments across grade levels and subject areas</a>			
2	Develop course outlines for more diversified and representative coursework in Alameda Unified; include exploration of age-appropriate anti-racism curriculum			
3	Annual School Site Plans reviewed by Site teams, District Leadership and Board of Education annually to ensure explicit connections to district-wide goals			
4	Widely and explicitly share and enforce Board-approved homework policy and revised administrative regulation and expectations with all staff, students, and families			

<sup>1</sup> Culturally Responsive Teaching & the Brain. Hammond, Zaretta. 2015.

## Alameda Unified School District: Strategic Goals and Actions 2022-2025

5	Explore for possible implementation the concept of common course syllabus templates or syllabus components for secondary classrooms			
6	Conduct comprehensive review and revisions of AUSD's current grading policy			
7	Establish bi-annual intervals at which qualitative and quantitative district-wide indicators of progress are reviewed publicly; emphasize disaggregated data for English Learners, African-American students, and students with disabilities in all reporting on student outcomes			
8	Develop and articulate best-practices for 2-way asset-based communications with students and families; ensure expanded communication with students and families of English Learners, African American students, and students with learning differences. (also see Goal 3.3)			
9	Establish annual cycles for review, adoption, or public updates on core curriculum			
10	Develop course outlines for more diversified and representative coursework in Alameda Unified; include exploration and potential adoption of age-appropriate anti-racism curriculum			
11	Annual review process to ensure that school site plans, also known as Single Plan for Student Achievement (SPSA), are reviewed at regular intervals to ensure alignment with district strategic goals and indicators of progress			
12	Articulate and share with all families all opportunities and options beyond the traditional 4-year preparatory pathway; to include Career and Technical Education (CTE) coursework, dual and concurrent enrollment in community college coursework, and post-secondary job training and skilled trades programs			
13	Conduct district-wide needs assessment and develop action plan to support and sustain a modernized and engaging visual and performing arts program throughout the school district			
14	In collaboration with cross content teachers, explore and develop proposals for a district-wide, multi-disciplinary writing program to establish common and formative multi-disciplinary writing assessments at select grade-level intervals			
15	Continued development of engagement and learning events that support access and connections between school and community/families; gear specific efforts toward specific subsets of our culturally and linguistically diverse community that have been historically underrepresented in meetings, committees, and advisory groups			
16	Complete full revision of District-Wide plan for English Learners			

# Alameda Unified School District: Strategic Goals and Actions 2022-2025

Systems and Structures for Student Support Focus Area 2			
<b>Goal 2.1</b> Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs.	<b>Goal 2.2</b> Educators have dedicated time to collaborate, learn, and grow in service of student learning.	<b>Goal 2.3</b> School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently support equitable outcomes for students.	<b>Goal 2.4</b> Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.

Focus Area 2: Actions				
Action #	Action, Objectives, or Outcome	Lead/Persons Responsible	Start	Due
17	<a href="#">Create a universal collaboration schedule allows teachers and other educators to share, connect, and grow their individual and collective practice</a>			
18	Support efforts by the Office of Equity to expand individual and group mentoring opportunities for historically marginalized students across AUSD; also support positive affinity events and experiences for students and families of color			
19	Ensure Elementary school schedules include common literacy and math blocks for each grade level so that students who need additional support, for example English Learning students and students below grade level, receive it without missing core instruction from primary teacher/tier 1 instruction.			
20	Align the traditional high school master schedules to allow students access to courses not provided at their site			
21	Co-construct a multi-year, comprehensive, standards-driven plan for professional learning through collaborative teams- ensure that teacher needs assessments are key perspectives in the shaping of the plan. Ensure that plan includes consistent components to support the orientation, mentoring, and			
22	Build capacity of central office and school site administrators as instructional leaders to effectively monitor, supervise, support, and evaluate high quality teaching and learning as a top priority.			
23	Build the skills of school staff to collaboratively collect and analyze data, with an emphasis placed on data related to student groups and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions			
24	Annual community-wide clarification of the function and membership of each school's <b>Coordination of Services Team (COST)</b> - the team responsible for identifying students who need additional support and connecting those students with that support. Teams WILL monitor trends and needs of all students, and particularly African-American students, English Learners, and students with Individualized Education Programs (IEP).			

## Alameda Unified School District: Strategic Goals and Actions 2022-2025

25	Community-wide clarification on the role of each school's Instructional leadership Team (ILT): ensure that the community at each school is aware of this team's function, annual priorities, and responsibilities			
26	Examine and if necessary revise the organization, ratios, and responsibilities of Teachers on Special Assignment, Middle and High School Counselors, and other student support personnel to maximize access to student support for those who need it most			
27	Articulate full continuum of special education services to communities; Special Education staff provides bi-annual public data and program review, including proposed adjustments to Board and public			
28	Develop expanded ongoing full-day programming for summer and intercession periods for grades TK-6 (aligned with recent state			
29	Extend school hours universally to 9 hours per day (regular day + after school enrichment/instruction) per new state Expanded Learning Opportunities Program (ELOP)			
30	Conduct district-wide needs assessment to determine where academic/tutoring support exists and what areas should be prioritized for expansion and calibration			
31	Revisit and review all aspects of the AUSD Mental Health Needs assessment conducted during the 2018-2019 school year			

# Alameda Unified School District: Strategic Goals and Actions 2022-2025

Resources, Talent Management, and Communications Focus Area 3		
<b>Goal 3.1</b> Finance: Provide the long-term financial stability necessary to maintain core programming	<b>Goal 3.2</b> Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel	<b>Goal 3.3</b> Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

Focus Area 3: Actions				
Action #	Action, Objectives, or Outcome	Lead/Persons Responsible	Start	Due
32	Human resources facilitates biannual employee focal groups in support of continuous;y improving workplace environments; focus groups also address diversity and the experiences of underrepresented staff			
33	Establish minimum annual outreach strategies (job fairs/informational sessions, etc.)			
34	Highlight employee resources/make employees aware of current resources to support positive workplace environments and employee well-being			
35	Quarterly employee / program recognition to help build a positive workplace as well as employee recruitment.			
36	Prepare an accessible, stakeholder-friendly annual budget summary covering all resources and how we are spending our money; include annual key dates and current variables impacting public education in general and here in Alameda			
37	Review budgets with site principals and departments twice a year providing official reports of spending and remaining resources			
38	Develop LCAP to serve as connector between actions and expenditures; couple LCAP with tri-annual budget updates to provide full transparency on all district finances			
39	Continue and complete current improvement efforts in technology systems for students, staff, and parents to provide better integrated tools to improve accessibility, data security, and increased technology education for all stakeholders			
40	Migration to new website and website platforms for district and all school sites to improve visibility, navigation, consistency of structure, and integrated calendaraccess for families			
41	Define, plan, and deliver supportive and sustainable services for maintenance and improvement needs of facility operations			
42	<b>Create an accessible district-wide communications plan</b>			

## Alameda Unified School District: Strategic Goals and Actions 2022-2025

42a	Maintain and expand practice of providing foundational, accurate, transparent communications about District priorities, practices, achievements, and events, and course options			
42b	Expand and make more explicit AUSD's strategies for engaging historically underserved students, including providing information in multiple languages and accessible formats.			
42c	Regularly amplify student voice to provide insight into student perspective and experience (articulate where, when, and how)			
42d	Provide regular formalized opportunities for students, staff, and families to provide feedback to school and district leaders.			
42e	Communications plan includes strategies for communicating foundational program objectives and support resources located in in Focus Area 1			
43	Migrate to new District website and improve management and consistency of school-based websites			



# Draft Strategic Plan 2022-2025

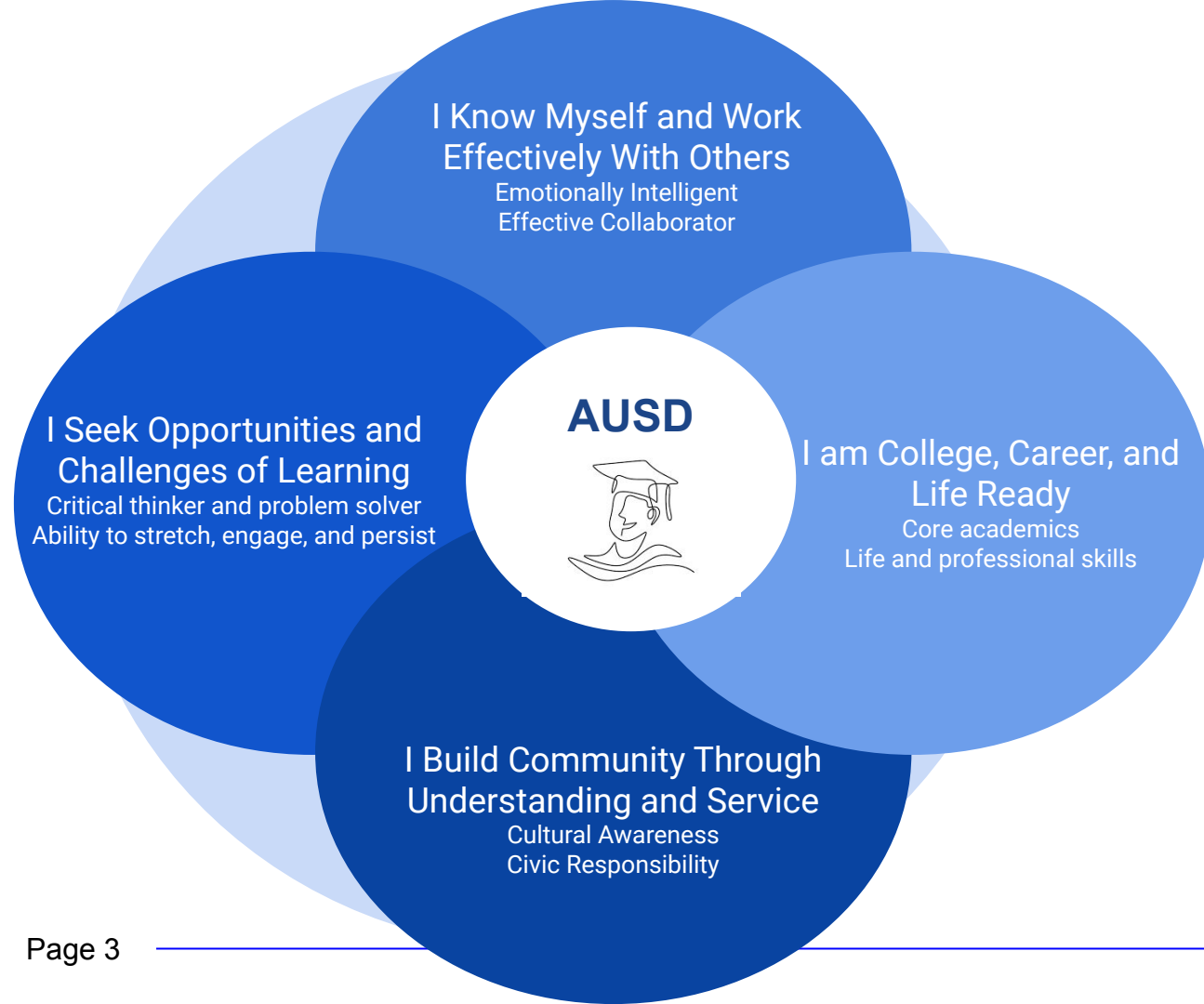
May 24, 2022



# Strategic Plan In Brief

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- A road map to guide major goals and priority focus areas for the next three to five years
- Can help draw attention to multiple forms of bias in our organization
- Support more focused and effective allocations of time and resources
- Defines autonomy: a Strategic Plan articulates broad district goals and boundaries within which educators and teams of educators can apply their creativity and initiative toward universal goals
- General and targeted engagement process, including multiple methods (in person and online) with students, teachers, staff, and guardians to ensure stakeholder engagement

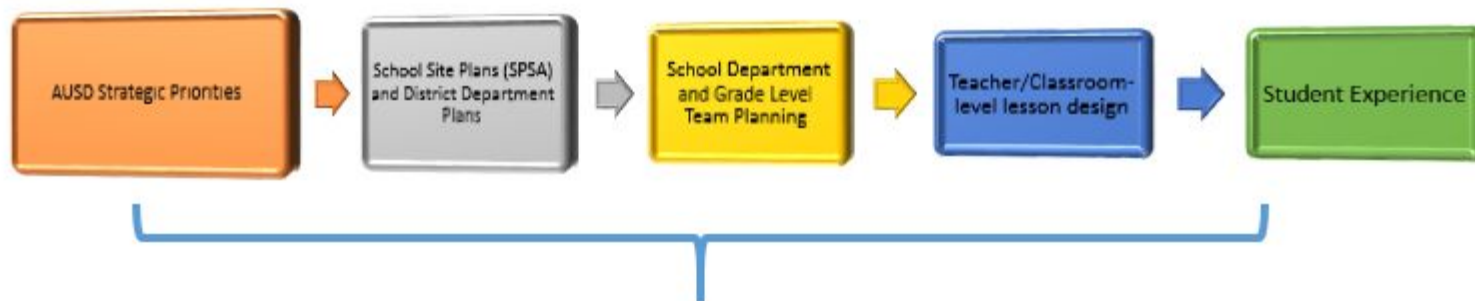


# Student Outcomes

# AUSD Strategic Goals 2022-2025 (Draft)

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<ul style="list-style-type: none"><li>→ 1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk</li><li>→ 1.2 Learning is aligned to and supported by grade-level standards and clear policies</li><li>→ 1.3 Relationships are built or improved to support learning and supportive environments</li></ul>	<ul style="list-style-type: none"><li>★ 2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs</li><li>★ 2.2 Educators have time to collaborate and grow in service of student learning</li><li>★ 2.3 School teams consistently support equitable student outcomes</li><li>★ 2.4 School and student schedules create equitable access and learning opportunities</li></ul>	<ul style="list-style-type: none"><li>❖ 3.1 Finance: provide long-term financial stability necessary to maintain core programming and services</li><li>❖ 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel</li><li>❖ 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.</li></ul>

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.

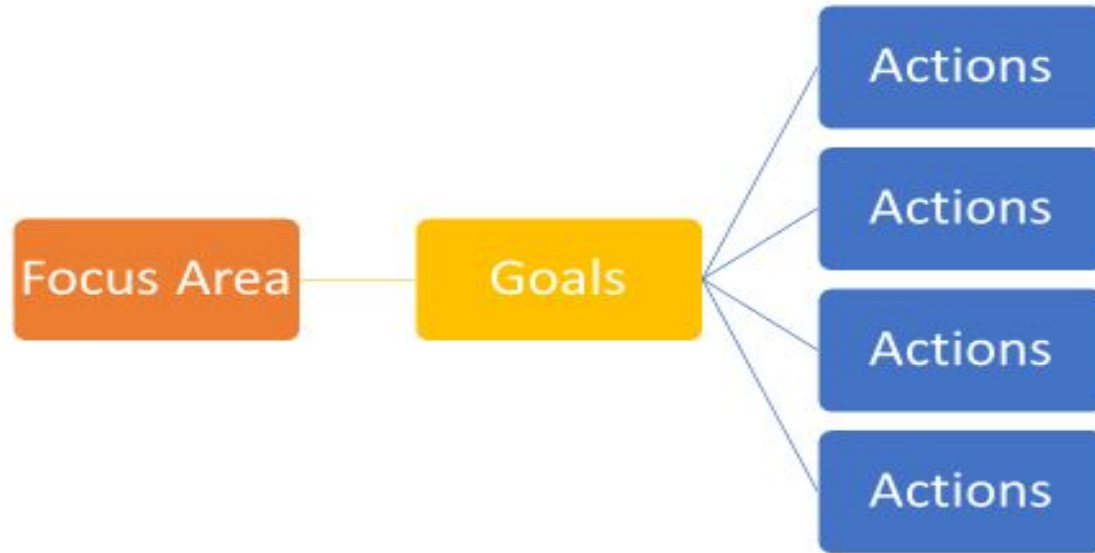


## Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

# Format of Plan (See Attachment to Tonight's Item)

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# Next Steps: Prioritizing and Implementing Actions

Focus Area 1: Actions				
Action #	Actions/Deliverables	Lead/Persons Responsible	Start	Due
<b>1</b>	<b>Full Articulated Outline of TK-12 Program</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
1a	<a href="#">Share articulations/summaries of grade-level content standards to all TK-12 staff and families</a>			
1b	Complete a comprehensive, family-friendly community engagement plan on <a href="#">TK-12 content standards</a>			
1c	Refine and share a clear and comprehensive articulation of adopted core curricula for all grade levels TK-12			
1d	Establish annual cycles for public updates on core curriculum review, pilots, or adoptions			
1e	Co-construct with teachers and share a collection of foundational research-based/evidence-based instructional strategies and lesson design principles TK-12; ensure that these strategies and practices address the promotion of “authentic engagement and rigor among culturally and linguistically diverse students.”			

# First Reading This Evening

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- Outreach and engagement will continue
- Engagement thus far...
  - 5 teacher feedback sessions
  - 5 of 6 student engagement sessions complete
  - Engagement with classified staff
  - Ongoing engagement with community groups
  - Principals facilitating stakeholder engagement at their sites
- Board has opportunity to provide notes between now and June 28 when we will bring for approval
- Focus group engagement may continue over the summer as this is a living document.



# Strategy Development Team (*listed alphabetically*)

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<b>Rhandir Bains, Ed.D.</b> Sr. Director, Special Education	<b>Pasquale Scuderi</b> Superintendent
<b>Shamar Edwards</b> Sr. Director, Equity, African-American and Multi-Ethnic Student Achievement	<b>Megan Sweet, Ed.D.</b> Trustee, Board of Education
<b>Tanya Harris</b> Principal, Otis Elementary	<b>Vernon Walton, Ed.D.</b> Director, Secondary Education
<b>Lindsey Jenkins-Stark</b> Sr. Manager, Research, Evaluation, and Assessment	<b>Yvonne Wright</b> Director, Elementary Education
<b>Nancy Lai</b> Language and Literacy Coordinator	<b>Kirsten Zazo</b> Assistant Superintendent, Educational Services
<b>Sheila Sathe-Warner</b> Principal, Lincoln Middle School	

# Collective Impact: Additional Thoughts on Strategy

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- Fixing one point on the educational continuum—such as better after-school programs, IEP compliance, new curriculum—wouldn't make much difference unless all parts of the continuum improved at the same time.
- Successful examples of collective impact are addressing social issues that, like education, require many different players to change their behavior in order to solve a complex problem
- Success requires a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organization.

*From Collective Impact. John Kania and Mark Kramer. Stanford Social Innovation Review, Winter 2011*

# Indicators of Progress (See Detailed Attachment)

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- Early literacy
- Reading proficiency and growth
- Math proficiency and growth
- Failing grades in core subjects
- Progress toward A-G course requirements
- English learner progress rates
- Chronic absence rate
- Suspension/Referral Data
- Family Relationships and Trust Survey
- California Healthy Kids Survey

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** 2022-2023 Budget Adoption Process: Presentation on Governor's May Revise Report & Recommendations on Budgeting by Site, by Program and Parcel Tax Funds (30 Mins/Information)

**Item Type:** Information

**Background:** Governor Newsom released his 2022-2023 Budget revisions on Friday, May 13, 2022. AUSD staff attended the School Services of California budget workshop on Friday, May 19, 2022.

Tonight, staff will update the Board on the Governor's budget revisions and present a comprehensive budget by school site, district department, and district program. Budgets will be broken down by the following categories:

Unrestricted General Fund  
LCFF Supplemental Grant  
Restricted General Fund  
COVID-19 Funds  
Parcel Tax

Each of these categories will include certificated and classified salaries, benefits, supplies, and services.

This presentation is in preparation of the final budget adoption for fiscal year 2022-2023. A public hearing on the budget is scheduled for June 14, 2022, and the final budget will be presented to the Board of Education for adoption on June 28, 2022.

***NOTE: Due to the proximity of the May Revise Workshop, the presentation was uploaded on May 23, 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 only.

**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

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**ATTACHMENTS:**

Description	Upload Date	Type
📎 Presentation	5/23/2022	Presentation

# **2022-2023 Budget & LCAP Adoption Process**

**Governor's Revised Budget Proposal,  
Budget - By Site & By Program**

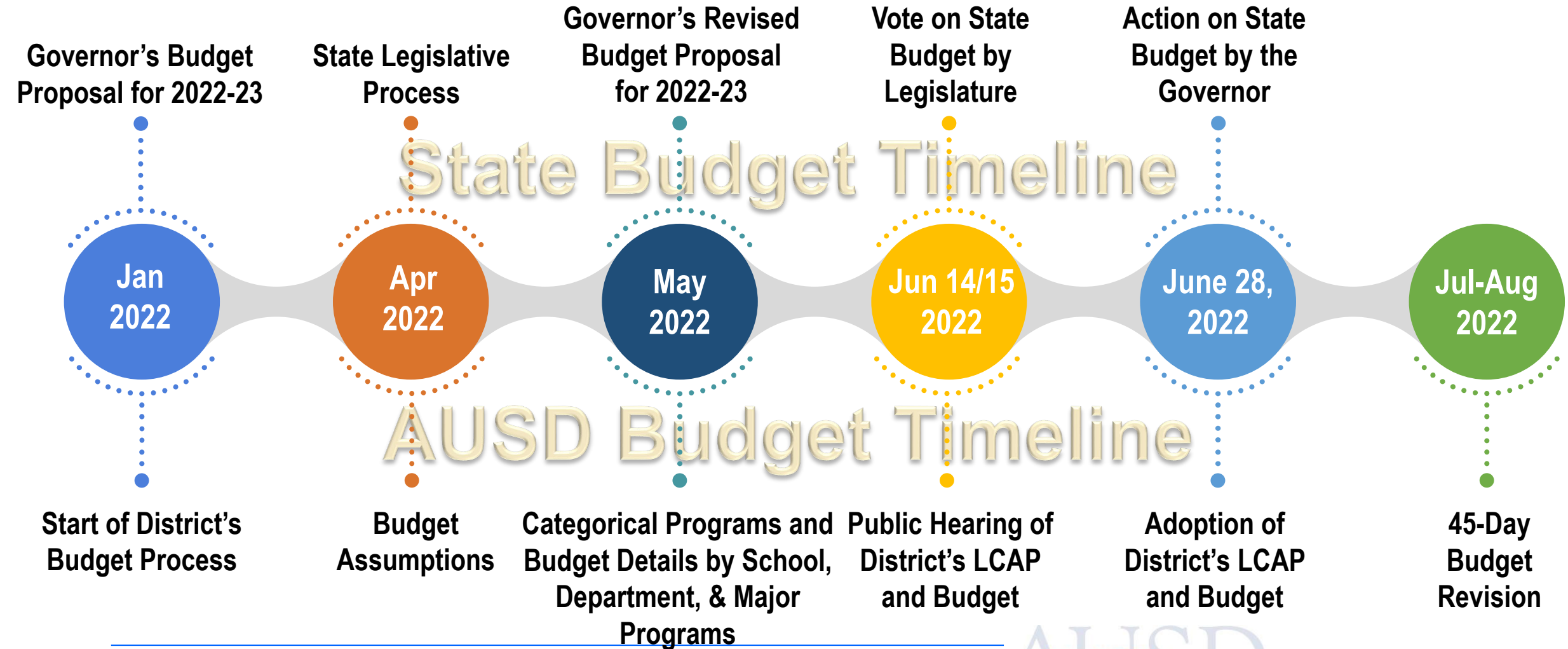
**May 24, 2022**

# Agenda

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- Timeline
- Governor's revised budget proposal
  - Budget assumptions
- Budget for each school and department with details of various programs

# Timeline





# May Budget Proposal

# May Revise

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- May Revision is Governor's revised proposed budget for 2022-22
  - Legislative action by June 15, 2022
- Last statutory step before the legislature adopts the state's budget

# Revised Proposals

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- Proposed COLA: 6.56% - increase of 1.23% from the January proposal
- Proposed increase of \$2.1 billion in base LCFF funding
  - “to mitigate the impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns”
- To mitigate the drop in enrollment, proposal to allow the usage of the average of three prior years’ ADA for LCFF funding.
  - Includes the option of replacing 21-22 ADA with 19-20
- One-time discretionary funds - \$8 billion
  - One-time expenditures to be determined by the local governing board
  - Offset to outstanding mandate debt owed to the District
  - Approximately \$1,500 per ADA

# Governor's Budget vs. May Revision

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Item	January Proposal	May Revision
LCFF Funding Increase	\$3.3 billion	\$6.1 billion
COLA	5.33%	6.56%
One-Time Discretionary Funds	\$0	\$8 billion

# Potential Uses

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- Contingency planning for Measure A lawsuit
  - Funds used for employee salaries
  - Loss of up to \$10.3 million in annual revenue
- Continuation of some of the programs started using COVID-19 funds
  - Academic counseling
  - Academic tutoring
  - Mental health services
  - Additional nursing staff
  - Air quality programs in classrooms
- Commitments for future obligations
  - Pension costs
  - Textbook adoptions

## Expanded Learning Opportunity program (ELOP)

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- On school days, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day
- \$2,500 for every TK-6 grade student that is eligible for free or reduced priced meal or is an English learner - Approximately \$3.3 million for AUSD
  - Additional one-time funds for arts education
- Offer and provide to all students who qualify for free or reduced priced meal or are English Learners
- Must provide transportation if services not provided at all school sites

# Items Missing in the Budget

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- Special Education
  - No significant change in Federal and State funding
- Pension contributions

# Risks to the Budget

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- Supply chain bottlenecks
- Inflation
  - Increased from 1.4% in January 2021 to 8.3% in April 2022
  - Cost of goods and services are projected to increase
- Stock market volatility
  - S&P down by 18% from January 2022
  - NASDAQ down by 27% since January 2022
- Russia-Ukraine dispute
  - Sharply rising commodity and energy prices



## Legislative Analyst Office Comments

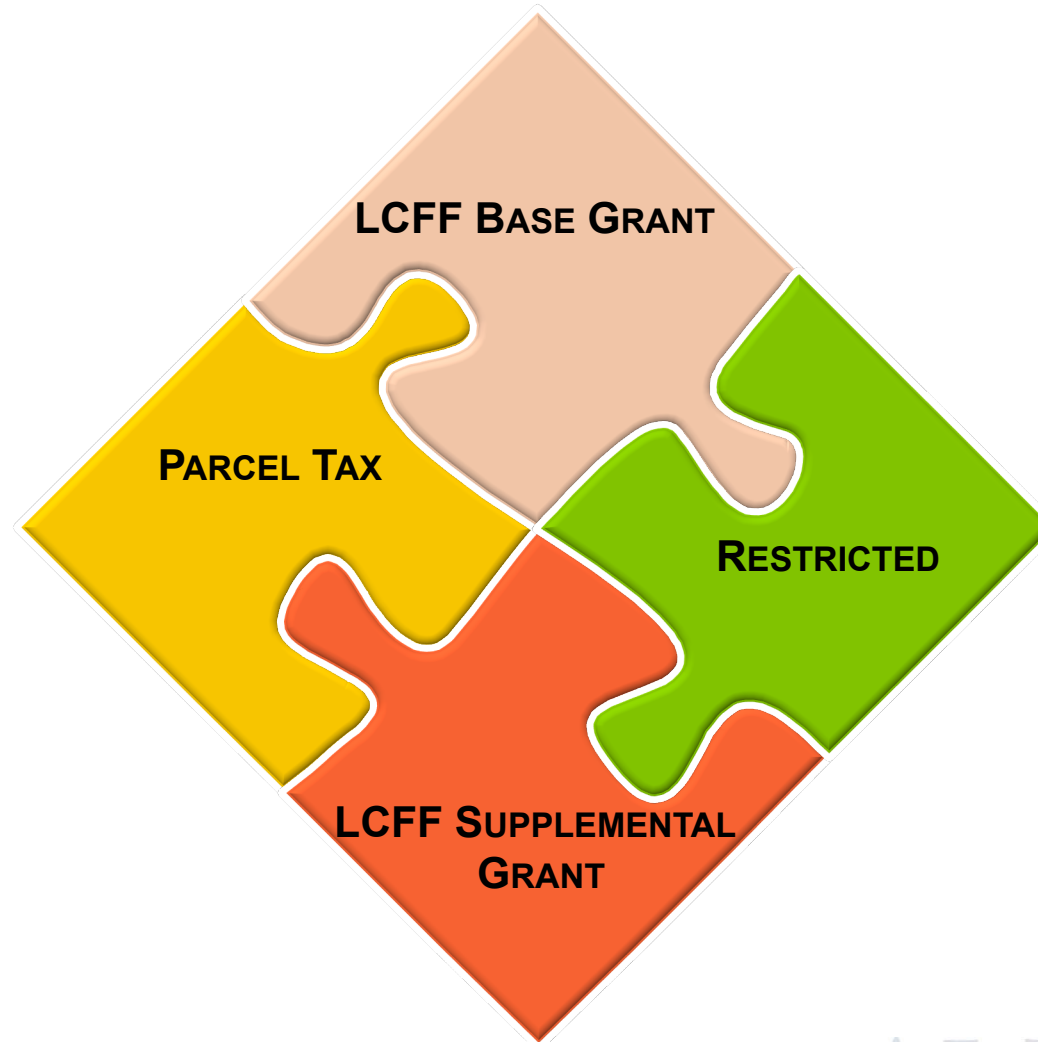
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- Initial review of the governor's proposal by the bipartisan Legislative analysts office (LAO)
  - Cautions against the Governor's revenue assumptions for the out years
  - Heightened recession risk with two years, due to
    - High inflation
    - Tight labor market
    - Slowing home sales
    - Falling consumer sentiment
  - State budget cuts as early as next year

# School Site & Departmental Budget

# Funding Streams

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# Edison Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	18.4	\$ 1,802,942	1.0	\$ 96,365	0.8	\$ 81,231			20.2	\$ 1,980,538
Hrly, Sub & Stipend		\$ 25,449		\$ 1,986						\$ 27,435
Longevity Stipend		\$ 59,286		\$ 2,131		\$ 1,480				\$ 62,897
Classified										
FTE	4.8	\$ 231,913	0.1	\$ 2,092					4.9	\$ 234,005
Hrly, Sub & Stipend		\$ 12,856		\$ 251						\$ 13,107
Benefits		\$ 623,321		\$ 28,342		\$ 24,607				\$ 676,270
Supplies		\$ 1,948		\$ 481						\$ 2,429
Services		\$ 8,372								\$ 8,372
Total	23.2	\$ 2,766,087	1.1	\$ 131,648	0.8	\$ 107,318	0.0	\$ -	25.1	\$ 3,005,053
Number of Students (CBEDS 2021-22)						436				
Number of Unduplicated Students (CBEDS 2021-22)						74	17%			
Budget per Student (Amount)						\$ 6,892				

# Earhart Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	26.1	\$ 2,311,823	1	\$ 90,408	0.9	\$ 83,012			28	\$ 2,485,243
Hrly, Sub & Stipend		\$ 32,434		\$ 9,899		\$ 1,688				\$ 44,021
Longevity Stipend		\$ 48,886		\$ 2,132		\$ 465				\$ 51,483
Classified										
FTE	7.5	\$ 354,476							7.5	\$ 354,476
Hrly, Sub & Stipend		\$ 15,148								\$ 15,148
Benefits		\$ 855,338		\$ 28,996		\$ 25,389				\$ 909,723
Supplies		\$ 19,812								\$ 19,812
Services		\$ 7,726								\$ 7,726
<b>Total</b>	<b>33.6</b>	<b>\$ 3,645,643</b>	<b>1</b>	<b>\$ 131,435</b>	<b>0.9</b>	<b>\$ 110,554</b>	<b>0.0</b>	<b>\$ -</b>	<b>35.5</b>	<b>\$ 3,887,632</b>
Number of Students (CBEDS 2021-22)						558				
Number of Unduplicated Students (CBEDS 2021-22)						99 18%				
Budget per Student (Amount)						\$ 6,967				

# Franklin Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	13	\$ 1,306,894	1	\$ 107,386	0.5	\$ 48,584			14.5	\$ 1,462,864
Hrly, Sub & Stipend		\$ 9,051		\$ 2,296						\$ 11,347
Longevity Stipend		\$ 45,452		\$ 1,249		\$ 319				\$ 47,020
Classified										
FTE	4.1	\$ 199,179							4.1	\$ 199,179
Hrly, Sub & Stipend		\$ 4,995								\$ 4,995
Benefits		\$ 461,764		\$ 36,362		\$ 16,685				\$ 514,811
Supplies		\$ 6,224								\$ 6,224
Services		\$ 6,150								\$ 6,150
Total	17.1	\$ 2,039,709	1.0	\$ 147,293	0.5	\$ 65,588	0.0	\$ -	18.6	\$ 2,252,590
Number of Students (CBEDS 2021-22)						280				
Number of Unduplicated Students (CBEDS 2021-22)						57	20%			
Budget per Student (Amount)						\$ 8,045				

# Love Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	21.6	\$ 2,013,169	1.8	\$ 148,958	1.1	\$ 101,061	1.4	\$ 144,063	25.9	\$ 2,407,251
Hrly, Sub & Stipend		\$ 28,707				\$ 1,986		\$ 1,987		\$ 32,680
Longevity Stipend		\$ 24,955		\$ 3,278		\$ 4,864		\$ 1,805		\$ 34,902
Classified										
FTE	6.2	\$ 273,203	0.0	\$ 1,905			1.1	\$ 35,377	7.3	\$ 310,485
Hrly, Sub & Stipend		\$ 12,188						\$ 889		\$ 13,077
Benefits		\$ 763,217		\$ 43,131		\$ 27,085		\$ 61,144		\$ 894,577
Supplies		\$ 12,823		\$ 45,290						\$ 58,113
Services		\$ 6,972								\$ 6,972
Total	27.8	\$ 3,135,234	1.8	\$ 242,562	1.1	\$ 134,996	2.5	\$ 245,265	33.2	\$ 3,758,057
Number of Students (CBEDS 2021-22)						463				
Number of Unduplicated Students (CBEDS 2021-22)						214	46%			
Budget per Student (Amount)						\$ 8,117				

# Ruby Bridges Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	21.4	\$ 1,925,410	1.6	\$ 157,686	0.9	\$ 72,713	1.4	\$ 142,287	25.3	\$ 2,298,096
Hrly, Sub & Stipend		\$ 13,282		\$ 4,403				\$ 1,987		\$ 19,672
Longevity Stipend		\$ 28,944		\$ 7,552				\$ 7,652		\$ 44,148
Classified										
FTE	6.8	\$ 348,332	0.6	\$ 18,455			1.6	\$ 64,429	9.0	\$ 431,216
Hrly, Sub & Stipend		\$ 8,400		\$ 785				\$ 7,853		\$ 17,038
Benefits		\$ 769,821		\$ 51,960		\$ 23,979		\$ 64,045		\$ 909,805
Supplies		\$ 15,167		\$ 10,978						\$ 26,145
Services		\$ 11,200		\$ 1,500						\$ 12,700
<b>Total</b>	<b>28.2</b>	<b>\$ 3,120,556</b>	<b>2.2</b>	<b>\$ 253,319</b>	<b>0.9</b>	<b>\$ 96,692</b>	<b>3.0</b>	<b>\$ 288,253</b>	<b>34.3</b>	<b>\$ 3,758,820</b>
Number of Students (CBEDS 2021-22)						445				
Number of Unduplicated Students (CBEDS 2021-22)						255 57%				
Budget per Student (Amount)						\$ 8,447				



# Bay Farm (K-8) Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	26.2	\$ 2,447,329	1	\$ 83,779	1.1	\$ 110,017	0.3	\$ 25,000	28.6	\$ 2,666,125
Hrly, Sub & Stipend		\$ 32,060		\$ 8,476		\$ 2,350				\$ 42,886
Longevity Stipend		\$ 62,427		\$ 4,250		\$ 2,469				\$ 69,146
Classified										
FTE	5.6	\$ 276,891							5.6	\$ 276,891
Hrly, Sub & Stipend		\$ 4,262								\$ 4,262
Benefits		\$ 884,931		\$ 24,184		\$ 33,392		\$ 6,250		\$ 948,757
Supplies		\$ 6,472		\$ 105						\$ 6,577
Services		\$ 7,300								\$ 7,300
<b>Total</b>	<b>31.8</b>	<b>\$ 3,721,672</b>	<b>1.0</b>	<b>\$ 120,794</b>	<b>1.1</b>	<b>\$ 148,228</b>	<b>0.3</b>	<b>\$ 31,250</b>	<b>34.2</b>	<b>\$ 4,021,944</b>
Number of Students (CBEDS 2021-22)						552				
Number of Unduplicated Students (CBEDS 2021-22)						74 13%				
Budget per Student (Amount)						\$ 7,286				

# Maya Lin Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	20.4	\$ 1,962,430	1.1	\$ 111,714	0.9	\$ 88,162			22.4	\$ 2,162,306
Hrly, Sub & Stipend		\$ 21,502		\$ 2,814		\$ 1,688				\$ 26,004
Longevity Stipend		\$ 59,885		\$ 2,986		\$ 1,161				\$ 64,032
Classified										
FTE	4.5	\$ 234,943							4.5	\$ 234,943
Hrly, Sub & Stipend		\$ 11,384								\$ 11,384
Benefits		\$ 670,456		\$ 33,609		\$ 30,154				\$ 734,219
Supplies		\$ 9,000								\$ 9,000
Services		\$ 4,900								\$ 4,900
<b>Total</b>	<b>24.9</b>	<b>\$ 2,974,500</b>	<b>1.1</b>	<b>\$ 151,123</b>	<b>0.9</b>	<b>\$ 121,165</b>	<b>0.0</b>	<b>\$ -</b>	<b>26.9</b>	<b>\$ 3,246,788</b>
Number of Students (CBEDS 2021-22)						444				
Number of Unduplicated Students (CBEDS 2021-22)						113 25%				
Budget per Student (Amount)						\$ 7,313				

# Otis Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	23.3	\$ 2,163,038	1	\$ 91,431	1.2	\$ 127,943	0.5	\$ 50,000	26	\$ 2,432,412
Hrly, Sub & Stipend		\$ 22,217		\$ 11,751		\$ 1,986				\$ 35,954
Longevity Stipend		\$ 46,322		\$ 4,262		\$ 1,805				\$ 52,389
Classified										
FTE	6.1	\$ 313,663							6.1	\$ 313,663
Hrly, Sub & Stipend		\$ 16,360								\$ 16,360
Benefits		\$ 870,146		\$ 26,997		\$ 39,344		\$ 12,500		\$ 948,987
Supplies		\$ 25,270								\$ 25,270
Services		\$ 6,100								\$ 6,100
<b>Total</b>	<b>29.4</b>	<b>\$ 3,463,116</b>	<b>1.0</b>	<b>\$ 134,441</b>	<b>1.2</b>	<b>\$ 171,078</b>	<b>0.5</b>	<b>\$ 62,500</b>	<b>32.1</b>	<b>\$ 3,831,135</b>
Number of Students (CBEDS 2021-22)						570				
Number of Unduplicated Students (CBEDS 2021-22)						117 21%				
Budget per Student (Amount)						\$ 6,721				

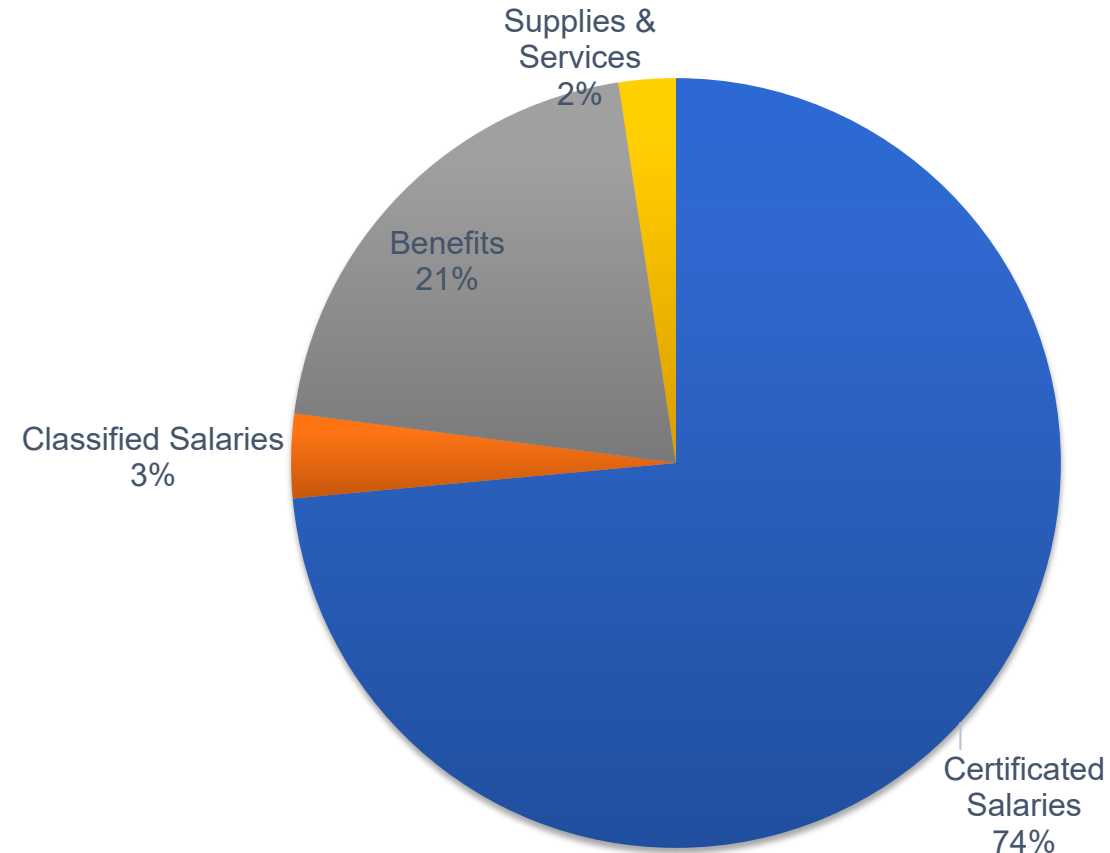
# Paden Elementary

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	16.6	\$ 1,593,727	1.3	\$ 108,597			1.0	\$ 108,335	18.9	\$ 1,810,659
Hrly, Sub & Stipend		\$ 19,079		\$ 596				\$ 1,987		\$ 21,662
Longevity Stipend		\$ 42,431		\$ 1,280				\$ 5,466		\$ 49,177
Classified										
FTE	4.7	\$ 231,949	0.9	\$ 34,787			1.1	\$ 45,750	6.7	\$ 312,486
Hrly, Sub & Stipend		\$ 5,557		\$ 3,755				\$ 3,372		\$ 12,684
Benefits		\$ 564,239		\$ 48,864				\$ 49,217		\$ 662,320
Supplies		\$ 1,000								\$ 1,000
Services		\$ 2,938						\$ 112,500		\$ 115,438
<b>Total</b>	<b>21.3</b>	<b>\$ 2,460,920</b>	<b>2.2</b>	<b>\$ 197,879</b>	<b>0.0</b>	<b>\$ -</b>	<b>2.1</b>	<b>\$ 326,627</b>	<b>25.6</b>	<b>\$ 2,985,426</b>
Number of Students (CBEDS 2021-22)						328				
Number of Unduplicated Students (CBEDS 2021-22)						139 42%				
Budget per Student (Amount)						\$ 9,102				

# Innovative & Magnet Programs

School	Unrestricted General Fund	LCFF Supplemental	Total
	Amount	Amount	Amount
Earhart Elem.	\$ 133,291		\$ 133,291
Love Elem.		\$ 97,068	\$ 97,068
Maya Lin Elem.	\$ 127,618		\$ 127,618
Paden Elem.		\$ 62,450	\$ 62,450
Ruby Bridges Elem.		\$ 133,136	\$ 133,136
<b>Total</b>	<b>\$ 260,909</b>	<b>\$ 292,654</b>	<b>\$ 553,563</b>

- Staffing
  - Earhart – 1 FTE
  - Love - .8 FTE
  - Maya Lin – 1 FTE
  - Paden - .2 FTE Certificated and .5 FTE Classified
  - Ruby – 1 FTE



# Summary - Elementary Schools

Site	Amount	Staff (FTE)	No Of Students (CBEDS 21-22)	Average Amount Per Student	Students on Free & Reduced Meal		English Learners		Unduplicated Students	
					Count	Percentage	Count	Percentage	Count	Percentage
Paden	\$ 2,985,426	25.60	328	\$ 9,102	106	32%	63	19%	139	42%
Ruby Bridges	3,758,820	34.30	445	8,447	226	51%	91	20%	255	57%
Love	3,758,057	33.20	463	8,117	175	38%	101	22%	214	46%
Franklin	2,252,590	18.60	280	8,045	50	18%	23	8%	57	20%
Maya Lin	3,246,788	26.90	444	7,313	94	21%	39	9%	113	25%
Bay Farm (K-8)	4,021,944	34.20	552	7,286	56	10%	20	4%	74	13%
Earhart	3,887,632	35.50	558	6,967	61	11%	52	9%	99	18%
Edison	3,005,053	25.10	436	6,892	59	14%	32	7%	74	17%
Otis	3,831,135	32.10	570	6,721	80	14%	53	9%	117	21%
<b>Total</b>	<b>\$ 30,747,445</b>	<b>265.50</b>	<b>4076</b>	<b>\$ 7,544</b>	<b>907</b>	<b>22%</b>	<b>474</b>	<b>12%</b>	<b>1142</b>	<b>28%</b>

# Wood Middle

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		COVID-19 Funds		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated												
FTE	22.3	\$ 2,112,007	2.1	\$ 163,154	1.2	\$ 97,185	0.4	\$ 39,042	1.0	\$ 83,843	27.0	\$ 2,495,231
Hrly, Sub & Stipend		\$ 33,132		\$ 4,212		\$ 2,284		\$ 43,689		\$ 1,986		\$ 85,303
Longevity Stipend		\$ 50,689		\$ 1,245		\$ 3,197		\$ 686				\$ 55,817
Classified												
FTE	8.8	\$ 495,242	0.6	\$ 24,964			0.6	\$ 24,059			10.0	\$ 544,265
Hrly, Sub & Stipend		\$ 10,980		\$ 2,118				\$ 3,316				\$ 16,414
Benefits		\$ 850,547		\$ 60,735		\$ 32,041		\$ 33,058		\$ 37,419		\$ 1,013,800
Supplies		\$ 12,798										\$ 12,798
Services		\$ 6,483		\$ 13								\$ 6,496
Total	31.1	\$ 3,571,878	2.7	\$ 256,441	1.2	\$ 134,707	1.0	\$ 143,850	1.0	\$ 123,248	37.0	\$ 4,230,124
Number of Students (CBEDS 2021-22)						613						
Number of Unduplicated Students (CBEDS 2021-22)						272 44%						
Budget per Student (Amount)						\$ 6,901						

# Lincoln Middle

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		COVID-19 Funds		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated												
FTE	32.7	\$ 3,041,137	1.7	\$ 146,554	1.4	\$ 127,285			1.0	\$ 78,581	36.8	\$ 3,393,557
Hrly, Sub & Stipend		\$ 49,737		\$ 3,441		\$ 2,979				\$ 993		\$ 57,150
Longevity Stipend		\$ 77,472		\$ 2,908		\$ 4,820				\$ 1,830		\$ 87,030
Classified												
FTE	9.3	\$ 463,229	0.1	\$ 4,128							9.4	\$ 467,357
Hrly, Sub & Stipend		\$ 17,715		\$ 458								\$ 18,173
Benefits		\$ 1,142,371		\$ 46,416		\$ 35,705				\$ 22,740		\$ 1,247,232
Supplies		\$ 12,500										\$ 12,500
Services		\$ 26,152		\$ 22								\$ 26,174
Total	42.0	\$ 4,830,313	1.8	\$ 203,927	1.4	\$ 170,789	0.0	\$ -			46.2	\$ 5,309,173
Number of Students (CBEDS 2021-22)						819						
Number of Unduplicated Students (CBEDS 2021-22)						132 16%						
Budget per Student (Amount)						\$ 6,483						



# Alameda Science & Technology Institute (ASTI)

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	6.4	\$ 668,192	0.1	\$ 10,834	2.0	\$ 207,408			8.5	\$ 886,434
Hrly, Sub & Stipend		\$ 19,961		\$ 1,859		\$ 1,589				\$ 23,409
Longevity Stipend		\$ 13,404		\$ 181		\$ 4,613				\$ 18,198
Classified										
FTE	1.8	\$ 104,437							1.8	\$ 104,437
Hrly, Sub & Stipend		\$ 1,638								\$ 1,638
Benefits		\$ 241,644		\$ 3,724		\$ 58,418				\$ 303,786
Supplies		\$ 18,941								\$ 18,941
Services		\$ 4,220		\$ 1,116						\$ 5,336
Total	8.2	\$ 1,072,437	0.1	\$ 17,714	2.0	\$ 272,028	0.0	\$ -	10.3	\$ 1,362,179
Number of Students (CBEDS 2021-22)						168				
Number of Unduplicated Students (CBEDS 2021-22)						55	33%			
Budget per Student (Amount)						\$ 8,108				

# Alameda High

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		COVID-19 Funds		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated												
FTE	64.9	\$ 6,019,649	2.5	\$ 219,690	4.1	\$ 411,288			1.0	\$ 74,086	72.5	\$ 6,724,713
Hrly, Sub & Stipend		\$ 220,336		\$ 10,339		\$ 241,192				\$ 1,986		\$ 473,853
Longevity Stipend		\$ 114,026		\$ 2,167		\$ 11,668				\$ 3,355		\$ 131,216
Classified												
FTE	22.8	\$ 1,213,074					0.9	\$ 29,069			23.7	\$ 1,242,143
Hrly, Sub & Stipend		\$ 42,526		\$ 760				\$ 3,660				\$ 46,946
Benefits		\$ 2,462,209		\$ 77,417		\$ 174,395		\$ 12,695		\$ 19,756		\$ 2,746,472
Supplies		\$ 110,631		\$ 5,531								\$ 116,162
Services		\$ 231,779		\$ 3,000								\$ 234,779
Total	87.7	\$ 10,414,230	2.5	\$ 318,904	4.1	\$ 838,543	0.9	\$ 45,424	1.0	\$ 99,183	96.2	\$ 11,716,284
Number of Students (CBEDS 2021-22)						1,808						
Number of Unduplicated Students (CBEDS 2021-22)						403 22%						
Budget per Student (Amount)						\$ 6,480						

# Encinal Junior Senior High

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	46.0	\$ 4,209,015	3.1	\$ 271,949	3.9	\$ 381,258	0.24	\$ 25,489	53.2	\$ 4,887,711
Hrly, Sub & Stipend		\$ 173,058		\$ 27,561		\$ 182,931				\$ 383,550
Longevity Stipend		\$ 90,472		\$ 5,902		\$ 13,775		\$ 425		\$ 110,574
Classified										
FTE	17.0	\$ 897,126	1.0	\$ 41,474	0.8	\$ 40,991			18.8	\$ 979,591
Hrly, Sub & Stipend		\$ 25,854		\$ 7,260		\$ 1,700				\$ 34,814
Benefits		\$ 1,718,410		\$ 105,415		\$ 166,765		\$ 7,520		\$ 1,998,110
Supplies		\$ 84,391		\$ 8,309						\$ 92,700
Services		\$ 210,423								\$ 210,423
Total	63.0	\$ 7,408,749	4.1	\$ 467,870	4.7	\$ 787,420	0.2	\$ 33,434	72.1	\$ 8,697,473
Number of Students (CBEDS 2021-22)						1,124				
Number of Unduplicated Students (CBEDS 2021-22)						385	34%			
Budget per Student (Amount)						\$ 7,738				

# Island High

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	3.6	\$ 378,962	2.1	\$ 127,224	1.6	\$ 152,016	0.2	\$ 25,000	7.5	\$ 683,202
Hrly, Sub & Stipend		\$ 7,723		\$ 199		\$ 3,177				\$ 11,099
Longevity Stipend		\$ 6,275		\$ 11,111		\$ 6,820				\$ 24,206
Classified										
FTE	3.1	\$ 166,439							3.1	\$ 166,439
Hrly, Sub & Stipend		\$ 5,683								\$ 5,683
Benefits		\$ 182,877		\$ 49,891		\$ 41,900		\$ 6,250		\$ 280,918
Supplies		\$ -		\$ 15,640						\$ 15,640
Services		\$ 4,850		\$ 4,484						\$ 9,334
Total	6.7	\$ 752,809	2.1	\$ 208,549	1.6	\$ 203,913	0.2	\$ 31,250	10.6	\$ 1,196,521
Number of Students (CBEDS 2021-22)						72				
Number of Unduplicated Students (CBEDS 2021-22)						48	67%			
Budget per Student (Amount)						\$ 16,618				

# Independent Study

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	3.0	\$ 285,821							3.0	\$ 285,821
Hrly, Sub & Stipend		\$ 1,986								\$ 1,986
Longevity Stipend		\$ 7,270								\$ 7,270
Classified										
FTE										
Hrly, Sub & Stipend										
Benefits		\$ 85,229								\$ 85,229
Supplies										\$ -
Services										\$ -
<b>Total</b>	<b>3.0</b>	<b>\$ 380,306</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>3.0</b>	<b>\$ 380,306</b>
Number of Students (Projected 2021-22)						24				
Budget per Student (Amount)						\$ 15,846				

# Summary - Secondary Schools

Site	Amount	Staff (FTE)	No Of Students (CBEDS 21-22)	Average Amount Per Student	Students on Free & Reduced Meal		English Learners		Unduplicated Students	
					Count	Percentage	Count	Percentage	Count	Percentage
Wood Middle	\$ 4,230,124	37.0	613	\$ 6,901	243	40%	64	10%	272	44%
Lincoln Middle	5,309,173	46.2	819	6,483	117	14%	40	5%	132	16%
<b>Total - Middle Schools</b>	<b>\$ 9,539,297</b>	<b>83.2</b>	<b>1,432.0</b>	<b>13,383.2</b>	<b>360</b>	<b>25%</b>	<b>104</b>	<b>7%</b>	<b>404</b>	<b>28%</b>

ASTI	1,362,179	10.3	168	8,108	53	32%	5	3%	55	33%
Alameda High	11,716,284	96.2	1808	6,480	332	18%	118	7%	403	22%
Encinal Jr/Sr	8,697,473	72.1	1124	7,738	350	31%	95	8%	385	34%
Island High	1,196,521	10.6	72	16,618	45	63%	12	17%	48	67%
<b>Total - High Schools</b>	<b>\$ 22,972,457</b>	<b>189</b>	<b>3,172</b>	<b>7,242</b>	<b>780</b>	<b>25%</b>	<b>230</b>	<b>7%</b>	<b>891</b>	<b>28%</b>

# Woodstock Child Development Center (Fund 12)

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel		Restricted Child Development Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE							10.0	\$ 695,618	10.0	\$ 695,618
Hrly, Sub & Stipend								\$ 11,936		\$ 11,936
Longevity Stipend								\$ 27,324		\$ 27,324
Classified										
FTE							12.8	\$ 530,730	12.8	\$ 530,730
Hrly, Sub & Stipend								\$ 41,800		\$ 41,800
Benefits								\$ 523,151		\$ 523,151
Supplies										\$ -
Services								\$ 113,602		\$ 113,602
<b>Total</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.00</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>22.8</b>	<b>\$ 1,944,161</b>	<b>22.8</b>	<b>\$ 1,944,161</b>
Number of Students (Projection)						180				
Budget per Student (Amount)						\$ 10,801				

# Adult Education (Fund 11)

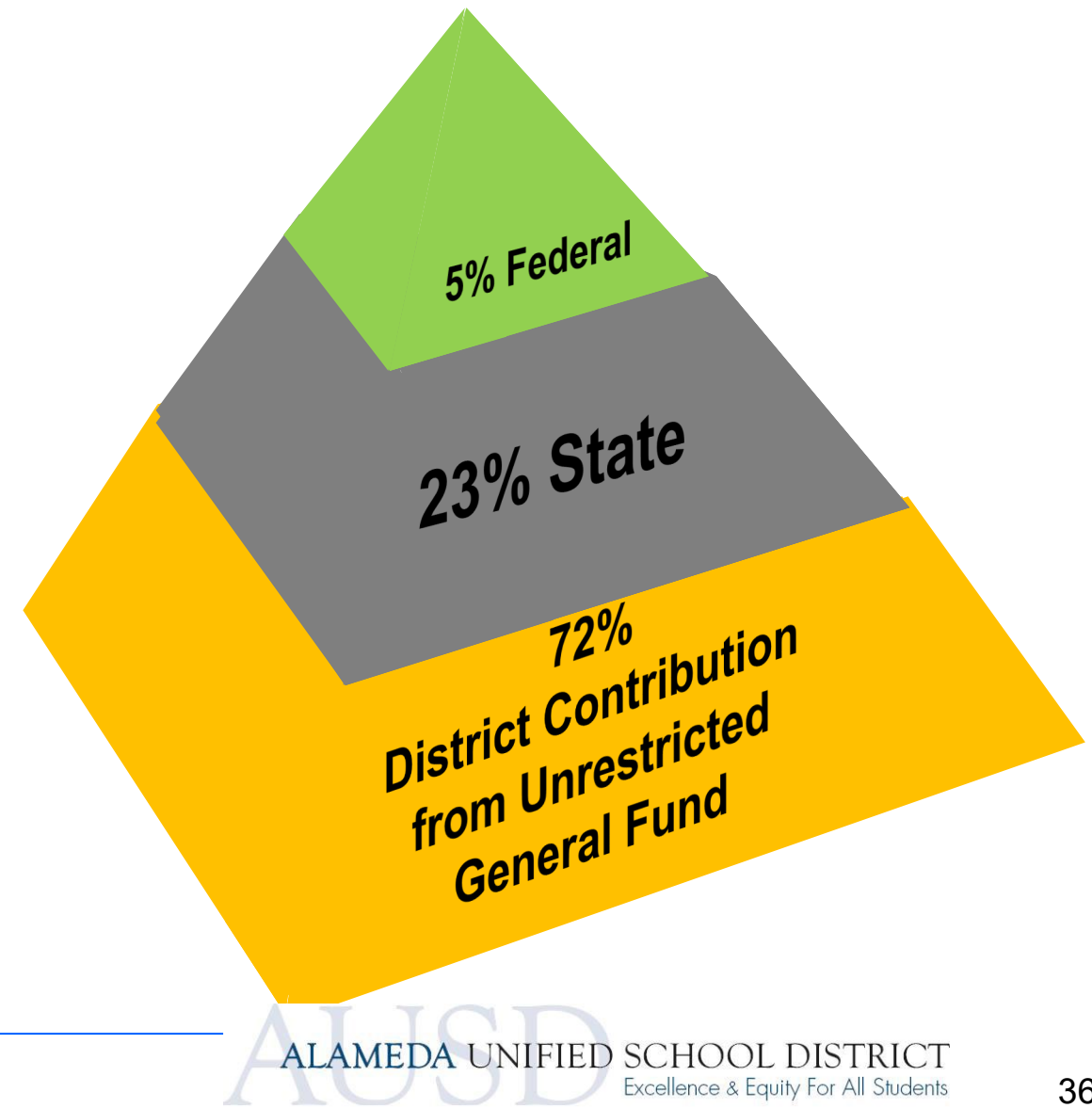
Expenditure Category	Local Fees		LCFF Supplemental		Parcel Tax		Restricted Adult Education Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE							6.2	\$ 434,304	6.2	\$ 434,304
Hrly, Sub & Stipend								\$ 139,484		\$ 139,484
Longevity Stipend								\$ 13,998		\$ 13,998
Classified										
FTE							4.1	\$ 183,211	4.1	\$ 183,211
Hrly, Sub & Stipend								\$ 16,184		\$ 16,184
Benefits								\$ 239,721		\$ 239,721
Supplies								\$ 54,724		\$ 54,724
Services								\$ 45,162		\$ 45,162
<b>Total</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>10.3</b>	<b>\$ 1,126,788</b>	<b>10.3</b>	<b>\$ 1,126,788</b>
Number of Students Served in 2021-22										
							980			
Budget per Student (Amount)							\$ 1,150			



# Special Education Funding Sources

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Description	Amount
Federal Revenue	\$ 2,140,347
State Revenue	\$ 9,121,159
Unrestricted General Fund Contribution	\$ 28,828,713
Total	\$ 37,949,872



# Special Education Funding Sources

Description	CDE Res #	State/Federal Award	District Contribution	Total	CCEIS Contribution
<u>Federal Funding</u>					
Basic Local Assistance Entitlement	3310	\$ 1,878,585	\$ (281,788)	\$ 1,596,797	
Preschool Grant (Ages 3-4-5)	3315	\$ 63,975	\$ (9,596)	\$ 54,379	
Mental Health Services	3327	\$ 107,631		\$ 107,631	
Early Intervention	3385	\$ 30,460		\$ 30,460	
Fed. Dept. of Rehab	5810	\$ 59,696		\$ 59,696	
Medical Reimbursement	9640		\$ 158,667	\$ 158,667	
Federal Sub-Total		\$ 2,140,347	\$ (132,717)	\$ 2,007,630	
<u>State Funding</u>					
Apportionment	6500	\$ 8,024,109	\$ 27,674,866	\$ 35,698,975	
Early Education Program	6510	\$ 398,795		\$ 398,795	
Infant Program	6515	\$ 3,117		\$ 3,117	
Mental Health Services	6546	\$ 618,218	\$ 1,286,564	\$ 1,904,782	
Workability	6520	\$ 76,920		\$ 76,920	
Other State Sub-Total		\$ 9,121,159	\$ 28,961,430	\$ 38,082,589	
Total		\$ 11,261,506	\$ 28,828,713	\$ 40,090,219	

# Special Education Student Count\*

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- TK-12 grade students are included in ADA calculation
- Infants & Preschool and Adult Transition are funded through separate grants
- 6% decline in number of students using Special Education services
- About the same decline as overall AUSD student population

Programs	2019-20	2020-21	2021-22
Infants & Preschool	98	92	82
TK-12	1,069	1,028	1,010
Adult Transition	30	25	33
Total Students	1,197	1,145	1,125

## Notes:

- Data reported by North Region SELPA

# Special Education Budget

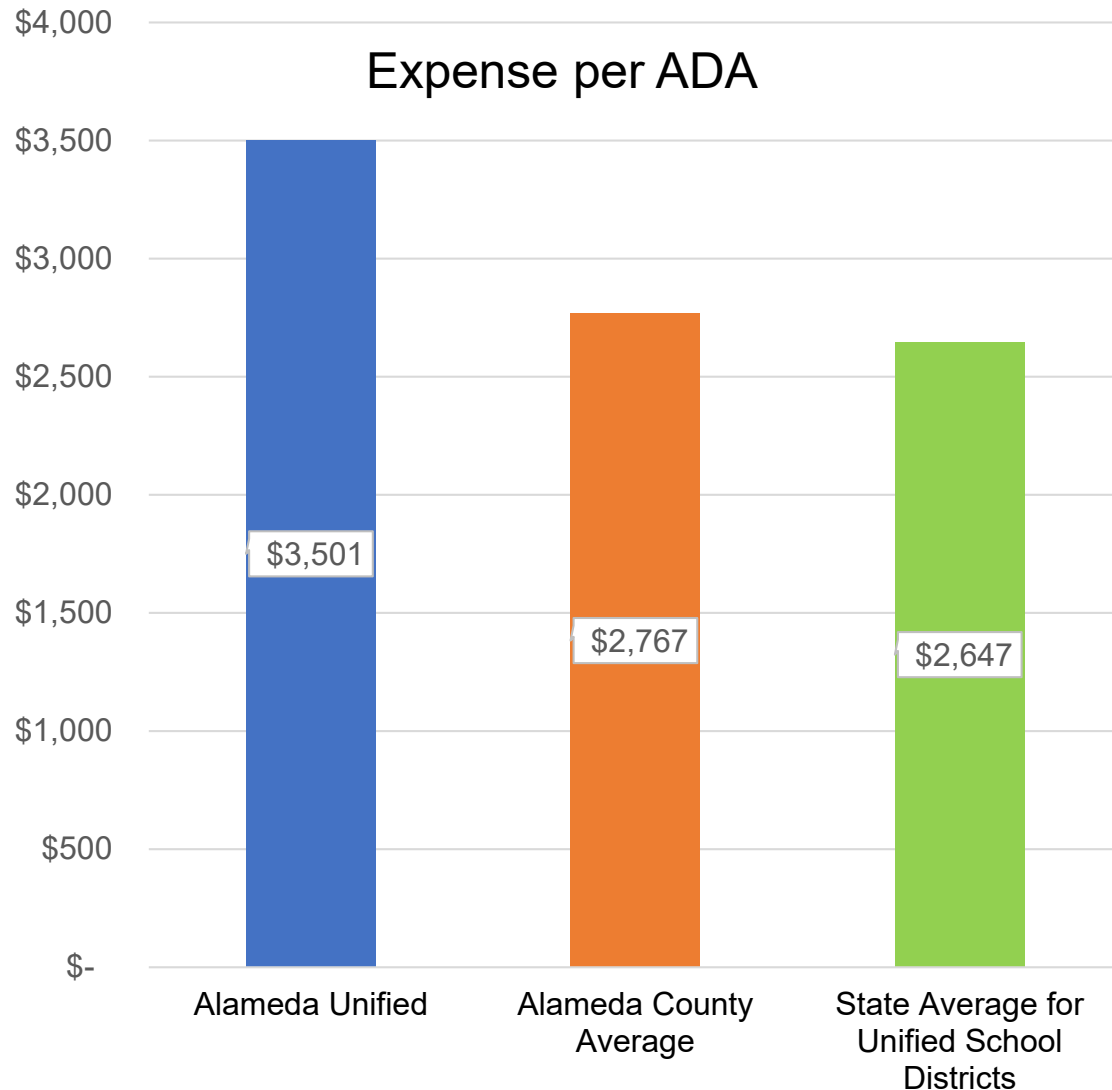
Expenditure Category	Restricted General Fund 2022-23	
	FTE	Amount
Certificated		
FTE	113	\$ 10,248,700
Hrly, Sub & Stipend		\$ 542,742
Longevity Stipend		\$ 131,875
Classified		
FTE	141	\$ 6,147,304
Hrly, Sub & Stipend		\$ 552,734
Benefits		\$ 6,140,788
Supplies		\$ 111,219
Services		\$ 14,313,936
Other Outgo		\$ 2,075,638
<b>Total</b>	<b>254</b>	<b>\$ 40,264,936</b>

Contracted Services	
Program	Amount
Student Transportation	\$ 2,451,832
Non-Public Schools	\$ 1,946,721
County Mental Health	\$ 1,765,000
Legal Settlements	\$ 1,645,165
Individual Service Agreements	\$ 1,624,402
Speech Services	\$ 1,535,524
Non-Public Agencies	\$ 782,200
Misc. Contracts	\$ 681,287
Student Assessments	\$ 414,750
Children's Hospital	\$ 396,893
PSA Specialized Services	\$ 378,699
Legal Expenses	\$ 375,000
Low Incidence	\$ 226,463
Independent Education Evaluation	\$ 90,000
<b>Total</b>	<b>\$ 14,313,936</b>

Budget is \$5.1 million higher than 21-22 adopted budget and \$3.6 million higher than current budget for 21-22

- Increase in certificated staffing
  - 5.85FTE
- Increase in classified staffing
  - 13 FTE
- Increase in contracts
  - Adopted 21-22: \$9.3 million
  - Current 21-22: \$13 million
  - Proposed 22-23: \$14.3 million
- Approximately \$35K per student

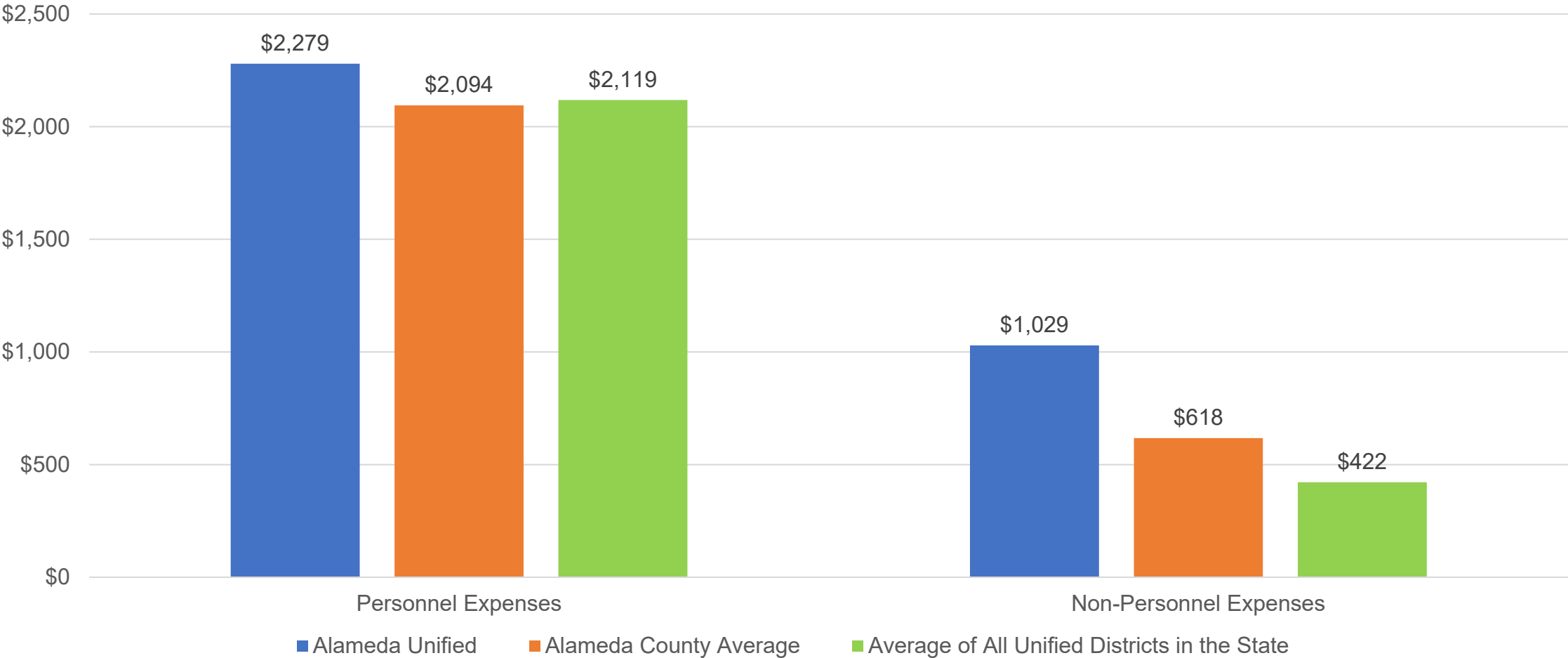
# Special Ed. Program Expense Comparison



- On a per ADA basis, AUSD spent \$734 (\$3,501 - \$2,767) above the County average in 2020-21
- The additional \$734/ADA translates into \$6 million of spending above the County average
  - $(\$734 \times 8,295 \text{ ADA} = \$6,088,530)$

Source: CADIE Report 2020-21

# Special Ed. Program Expense Comparison



Source: CADIE Report 2020-21

# Teaching & Learning

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	2.0	\$ 334,790	0.8	\$ 110,045			0.3	\$ 38,647	3.0	\$ 483,482
Hrly, Sub & Stipend		\$ 5,894		\$ 1,474				\$ 319,503		\$ 326,871
Longevity Stipend										\$ -
Classified										
FTE	2.5	\$ 173,932					1.3	\$ 97,841	3.8	\$ 271,773
Hrly, Sub & Stipend		\$ 3,660						\$ 18,993		\$ 22,653
Benefits		\$ 176,570		\$ 32,639				\$ 141,887		\$ 351,096
Supplies		\$ 418,000						\$ 578,332		\$ 996,332
Services		\$ 51,100						\$ 780,019		\$ 831,119
Other Outgo								\$ 129,460		\$ 129,460
<b>Total</b>	<b>4.5</b>	<b>\$ 1,163,946</b>	<b>0.8</b>	<b>\$ 144,158</b>	<b>0.0</b>	<b>\$ -</b>	<b>1.5</b>	<b>\$ 2,104,682</b>	<b>6.8</b>	<b>\$ 3,412,786</b>

# Student Services

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		COVID-19 Funds		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated												
FTE	4.1	\$ 539,941					0.4	\$ 45,223	1.0	\$ 107,278	5.5	\$ 692,442
Hrly, Sub & Stipend		\$ 49,514						\$ 826				\$ 50,340
Longevity Stipend		\$ 6,385						\$ 1,538				\$ 7,923
Classified												
FTE	3.5	\$ 233,556					0.4	\$ 66,123			3.9	\$ 299,679
Hrly, Sub & Stipend		\$ 3,660										\$ 3,660
Benefits		\$ 278,087						\$ 41,055		\$ 43,715		\$ 362,857
Supplies		\$ 28,000										\$ 28,000
Services		\$ 327,411		\$ 373,000				\$ 3,000		\$ 300,184		\$ 1,003,595
<b>Total</b>	<b>7.6</b>	<b>\$ 1,466,554</b>	<b>0.0</b>	<b>\$ 373,000</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.8</b>	<b>\$ 157,765</b>	<b>1.0</b>	<b>\$ 451,177</b>	<b>9.4</b>	<b>\$ 2,448,496</b>



# Research & Assessment

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE									0.0	\$ -
Hrly, Sub & Stipend		\$ 12,000								\$ 12,000
Longevity Stipend										\$ -
Classified										
FTE	2.0	\$ 124,837	1.0	\$ 160,643					3.0	\$ 285,480
Hrly, Sub & Stipend		\$ 39,816		\$ 1,965						\$ 41,781
Benefits		\$ 72,136		\$ 67,723						\$ 139,859
Supplies										\$ -
Services		\$ 95,000								\$ 95,000
<b>Total</b>	<b>2.00</b>	<b>\$ 343,789</b>	<b>1</b>	<b>\$ 230,331</b>	<b>0.0</b>	<b>\$ -</b>	<b>0</b>	<b>\$ -</b>	<b>3.0</b>	<b>\$ 574,120</b>

# Equity & Inclusion

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Restricted General Fund		COVID-19 Funds		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE			0.85	\$ 151,274	0.15	\$ 26,695			1.0	\$ 177,969
Hrly, Sub & Stipend				\$ 4,075		\$ 719				\$ 4,794
Longevity Stipend										\$ -
Classified										
FTE							1.0	\$ 83,355	1.0	\$ 83,355
Hrly, Sub & Stipend										\$ -
Benefits				\$ 44,492		\$ 7,851		\$ 35,480		\$ 87,823
Supplies				\$ 10,000						\$ 10,000
Services				\$ 61,107		\$ 270,779				\$ 331,886
<b>Total</b>	<b>0.00</b>	<b>\$ -</b>	<b>0.85</b>	<b>\$ 270,948</b>	<b>0.2</b>	<b>\$ 306,044</b>	<b>1</b>	<b>\$ 118,835</b>	<b>2.0</b>	<b>\$ 695,827</b>

# Equity & Inclusion, Teaching & Learning, Student Services, and Research & Assessment – Major Programs

Program	Unrestricted General Fund	LCFF Supplemental	Parcel Tax	Restricted General Fund	COVID-19 Funds	Total
	Amount	Amount	Amount	Amount	Amount	Amount
Instructional Coaches		\$ 742,578	\$ 466,617			\$ 1,209,195
Intervention Leads		\$ 1,003,555		\$ 60,149		\$ 1,063,704
After School Programs				\$ 875,521		\$ 875,521
Equity & Inclusion		\$ 270,948		\$ 270,779	\$ 118,835	\$ 660,562
Mental Health Services Contracts		\$ 340,000			\$ 300,184	\$ 640,184
Assessment (Illuminate, Renaissance)	\$ 343,789	\$ 230,331				\$ 574,120
Software and Textbook Replacements				\$ 549,055		\$ 549,055
Summer School				\$ 470,798		\$ 470,798
Health Services	\$ 278,484					\$ 278,484
Language and Literacy		\$ 144,158				\$ 144,158
Professional Development				\$ 130,260		\$ 130,260
Crossing Guards	\$ 98,711					\$ 98,711
Differentiated Assistance	\$ 80,910					\$ 80,910
Credit Recovery				\$ 63,468		\$ 63,468
Home / Hospital Instruction	\$ 48,000					\$ 48,000
School Smart				\$ 33,000		\$ 33,000
STEAM	\$ 28,000			\$ 4,293		\$ 32,293
Private Schools				\$ 27,000		\$ 27,000
AP Exam Fee				\$ 16,640		\$ 16,640
Instructional Technology Meetings				\$ 15,000		\$ 15,000
Parent Involvement (Title I)					\$ 7,956	\$ 7,956
Elementary Music Supplies	\$ 5,000					\$ 5,000
McKinney Vento Set Aside				\$ 3,000		\$ 3,000
<b>Total</b>	<b>\$ 882,894</b>	<b>\$ 2,731,570</b>	<b>\$ 466,617</b>	<b>\$ 2,518,963</b>	<b>\$ 426,975</b>	<b>\$ 7,027,019</b>

# LCFF Supplemental Grant

Program	LCFF Supplemental Grant Amount
Intervention Leads	\$1,003,555
Instructional Coach	\$742,578
EL Sections	\$359,474
Mental Health Services	\$340,000
Indirect Cost	\$327,740
Professional Development Day	\$304,361
Innovative Programs	\$292,654
Discretionary Funds for Schools	\$275,600
Equity & Inclusion	\$270,948
Research & Assessment	\$230,331
Teen Parenting Program	\$173,919
Coordinator of Literacy	\$144,158
In Lieu of Title 1 for Encinal	\$136,119
School Smart	\$33,000
<b>Total</b>	<b>\$ 4,634,437</b>

# Human Resources

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	1.0	\$ 167,395							1.0	\$ 167,395
Hrly, Sub & Stipend		\$ 2,271,739								\$ 2,271,739
Longevity Stipend										\$ -
Classified										\$ -
FTE	6	\$ 763,513								\$ 763,513
Hrly, Sub & Stipend		\$ 110,205								\$ 110,205
Benefits		\$ 980,123								\$ 980,123
Supplies		\$ 27,500								\$ 27,500
Services		\$ 232,200								\$ 232,200
<b>Total</b>	<b>7.0</b>	<b>\$ 4,552,675</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>1.0</b>	<b>\$ 4,552,675</b>

Notes:

- Employees on Leave: \$1,680,051
- Substitute employees: \$1,079,900

# Teacher Induction Program

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE							3.3	\$ 324,240	3.3	\$ 324,240
Hrly, Sub & Stipend								\$ 41,732		\$ 41,732
Longevity Stipend								\$ 3,147		\$ 3,147
Classified										\$ -
FTE										\$ -
Hrly, Sub & Stipend										\$ -
Benefits								\$ 113,758		\$ 113,758
Supplies										\$ -
Services								\$ 161,626		\$ 161,626
<b>Total</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>3.3</b>	<b>\$ 644,503</b>	<b>3.3</b>	<b>\$ 644,503</b>

Notes:

- Teacher induction & PEER Review: \$467,877
- New hire orientation: \$121,626

# Business Services

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE										\$ -
Hrly, Sub & Stipend										\$ -
Longevity Stipend										\$ -
Classified										
FTE	2.0	\$ 338,475							2.0	\$ 338,475
Hrly, Sub & Stipend		\$ 11,802								\$ 11,802
Benefits		\$ 132,248								\$ 132,248
Supplies		\$ 4,000								\$ 4,000
Services		\$ 2,201,878				\$ 212,408				\$ 2,414,286
<b>Total</b>	<b>2.0</b>	<b>\$ 2,688,403</b>	<b>0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ 212,408</b>	<b>0.0</b>	<b>\$ -</b>	<b>2.0</b>	<b>\$ 2,900,811</b>

## Notes:

- \$2.2M in Services includes \$1.3 million for liability insurance, 270K for Board elections, 245K for Parcel Tax Processing, \$62K for financial audit, \$300K for legal, and other contracts related to demographic study and developer fee study.

# Fiscal Services

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE										\$ -
Hrly, Sub & Stipend										\$ -
Longevity Stipend										\$ -
Classified										
FTE	11.6	\$ 1,054,898			0.5	\$ 51,444			12.1	\$ 1,106,342
Hrly, Sub & Stipend		\$ 43,570								\$ 43,570
Benefits		\$ 458,618				\$ 22,084				\$ 480,702
Supplies		\$ 5,000								\$ 5,000
Services		\$ 448,755								\$ 448,755
<b>Total</b>	<b>11.6</b>	<b>\$ 2,010,841</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.5</b>	<b>\$ 73,528</b>	<b>0.0</b>	<b>\$ -</b>	<b>12.1</b>	<b>\$ 2,084,369</b>

## Notes:

- \$448K in services includes \$309K in licensing and support cost for the financial system. Services also include ASB financial system for secondary schools, district-wide postage and other miscellaneous contracts such as PTA/Boosters training, armored cash service, and actuarial study etc.
- 0.5FTE in parcel tax accountability



# Technology Services

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	1.0	\$ 108,335							1.0	\$ 108,335
Hrly, Sub & Stipend		\$ 1,986								\$ 1,986
Longevity Stipend		\$ 1,805								\$ 1,805
Classified										
FTE	6.5	\$ 646,005			3.5	\$ 272,988			10.0	\$ 918,993
Hrly, Sub & Stipend		\$ 27,095				\$ 1,830				\$ 28,925
Benefits		\$ 293,746				\$ 125,024				\$ 418,770
Supplies		\$ 661,569				\$ 156,700				\$ 818,269
Services		\$ 1,114,056				\$ 75,000				\$ 1,189,056
Capital Exp.										\$ -
<b>Total</b>	<b>7.5</b>	<b>\$ 2,854,597</b>	<b>0</b>	<b>\$ -</b>	<b>3.5</b>	<b>\$ 631,542</b>	<b>0.0</b>	<b>\$ -</b>	<b>11.0</b>	<b>\$ 3,486,139</b>

## Notes:

- 1FTE Certificated is Teacher on Special Assignment (TSA)
- Supplies are primarily computers, chromebooks, projectors, document cameras, servers, and networking equipment
- Services include \$502K for internet, \$300K for software licenses & support (e.g. student information system, backup, email, desktop applications, computer servers), \$170K for district-wide copiers

# Maintenance, Operations, & Facilities

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		COVID-19 Fund		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE										
Hrly, Sub & Stipend										
Longevity Stipend										
Classified										
FTE	9.6	\$ 751,402					20.2	\$ 1,923,121	29.8	\$ 2,674,523
Hrly, Sub & Stipend		\$ 491,453						\$ 199,994		\$ 691,447
Benefits		\$ 673,959						\$ 953,993		\$ 1,627,952
Supplies		\$ 307,850				\$ 534,798		\$ 672,399		\$ 1,515,047
Services		\$ 3,448,189						\$ 534,303		\$ 3,982,492
Capital Exp.										\$ -
<b>Total</b>	<b>9.6</b>	<b>\$ 5,672,853</b>	<b>0.0</b>	<b>\$ -</b>	<b>-</b>	<b>\$ 534,798</b>	<b>20.2</b>	<b>\$ 4,283,810</b>	<b>29.8</b>	<b>\$10,491,461</b>

## Notes:

- Maintenance staff is included on this slide, whereas custodial staff is by site
- \$3.4M in unrestricted services includes \$2.8 million in district-wide utilities, and \$120K in field maintenance
- \$534K for PPE and other sanitizing supplies using COVID-19 funds
- Supplies are primarily district-wide maintenance and operations supplies

# Community Affairs and Parcel Tax Accountability

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		COVID-19 Funds		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE										\$ -
Hrly, Sub & Stipend										\$ -
Longevity Stipend										\$ -
Classified										
FTE	0.5	\$ 80,322			0.5	\$ 80,322	1	\$ 74,354	2.0	\$ 234,998
Hrly, Sub & Stipend										\$ -
Benefits		\$ 30,414				\$ 30,414		\$ 33,658		\$ 94,486
Supplies										\$ -
Services										\$ -
<b>Total</b>	<b>0.5</b>	<b>\$ 110,736</b>	<b>0</b>	<b>\$ -</b>	<b>0.5</b>	<b>\$ 110,736</b>	<b>1.0</b>	<b>\$ 108,012</b>	<b>2.0</b>	<b>\$ 329,484</b>

# Superintendent's Office

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE	1.0	\$ 250,001							1.0	\$ 250,001
Hrly, Sub & Stipend		\$ 2,865								\$ 2,865
Longevity Stipend										\$ -
Classified										\$ -
FTE	1.0	\$ 106,008							1.0	\$ 106,008
Hrly, Sub & Stipend										\$ -
Benefits		\$ 120,986								\$ 120,986
Supplies		\$ 1,500								\$ 1,500
Services		\$ 11,700								\$ 11,700
<b>Total</b>	<b>2.0</b>	<b>\$ 493,060</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>2.0</b>	<b>\$ 493,060</b>

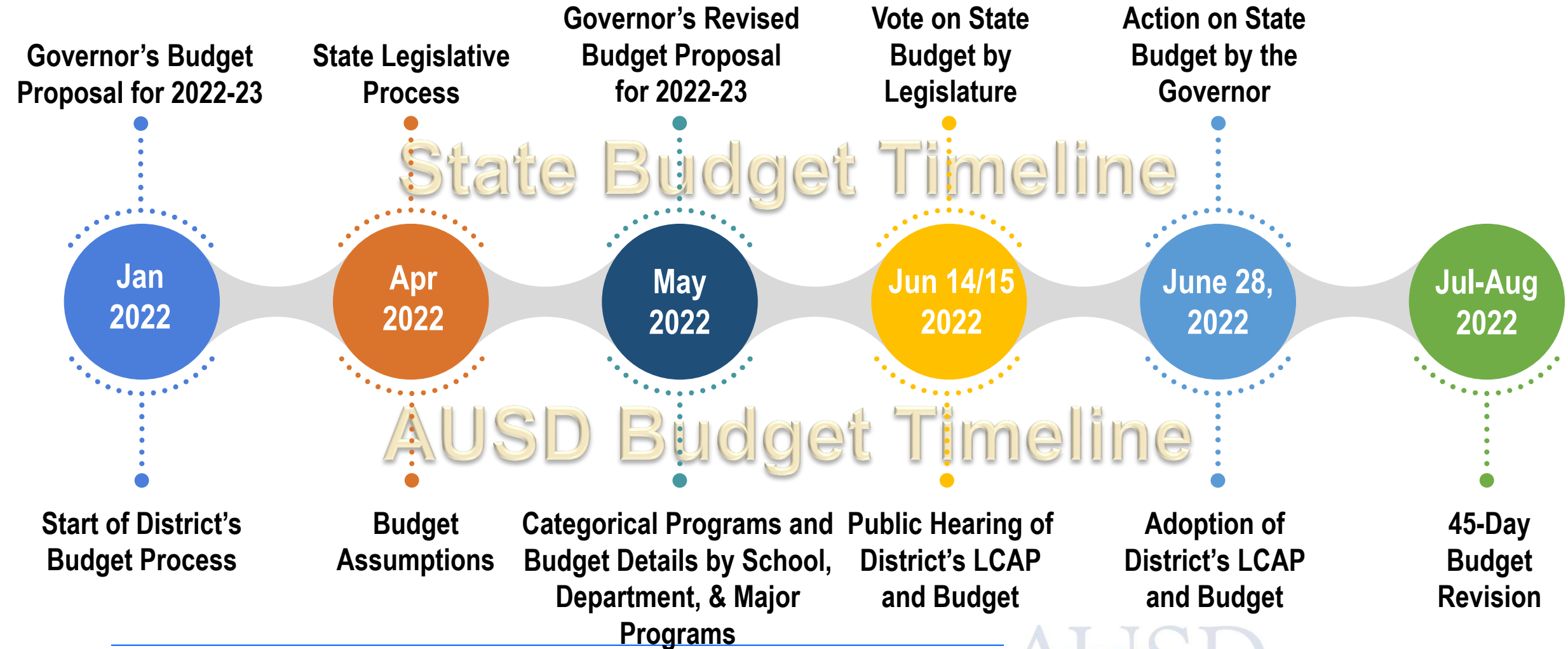
# Board of Education

Expenditure Category	Unrestricted General Fund		LCFF Supplemental		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE										\$ -
Hrly, Sub & Stipend										\$ -
Longevity Stipend										\$ -
Classified										
FTE										\$ -
Hrly, Sub & Stipend		\$ 29,400								\$ 29,400
Benefits		\$ 1,000								\$ 1,000
Supplies										\$ -
Services		\$ 59,950								\$ 59,950
<b>Total</b>	<b>0.0</b>	<b>\$ 90,350</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ -</b>	<b>0.0</b>	<b>\$ 90,350</b>

## Notes:

- Hourly and Stipend includes Board stipend and hourly wages of employees who cover Board meetings
- Services includes Novus license and CSBA contract to host Board policies

# Timeline



# Board Discussion & Guidance

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

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**Item Title:** Update on Universal Pre-Kindergarten (UPK) Planning and Implementation Grant Program (10 Mins/Information)

**Item Type:** Information

**Background:** Tonight's presentation is intended to update the Board on The California Universal Prekindergarten Planning and Implementation Grant Program.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant supports planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), California State Preschool Programs (CSPP), and Head Start for eligible students, and other local and community-based partnerships.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with expanded learning offerings, the After-School Education and Safety Program, the California State Preschool Program, Head Start program, and other community-based early learning and care programs.

Under state law, the plan must be developed for consideration by the LEA's governing board at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

**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):** \$198,626.00 (Grant)

**Recommendation:** This item is presented for information only.

**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.| #4 - Parental involvement and community engagement are integral to student success.| #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:** Kirsten Zazo, Assistant Superintendent of Educational Services

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**ATTACHMENTS:**

	<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
▣	Presentation: Update on Universal Pre-Kindergarten (UPK) Planning and Implementation Grant Program_5.24.22	5/18/2022	Presentation
▣	UPK Planning and Implementation Grant Program Plan_5.24.22	5/18/2022	Backup Material

# **Update on Universal Prekindergarten (UPK) Planning and Implementation Grant Program**

Kirsten Zazo, Assistant Superintendent of Educational Services  
Yvonne Wright, Director of Elementary Education

May 24, 2022

# UPK Planning and Implementation Grant Program

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Expanding access to prekindergarten (pre-K, PK) programs at Local Educational Agencies (LEAs).

- Total Allocation \$198,626.00
- These funds support LEA planning and implementation costs associated with expanding pre-K options such as universally available transitional kindergarten, California State Preschool Program (CSPP), and Head Start for eligible students, and other local and community based partnerships.
- The plan is required to be considered by an LEA's governing board at a public meeting on or before June 30, 2022, but does not require board adoption.
- Funds can be used for costs associated with CSPP, TK, or kindergarten programs to establish or strengthen partnerships with other pre-K providers, including Head Start, and for recruitment and hiring, training, professional development, materials, and supplies.

# Plan Overview

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- Ensuring a strong educational foundation by providing every four year old access to high quality learning the year before kindergarten.
- Expanding services for three year old children through preschool programs.
- Investing in family support, child development and care, and education.
- Developing partnerships between early learning and care, early education, elementary education, and expanded learning and extended care communities.



# Vision and Coherence

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Develop a coherent educational system:

- Part Day TK Program with access to Extended Learning up to 9 hours day
- California State Preschool Program (CSPP)
- During the expansion years, children whose fifth birthday fall after the cut off dates:
  - 2022-23 - After February 2nd and between February 3rd through September 2nd
  - 2023-24 - After April 2nd and between April 3rd through September 2nd
  - 2024-25 - After June 2nd and between June 3rd through September 2nd



We will not consider early admittance to TK.

# Community Engagement and Partnerships



## Full-Day Learning: Transitional Kindergarten

AUSD will provide TK students access to full-day learning programs for the 2022-2023 school year. Our TK students attend school 3 hours 45 minutes daily. Our plan is to offer full-day learning that could extend the day up to 9 hours.

To determine our community's need and desire for full-day learning opportunities, we are requesting you assist us by completing the following survey. The data collected will help us to plan our full-day learning program offerings.

\*This is not an enrollment form for full-day program nor will your responses commit you to enrolling in a full-day program.

[ywright@alamedaunified.org](mailto:ywright@alamedaunified.org) (not shared) [Switch account](#)

\* Required

Date \*

Date  
mm/dd/yyyy

Child's Name (Last Name) \*

Your answer

Child's Name (First Name)

Your answer

Would you be interested in enrolling your child in a full-day learning program? \*  
(Child attends TK session at site of enrollment, attends afterschool learning opportunity at same site)

☐ Yes

Parent Information Night

Parent Interest Surveys

P-3 Collaborative:

- AUSD P-12 Educators
- Community Based Preschool & Childcare
- Headstart
- Faith-Based Preschools
- Parents



# Workforce Recruitment & Professional Learning

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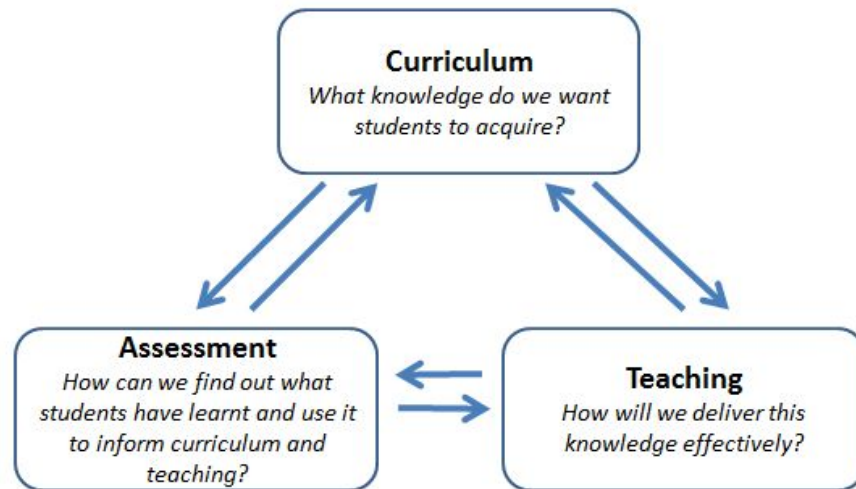
We will create a plan to recruit, train, and support UTK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

- Interests surveys of current teachers interested in teaching TK
- Actively recruit at job fairs (TK teachers and paraeducators)
- Partner with institutions of higher education County Office of Education to help support teachers holding less than a full credential
- Work with intern preparation programs to recruit and prepare candidates
- Provide information on scholarships and grants
- Work collaboratively with CSPP to ensure program continuity and alignment by designing professional learning to support the implementation of quality curriculum aligned to the California Preschool Learning Foundations
- Work with Families to strengthen home/school partnerships

# Curriculum, Instruction, and Assessment

AUSD has a work group comprised of TK teachers led by Tanya Harris, Principal. The group has reviewed TK & PK Programs. They have determined the following:

- Curriculum Pilot 2022-2023
  - Creative Curriculum, PreK On My Way, Learning Without Tears
- Pilot aligned to CA Preschool Learning Foundations and Frameworks
- Observational Assessment (DRPD or Creative Classroom)
- GLAD for EL learners (Multisensory approach appropriate for special needs)
- UTK Collaboration: Alignment and Coherence of practices in TK and PK
- TK Collaborative focused on Developmentally Responsive Practices





# Facilities, Services, and Operations

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To integrate TK students on our elementary campuses and ensure safety and appropriate commingling:

- TK students have separate exit and entrances supervised by staff
- The District provides flexible breakfast and lunch pickup times for all TK students. Students can bring their breakfast and or lunch to the classroom, if needed. Space meets the kindergarten standards described in California Code of Regulations.
- The TK space contains necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment.
- Transportation will not be provided for TK students. However, the District will spread out its extended learning programs to cover all geographics to meet enrollment.

# **Update on UPK Planning and Implementation Grant**

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## **Board Discussion**

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies  
Released – December 17, 2021

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## **Universal Prekindergarten in California**

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

### **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

### **Planning Template Purpose**

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

### **Accompanying Guidance**

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

### **Directions, Timeline, and Suggested Planning Process**

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1



Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### **Creating Joint or Aligned Plans**

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

## UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Alameda Unified School District	Kirsten Zazo Assistant Superintendent of Educational Services	kzazo@alamedaunified.org	510-337-7095

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

## Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students						
CSPP (if applicable)						

**Table: Facilities Estimates (Cumulative)**

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms						
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

**Table: Staffing Estimates (Cumulative)**

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Teacher's Assistants						
CSPP (if applicable)						

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	72	72	72	72

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P	0	0	48	48	48	48

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

There are no required questions in this section.

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at some sites

CSPP stand-alone classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Part Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

We will continue to implement a Part Day TK program at geographically selected sites in the district. Families/students will have access to extended learning through ASES, ELO-P, or CSPP. We are currently offering a partial kindergarten and have implemented a schedule for TK that compliments our kindergarten program. We will continue to evaluate the effectiveness of a part program over the next year and engage with our educational partners on how a schedule can best meet the goals of the Transition Kindergarten program.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

Yes - the LEA applied for a new CSPP contract in 2022–23

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

Three-year-old children

Four-year-old children who will not be enrolled in TK in the current school year

Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note:

children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day)

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

No

b. 2023–24 (Birthdays April 3 or after) [select one]

No

c. 2024–25 (Birthdays June 3 or after) [select one]

No

## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### Required Questions

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Family or parent surveys

Other [describe, open response]

AUSD hosted Parent Information Night for Transitional Kindergarten which provided opportunities for parents to gain information and provide input. We also developed a committee to review our current TK program and make recommendation for the expansion. In addition, during the 2022-2023 we will establish a P-3 collaborative of internal and external partners to successfully implement UPK and create a P-3 continuum.

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

CSPP (on an LEA site)



## **Focus Area C: Workforce Recruitment and Professional Learning**

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### **Recommended Planning Questions**

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The LEA plans on taking an interest survey of current teachers and paraprofessionals who may be interested in working in a transitional kindergarten setting. We will also actively recruit at the job fairs that we attend for teachers and assistants.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

In an effort to ensure programmatic continuity and alignment between the LEA and ECE partners, we will work together to design and facilitate professional learning opportunities to support the implementation of a developmentally responsive curriculum that is aligned to the Pre-school Learning Foundations and Frameworks. There will be a focus on the use of the DRDP to inform instructional practices. In addition, we will work collaboratively to engage families to strengthen home to school partnerships.

### **Required Questions**

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

Join an existing intern preparation program to recruit and prepare teachers for your LEA

Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

Develop or work with an established mentorship program to support new TK teachers

Provide information on scholarship and grant opportunities

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Provide information on scholarship and grant opportunities

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Desired Results Developmental Profile (DRDP)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Administration and use of child assessments to inform instruction

Curriculum selection and implementation

Engaging culturally- and linguistically-diverse families

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

Other [describe, open response]

English instruction with designated and integrated English language development

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

English-only instruction with home-language support

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Use developmental observations to identify children's emerging skills and support their development through daily interactions

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Implement Universal Design for Learning

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide adaptations to instructional materials

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

DRDP

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

The District provides flexible breakfast and lunch pickup times for all TK students. Students can bring their breakfast and or lunch to the classroom, if needed. The District also offers a second chance breakfast for students who didn’t have time to eat breakfast before the bell. Breakfast is also available in the school office to accommodate all students throughout the morning. Offering flexible pickup times for breakfast and lunch assures all TK students have adequate time to eat their meals.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

The district plans to use demographic study to determine where additional TK classrooms should be placed.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]
- Yes
- i. If no, what modifications need to be made? What resources are needed to make them? ( See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
- Yes
- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
- Yes
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
- None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- No transportation will be provided
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
- The District will spread out its extended learning programs to cover all geographical areas of the City. No transportation will be provided

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]



Guidance on how to modify an elementary school classroom to serve young children

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

### Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

### Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

### **Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

No changes are needed at this time.

ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Resolution No. 2021-2022.56 Granting Easement to the City of Alameda (5 Min/Action/Public Hearing)

**Item Type:** Action/Public Hearing

**Background:** The City of Alameda ("City"), in collaboration with Caltrans, as part of its Central Avenue Safety Improvement Project, 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.

The easement will improve safety for the community, students and staff at Encinal Jr. & Sr. High School.

Education Code requires a two step process for granting easements. The first step occurred at the Board's May 10 meeting where Resolution 2021-2022.54 Declaration of Intent to Grant an Easement to the City of Alameda was adopted.

Tonight, staff is asking the Board to approve Resolution No. 2021-2022.56 which would formally grant this perpetual, permanent easement and right of way to the City. The community was advised of the Board's intent to grant this easement tonight through notice in the Alameda Journal on May 18, 2022.

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

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):**

**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

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**ATTACHMENTS:**

Description	Upload Date	Type
❑ Easement	5/9/2022	Backup Material
❑ Exhibits A & B	5/9/2022	Backup Material
❑ Easement Drawing	5/9/2022	Backup Material



**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.

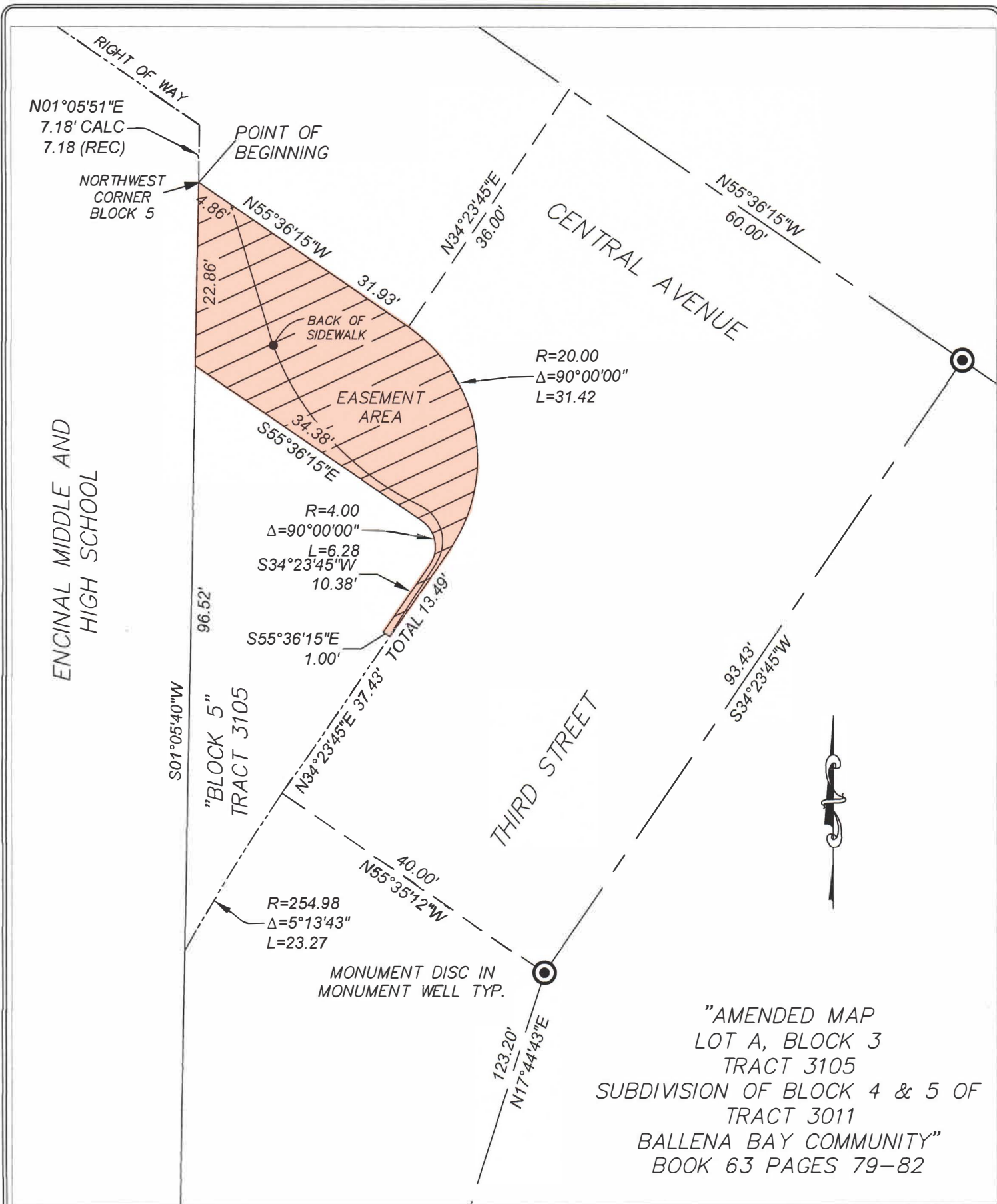
AN EASEMENT OVER A PORTION OF BLOCK 5 AS SHOWN ON THE "AMENDED MAP LOT A, BLOCK 3 TRACT 3105 SUBDIVISION OF BLOCKS 4 & 5 OF TRACT 3011 BALLENA BAY COMMUNITY" BOOK 63 PAGES 79 THROUGH 82 ALAMEDA COUNTY RECORDS DESCRIBED AS FOLLOWS:

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.

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:

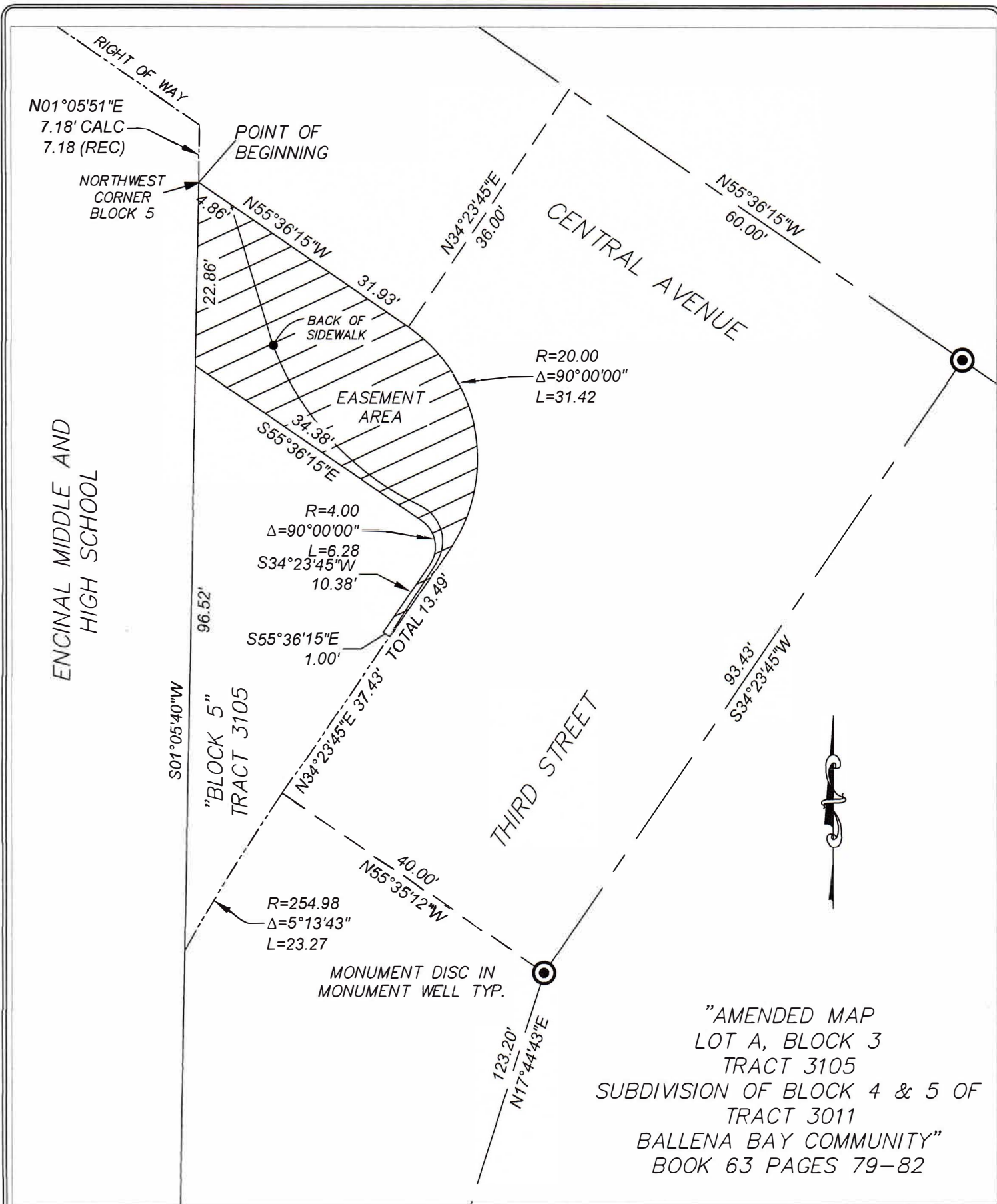
BEGINNING AT THE NORTHWEST CORNER OF SAID PARCEL "BLOCK 5" THENCE ALONG THE WESTERN LINE OF "BLOCK 5" SOUTH  $01^{\circ}05'40''$  WEST 22.86 FEET; THENCE LEAVING SAID WESTERN LINE SOUTH  $55^{\circ}36'15''$  EAST TO A TANGENT CURV TO THE RIGHT WITH A RADIUS OF 4.00 FEET, A CENTRAL ANGLE OF  $90^{\circ}00'00''$  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

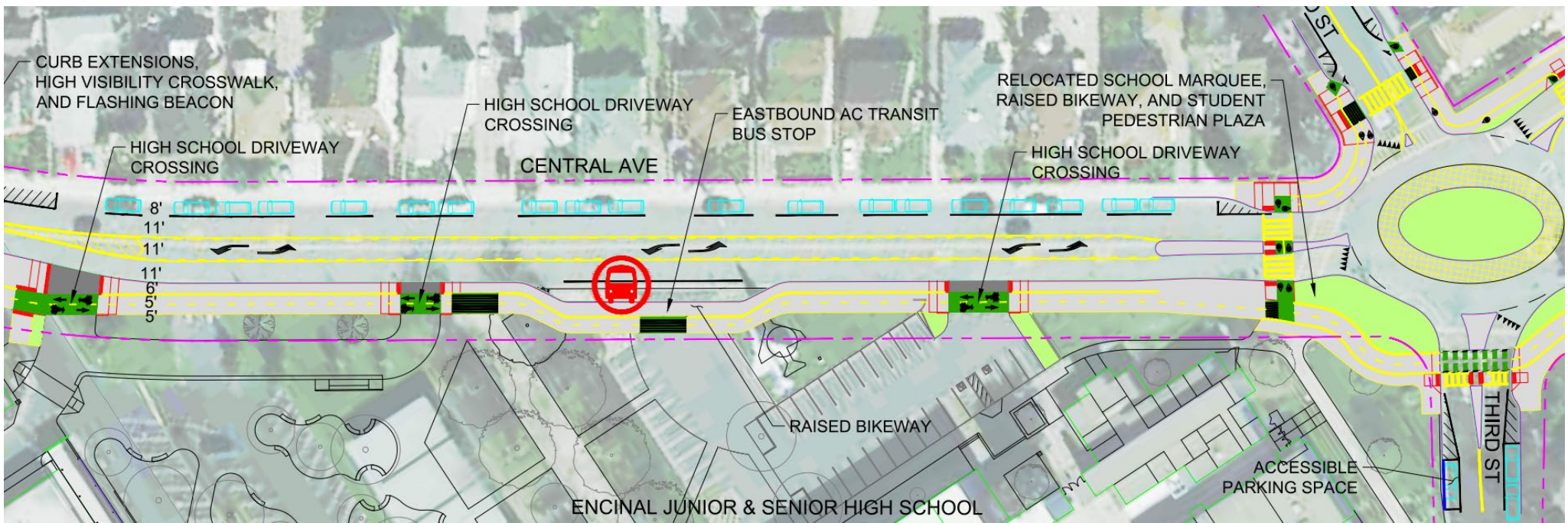
CALIFORNIA

SCALE 1" = 15'

DATE 04/06/2022

BY JMB

JOB NO. 22089-EASE



**ALAMEDA UNIFIED SCHOOL DISTRICT**  
**Alameda, California**  
**Resolution**

May 24, 2022

Resolution No. 2021-2022.56

**Granting of 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, seeks to enter a portion of the Encinal JSHS Property (“Easement Area”), where necessary for the purpose of building a sidewalk and bikeway, while construction 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 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; and

*WHEREAS*, pursuant to Education Code section 17556 et seq., the District may grant the Easement to the City for public access; and

*WHEREAS*, pursuant to Education Code section 17557, on May 10, 2022, the District’s Board adopted Resolution No. 2021-2022.54 Declaration of the Intent to Grant Easement to the City of Alameda; and

*WHEREAS*, in compliance with the notice requirements of Education Code section 17558, not less than five (5) days prior to the public hearing held on May 24, 2022, the District gave public notice by publication in a newspaper of general circulation; and

*WHEREAS*, on May 24, 2022, the District held a public hearing on whether it should adopt this resolution to grant the Easement to the City.

*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 District's Governing Board finds that there are no formal protests to the proposed grant of the Easement.

Section 3. This resolution to grant the Easement is in accordance with the procedures of Title 1, Division 1, Part 10.5, Chapter 4, Article 15 of the Education Code, and the District's Board hereby authorizes and directs Superintendent or Superintendent's designee to execute the Grant of Easement conveying the Easement to the City of Alameda and to deliver it.

*PASSED AND ADOPTED* by the following vote this 24th 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



ALAMEDA UNIFIED SCHOOL DISTRICT  
BOARD AGENDA ITEM

---

**Item Title:** Approval of Superintendent's Recommendation to Appoint Members to the Parcel Tax Oversight Committee (5 Mins/Action)

**Item Type:** Action

**Background:** In October 2020, the Board approved changes to Board Policy 3471 that allow for combining the oversight committees of Measure B1 (approved by voters in 2016) and Measure A (approved by voters in 2020). The creation of a combined “AUSD Parcel Tax Program Oversight Committee” allows for a more unified and efficient approach to managing AUSD’s parcel tax programs.

The primary task of the Oversight Committee is to review the District’s compliance with the terms of both measures.

On October 5, 2021, the District made available applications for the 2021-22 AUSD Parcel Tax Program Oversight Committee to local media, every District employee, and all AUSD families. The District also posted news of the applications to Facebook, Twitter, and Instagram. This notice resulted in one application for the committee. Subsequently, several members stepped down or stopped participating in the committee, leaving it with only eight of the required 11 members.

On April 9, 2022, AUSD included in its newsletter a notice about current openings on the Parcel Tax Oversight Committee. Three community members applied:

- Joyce Boyd
- Sean Noonan
- Adam Schlosser

The 2021-22 Oversight Committee held its first meeting in April, 2022. It is likely the committee will meet five or six times over the next year to complete its Annual Report in the fall of 2022.

All meetings of the Oversight Committee comply with the Brown Act. Minutes, agendas, and any other relevant communications and information are posted on AUSD’s website 72 hours prior to each meeting. Meetings will not exceed two hours unless extended by majority vote. Meetings start on time and are open to the public. Members of the public have the opportunity to address the Committee at the time of any item or presentation on which they wish to speak.

Any recommendations or reports from the Oversight Committee must be supported by a majority of Oversight Committee members voting, but the Oversight Committee will have the goal and intention of reaching agreement by consensus. A chair will be selected from among voting members to conduct the meetings and to serve in representative capacity as needed.

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

**Fund Codes:** 01 General 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:** Susan Davis, Sr. Manager of Community Affairs

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**ATTACHMENTS:**

Description	Upload Date	Type
☐ Presentation	5/17/2022	Presentation

# **Approval of Superintendent's Recommendations to Appoint Members to the 2021-2022 Parcel Tax Oversight Committee**

Susan Davis  
Senior Manager, Community Affairs

# Parcel Tax Program Oversight Committee

- **October 2020:** Board approved changes to BP 3471 to combine oversight of Measures B1 and Measure A into one unified “AUSD Parcel Tax Program Oversight Committee.”
- **Purpose of committee:** Annually review District compliance with the terms of the measures
- **Members of committee:** “The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.”
- **Board of Education votes** on Superintendent’s recommendations annually.

# 2021-22 Membership Timeline

Task	Date
Applications made available	October 5, 2021
Notice sent to families, media, employees, social media	October 5, 2021
Deadline for applications	October 17, 2021
Presentation of recommendations	October 26, 2021
Notification to applicants	October 28, 2021
Several members withdraw from committee, leaving only eight active members	October 2021-April 2022
Notice sent to families about current openings on oversight committee	April 9, 2022

# Current Members

Current PTOC members:

- Live in the west, central, and east neighborhoods of Alameda
- Represent employee bargaining groups, partner organizations, school sites, and families
- Have knowledge, training and experience in finance, accounting, government, and public education

# Recommended Committee Members

	<u>Name</u>	<u>Experience</u>	<u>School(s)</u>	<u>Zone</u>
Current	Roxanne Clement	AEA-Librarian/Media Teacher	Bay Farm	Bay Farm
	Doug Biggs	Alameda Point Collaborative, non-profit leadership, community leadership	Paden	West
	Bob Kreitz	AUSD; Career Technical Education; community organizations	Otis, LMS, AHS	East
	Steven Smith	Former educator	Maya Lin	West
	Steven Kellner	Teacher, principal, superintendent,	Paden, WMS, EHS	West
	Carrie Hahnel	Public education, school finance	Maya Lin	Central
	Mark Ouimet	Finance, organizational development	EHS	West
Recommended	Erik Smith	Business analysis, sales	Lincoln	East
	Adam Schlosser	Government policy, regulatory interpretation and implementation, stakeholder engagement	Otis	East
	Joyce Boyd	Finance, affordable housing, community leadership	Wood, EHS	West
	Sean Noonan	Finance	Love, Wood, AHS	Central

# **2021-22 Meeting Schedule**

## **First meeting: April, 2022\***

- Reviewed 2<sup>nd</sup> interim report and budget recommendations for 2021-22 fiscal year

## **Subsequent meetings: Fall, 2023**

- To coincide with unaudited and audited financial reports and work on annual reports

*\*Typically held in January or February, but delayed due to COVID surge this year.*



# Questions