

BOARD OF EDUCATION AGENDA

REGULAR MEETING
May 28, 2024 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue
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. Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Legal Counsel Regarding Anticipated Litigation - (Govt. Code § 54956.9, subdivision (b)) (1 case):

- 1) One case Alameda Unified School District as potential defendant

Public Employee Performance Evaluation - (Govt. Code, §54957, subdivision (b)(1)):

- 1) Superintendent

- 2. *****

Reconvene to Public Session - 6:30 PM -City Council Chambers

Alameda Unified School District encourages public participation in person or remotely.

In Person Participation

Meeting locations are listed at the top of the agenda.
A speaker slip must be submitted to speak on any item in person.

Remote Participation via Zoom on a Computer/Smart Phone/Device

Ensure you are using the most current version of the Zoom app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

Remote Participation via Standard Telephone Call

Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

Zoom Registration Link: https://alamedaca.gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw

**For Telephone Participants:
Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256**

**To view the live stream of the public meeting at 6:30pm,
please visit the City of Alameda’s Live Video Broadcast page.**

- 3. Pledge of Allegiance - Board of Education President Jennifer Williams will lead the Pledge of Allegiance
- 4. Call to Order - 6:30pm - City Council Chambers - Introduction of Board Members and Staff
- 5. 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. COMMUNICATIONS

- 1. Proclamation: LGBTQ Pride Month - June 2024 (5 Mins/Action)
- 2. Recognition of Outgoing Student Board Members (10 Mins/Information)
- 3. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Zoom). Once public comments begin, additional speaker

slips and raised hands will not be accepted. If we experience technical difficulties or if there is a disruption, the Board may discontinue Zoom public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: publiccomments@alamedaunified.org.

4. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
5. 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).
6. 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)
7. 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)
8. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.
9. 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)

D. 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 to Transfer Funds from Curriculum and Instruction Account to Encinal High School for Student Incentive
6. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
7. Approval of High School Math Curriculum Adoption: CPM Integrated Math
8. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
9. Approval of New Course Descriptions for Alternate Pathway Diploma
10. Approval of New High School Math Course Descriptions
11. Ratification of Contracts Executed Pursuant to Board Policy 3300
12. Resolution No. 2023-2024.65 Annual Declaration of Certain Textbooks Unusable or Obsolete
13. Resolution No. 2023-2024.66 Approval of Budget Transfers, Increases, Decreases
14. Resolution No. 2023-2024.67 Authorization to Dispose of Surplus Property
15. Resolution No. 2023-2024.68 Specifications of the November 2024 Board Election Order

16. Resolution No. 2023-2024.69 Candidate's Statement of Qualifications for November 2024 Board Election
17. Resolution No. 2023-2024.70 Regarding Breaking of Tie Vote in Governing School Board Member Elections

E. 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. Fulbright Teachers for Global Classrooms Program: A Teacher's Story (10 Mins/Information)
2. Year-End Review: Celebrating Progress and Sustaining Focus on Challenges (20 Mins/Information)
3. 2024-2025 Budget Adoption Process: Presentation on Governor's May Revise Report & Recommendations on Budgeting by Site, by Program and Parcel Tax Funds (20 Mins/Information)
4. Strategic Plan Update: Collaboration Implementation 2023-24 (15 Mins/Information)

F. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 in City Hall 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 in Room 391 at City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Legal Counsel Regarding Anticipated Litigation - (Govt. Code § 54956.9, subdivision (b)) (1 case):

1) One case Alameda Unified School District as potential defendant

Public Employee Performance Evaluation - (Govt. Code, §54957, subdivision (b)(1)):

1) Superintendent

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: LGBTQ Pride Month - June 2024 (5 Mins/Action)

Item Type: Action

Background: The Board of Education for the Alameda Unified School District believes that the rich variety and diversity of families and communities is one of AUSD's strengths, and furthermore believes that a family is a supportive unit composed of various genders, orientations, cultures, races, and ethnicities. The Board of Education also values and welcomes diversity of our student body, our teachers, our staff, and our administrators, including the diversity of sexual orientation and identity in our community.

The Alameda Unified School District has made a commitment to achieving and fostering diversity and tolerance in our staff, our school population, and in our curriculum, and adopted curriculum materials that comply with the FAIR Act ensuring all groups, including LGBTQ+ community are represented fairly and accurately.

As such, the Board of Education and AUSD proclaim June 2024 Lesbian, Gay, Bisexual, Transgender and Queer Pride Month. To recognize this, rainbow flags will fly at each of AUSD's schools throughout the month of June to signify support for the Lesbian, Gay, Bisexual, Transgender and Queer community.

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: Board Member Referral

ATTACHMENTS:

	Description	Upload Date	Type
▣	Proclamation - LGBTQ Pride Month - June 2024	5/22/2024	Backup Material

PROCLAMATION
LGBTQ Pride Month
June 2024

WHEREAS, it is policy of the Alameda Unified School District that all persons, including those who are lesbian, gay, bisexual, transgender and queer, have an equal and nondiscriminatory opportunity to a quality public education experience; and

WHEREAS, many lesbian, gay, bisexual, transgender or queer youth and youth perceived to belong to these groups still face harassment and physical violence in our communities, and are more vulnerable to a wide range of social and emotional challenges; and

WHEREAS, the Alameda Unified School District decries harassment and physical violence or the threat of such against any of our students, faculty, and staff and supports the right of all people to live freely and fully; and

WHEREAS, the Board of Education for the Alameda Unified School District believes that the rich variety and diversity of families and communities is one of AUSD's strengths, and furthermore believes that a family is a supportive unit composed of various genders, orientations, cultures, races, and ethnicities; and

WHEREAS, the Board of Education for the Alameda Unified School District values and welcomes diversity of our student body, our teachers, our staff, and our administrators, including the diversity of sexual orientation and identity in our community; and

WHEREAS, the Alameda Unified School District has made a commitment to achieving and fostering diversity and tolerance in our staff, our school population, and in our curriculum; and

WHEREAS, Alameda Unified School District is committed to adopting curriculum materials that comply with the FAIR Act ensuring all groups, including LGBTQ+ community, are represented fairly and accurately; and

WHEREAS, the Board of Education for the Alameda Unified School District wishes to note the variety of celebrations recognizing Lesbian, Gay, Bisexual, Transgender and Queer Pride Month around the nation and throughout the State of California during the month of June; and

WHEREAS, on June 8, 2021, the Board of Education for the Alameda Unified School District passed a Resolution in support of and recognizing June as LGBTQ Pride Month in AUSD; and

THEREFORE, BE IT RESOLVED that the Board of Education for the Alameda Unified School District and AUSD proclaim June 2024 Lesbian, Gay, Bisexual, Transgender and

Queer Pride Month and will fly a rainbow flag at each school and facility within the Alameda Unified School District throughout the month of June to signify support for the Lesbian, Gay, Bisexual, Transgender and Queer community.

PASSED AND ADOPTED this 28th day of May, 2024.

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: 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 the last year:

- Mirabelle Kruger, Encinal Jr. & Sr. High School
- Talia Kotovsky, Alameda High School*

A third Student Board Member, Lianna Lau from ASTI, was elected to a second term by her peers and will return to the Board for the 2024-2025 school year.

** served two school years, 2022-2023 and 2023-2024*

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background: *NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2024-2025 budget.

Recommendation: Approve as submitted.

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

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Certificated Personnel Actions	5/29/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background: *NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2024-2025 budget.

Recommendation: Approve as submitted.

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

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Classified Personnel Actions	5/29/2024	Backup Material

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 schools or departments, and for specific use.

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 \$149,641.01.

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Summary Site Donations	5/21/2024	Backup Material

2023-2024
Summary Site Donations
May 8, 2024 - May 20, 2024

Slip Date	Site	Donor	Amount	Site Total	Total Donations
4/19/2024	Alameda HS	Meghan Thornton/Andrew Thornton	\$ 138.00		
4/19/2024	Alameda HS	Zara Santos	\$ 138.00		
4/22/2024	Alameda HS	Alameda HS Boosters	\$ 14,966.68		
4/29/2024	Alameda HS	Alameda HS ASB	\$ 1,000.00		
5/1/2024	Alameda HS	Cash	\$ 51.00		
5/1/2024	Alameda HS	Cash	\$ 40.00		
5/1/2024	Alameda HS	Garcia Fielding	\$ 40.00		
5/1/2024	Alameda HS	J. Maquilan	\$ 55.00		
5/8/2024	Alameda HS	Billie Jaber/Judith Jaber	\$ 138.00		
5/8/2024	Alameda HS	Gopalkrishnan V. Kumar	\$ 98.00		
				<u>\$ 16,664.68</u>	
4/3/2024	Bay Farm	Bay Farm PTSA	\$ 815.00		
4/22/2024	Bay Farm	Bay Farm PTSA	\$ 3,780.00		
5/2/2024	Bay Farm	Bay Farm PTSA	\$ 10,268.00		
5/2/2024	Bay Farm	The Blackbaud Giving Fund	\$ 40.00		
				<u>\$ 14,903.00</u>	
5/3/2024	Ed Services	Alameda County of Education	\$ 187.92		
				<u>\$ 187.92</u>	
5/8/2024	Edison	Box Tops	\$ 15.40		
5/8/2024	Edison	Out About Bookshop LLC	\$ 160.49		
5/8/2024	Edison	Wildcare	\$ 294.00		
				<u>\$ 469.89</u>	
4/23/2024	EJSHS	Cash	\$ 633.00		
4/23/2024	EJSHS	Cash	\$ 146.00		
4/23/2024	EJSHS	Concord High Athletic Booster Club	\$ 300.00		
4/23/2024	EJSHS	eTeam Sponsor Inc	\$ 6,824.00		
4/23/2024	EJSHS	Heritage High School	\$ 750.00		
4/23/2024	EJSHS	Huddle Tickets	\$ 4,610.00		
4/23/2024	EJSHS	Huddle Tickets	\$ 3,915.00		
4/23/2024	EJSHS	Huddle Tickets	\$ 1,070.00		
4/23/2024	EJSHS	James Burke	\$ 200.00		
4/23/2024	EJSHS	Kathryn Anne Yamada	\$ 200.00		
4/23/2024	EJSHS	Laria Phippen/Stephan Phippen	\$ 150.00		
4/23/2024	EJSHS	Lillia Slemmons	\$ 200.00		
4/23/2024	EJSHS	Linda Johnson	\$ 200.00		
4/23/2024	EJSHS	Mark Dieter/Jeanette Weisman	\$ 200.00		
4/23/2024	EJSHS	Need My Transcript	\$ 2.00		
4/23/2024	EJSHS	San Francisco School District	\$ 200.00		
				<u>\$ 19,600.00</u>	
5/8/2024	Franklin	Anonymous	\$ 75,000.00		
5/9/2024	Franklin	City of Alameda	\$ 413.00		
				<u>\$ 75,413.00</u>	
5/3/2024	Island HS	Wilma Okonofua	\$ 100.00		
5/3/2024	Island HS	Patricia Duncan Hall	\$ 10.00		
5/3/2024	Island HS	Maggie Chow	\$ 50.00		
5/5/2024	Island HS	Cheryl McCarthy	\$ 50.00		
5/12/2024	Island HS	Zara Santos	\$ 50.00		
				<u>\$ 260.00</u>	
4/24/2024	Lincoln MS	Cash	\$ 42.00		
5/8/2024	Lincoln MS	Cash	\$ 1,501.47		
5/8/2024	Lincoln MS	Cash	\$ 980.00		
5/8/2024	Lincoln MS	Cash	\$ 30.00		
5/8/2024	Lincoln MS	Ixchel Glidden	\$ 10.00		

2023-2024
Summary Site Donations
May 8, 2024 - May 20, 2024

5/8/2024	Lincoln MS	Niambi Hill	\$	10.00
5/2/2024	Lincoln MS	Amina Elhabbal	\$	120.00
5/2/2024	Lincoln MS	Robert Fry	\$	120.00
5/2/2024	Lincoln MS	Lea Glick	\$	120.00
5/2/2024	Lincoln MS	Lisa Fukuda	\$	120.00
5/2/2024	Lincoln MS	Daniel Fluss	\$	120.00
5/2/2024	Lincoln MS	Shannon Wirth	\$	120.00
5/2/2024	Lincoln MS	Sarai Dunsany	\$	120.00
5/2/2024	Lincoln MS	Matthew Wheeland	\$	120.00
5/2/2024	Lincoln MS	Tiffany McBride	\$	120.00
5/2/2024	Lincoln MS	Monica Vigil	\$	120.00
5/2/2024	Lincoln MS	Alexia Rodriguez	\$	120.00
5/2/2024	Lincoln MS	Lisa Siskind	\$	120.00
5/2/2024	Lincoln MS	Leslie Hettich	\$	120.00
5/2/2024	Lincoln MS	Joanna Smitheram	\$	120.00
5/2/2024	Lincoln MS	Elena Podda	\$	120.00
5/2/2024	Lincoln MS	Nina Schittli	\$	120.00
5/2/2024	Lincoln MS	Liana Thomas	\$	120.00
5/2/2024	Lincoln MS	William Simpson	\$	120.00
5/2/2024	Lincoln MS	Tamara Qirreh	\$	120.00
5/2/2024	Lincoln MS	Jennifer Chin	\$	120.00
5/2/2024	Lincoln MS	Serge Wilson	\$	120.00
5/2/2024	Lincoln MS	Erin Maris	\$	120.00
5/2/2024	Lincoln MS	Noura Sen	\$	120.00
5/2/2024	Lincoln MS	Becky Zhu	\$	120.00
5/2/2024	Lincoln MS	Sally Ly	\$	120.00
5/2/2024	Lincoln MS	James Tse	\$	120.00
5/2/2024	Lincoln MS	Jennifer Daily	\$	120.00
5/2/2024	Lincoln MS	Kathleen Hackett	\$	120.00
5/2/2024	Lincoln MS	Aimee Cochran	\$	120.00
5/2/2024	Lincoln MS	Agnet Denham	\$	120.00
5/2/2024	Lincoln MS	Bianca Ling	\$	120.00
5/2/2024	Lincoln MS	Amanda Picetti	\$	120.00
5/2/2024	Lincoln MS	Dorothy Miller	\$	120.00
5/2/2024	Lincoln MS	Amy Costa	\$	120.00
5/2/2024	Lincoln MS	Lily Rogers	\$	120.00
5/2/2024	Lincoln MS	Nick Khadder	\$	65.00
5/2/2024	Lincoln MS	Jyothi Marbin	\$	120.00
5/2/2024	Lincoln MS	Allison Grant	\$	120.00
5/2/2024	Lincoln MS	Sloan, Monica Bel	\$	120.00
5/2/2024	Lincoln MS	Sug Men Chen	\$	120.00
5/2/2024	Lincoln MS	Florin Chitu	\$	120.00
5/2/2024	Lincoln MS	Kelly D Lu	\$	65.00
5/2/2024	Lincoln MS	Amanda Shreve	\$	120.00
5/2/2024	Lincoln MS	Kat Hinson	\$	120.00
5/2/2024	Lincoln MS	Andrea Freeman	\$	120.00
5/2/2024	Lincoln MS	Lisa Moreno	\$	120.00
5/2/2024	Lincoln MS	Wilson Chea	\$	120.00
5/2/2024	Lincoln MS	Bill Dailey	\$	120.00
5/2/2024	Lincoln MS	Xiu Mei Zhang	\$	120.00
5/2/2024	Lincoln MS	Erin Mathern	\$	120.00
5/2/2024	Lincoln MS	Mehmet Goktan	\$	120.00
5/2/2024	Lincoln MS	Wallis Lee	\$	120.00
5/2/2024	Lincoln MS	J Carter	\$	120.00
5/2/2024	Lincoln MS	Grace Chan	\$	120.00

2023-2024
Summary Site Donations
May 8, 2024 - May 20, 2024

5/3/2024	Lincoln MS	Juan Pumarino	\$	120.00
5/3/2024	Lincoln MS	Joy Bose	\$	120.00
5/3/2024	Lincoln MS	Jennifer Falletti	\$	120.00
5/3/2024	Lincoln MS	Deirdre Mooney	\$	120.00
5/3/2024	Lincoln MS	Annie Shao	\$	120.00
5/3/2024	Lincoln MS	Jason Su	\$	120.00
5/3/2024	Lincoln MS	Lynn Chen	\$	120.00
5/3/2024	Lincoln MS	Joy Goldin	\$	120.00
5/3/2024	Lincoln MS	Anna Williams	\$	120.00
5/3/2024	Lincoln MS	James Krautler	\$	120.00
5/3/2024	Lincoln MS	Eunjung Son	\$	120.00
5/3/2024	Lincoln MS	Galia Amram	\$	120.00
5/3/2024	Lincoln MS	Camilo Gracia	\$	65.00
5/3/2024	Lincoln MS	Jeanie Yee-Savella	\$	120.00
5/3/2024	Lincoln MS	Viet Tran	\$	120.00
5/3/2024	Lincoln MS	Eriko Carroll	\$	120.00
5/3/2024	Lincoln MS	Eric Neumann	\$	120.00
5/4/2024	Lincoln MS	Julie Uddenberg	\$	120.00
5/4/2024	Lincoln MS	Jen McAnaney	\$	120.00
5/4/2024	Lincoln MS	Michael Robertson	\$	120.00
5/4/2024	Lincoln MS	Sacha Steinberger	\$	120.00
5/4/2024	Lincoln MS	Kelly Wong	\$	120.00
5/4/2024	Lincoln MS	Sharon Arbuckle	\$	120.00
5/4/2024	Lincoln MS	Seraphina Tong-Yeomans	\$	120.00
5/4/2024	Lincoln MS	Amy Fry	\$	120.00
5/4/2024	Lincoln MS	Darice Lau	\$	120.00
5/5/2024	Lincoln MS	Kimberly Kat Chambliss	\$	65.00
5/5/2024	Lincoln MS	Angelina DeMaria	\$	120.00
5/5/2024	Lincoln MS	Hector Corrad Bravo	\$	120.00
5/5/2024	Lincoln MS	Gina Fang	\$	120.00
5/5/2024	Lincoln MS	Thaddeus Lisowski	\$	120.00
5/5/2024	Lincoln MS	Gerardo Avila	\$	120.00
5/6/2024	Lincoln MS	Yung Chen	\$	120.00
5/6/2024	Lincoln MS	Alicia Moder	\$	120.00
5/6/2024	Lincoln MS	Ruben Baisa	\$	120.00
5/6/2024	Lincoln MS	Elizabeth Tran Wong	\$	120.00
5/6/2024	Lincoln MS	Maria Sanchez Tellez	\$	120.00
5/6/2024	Lincoln MS	Nancy Eastwood	\$	65.00
5/6/2024	Lincoln MS	Wanda Dow	\$	120.00
5/6/2024	Lincoln MS	Kevin McCarty	\$	120.00
5/6/2024	Lincoln MS	Joseph Lee	\$	120.00
5/6/2024	Lincoln MS	Uyen Vuong	\$	65.00
5/6/2024	Lincoln MS	Guiman Siu	\$	65.00
5/6/2024	Lincoln MS	Monica Ware	\$	120.00
5/6/2024	Lincoln MS	Danielle Nguyen	\$	120.00
5/6/2024	Lincoln MS	Kevin Mehlberg	\$	120.00
5/6/2024	Lincoln MS	Amanda Milo	\$	120.00
5/6/2024	Lincoln MS	Maria Mena	\$	120.00
5/6/2024	Lincoln MS	John Mori	\$	120.00
5/7/2024	Lincoln MS	James Song	\$	120.00
5/7/2024	Lincoln MS	Anthony Phillip	\$	120.00
5/7/2024	Lincoln MS	Allegra Scheller	\$	120.00
5/7/2024	Lincoln MS	Faiza Flores	\$	120.00
5/7/2024	Lincoln MS	Janice Ryan	\$	120.00
5/7/2024	Lincoln MS	John Sweeney	\$	120.00

2023-2024
Summary Site Donations
May 8, 2024 - May 20, 2024

5/7/2024	Lincoln MS	Nicki Brito	\$	120.00	
5/7/2024	Lincoln MS	Robert Wallace	\$	65.00	
5/7/2024	Lincoln MS	Sisi Yu	\$	120.00	
5/7/2024	Lincoln MS	Anne Geis	\$	120.00	
5/7/2024	Lincoln MS	Monique Faure	\$	120.00	
5/8/2024	Lincoln MS	Genevieve Borja	\$	120.00	
5/8/2024	Lincoln MS	Theresa Bui	\$	120.00	
5/8/2024	Lincoln MS	Elena Rivkin	\$	120.00	
5/8/2024	Lincoln MS	Matthew McGowan	\$	120.00	
5/8/2024	Lincoln MS	Wyman Toy	\$	120.00	
5/8/2024	Lincoln MS	Stacy Reid	\$	120.00	
5/8/2024	Lincoln MS	Ryan Koeneke	\$	120.00	
5/8/2024	Lincoln MS	Tabitha Cagan	\$	120.00	
5/8/2024	Lincoln MS	Rhea Bayley	\$	120.00	
5/8/2024	Lincoln MS	Erik Johannessen	\$	120.00	
5/9/2024	Lincoln MS	Sarah Henry	\$	120.00	
5/9/2024	Lincoln MS	Michael Webber	\$	120.00	
5/9/2024	Lincoln MS	Lindsey Faso	\$	120.00	
5/9/2024	Lincoln MS	DeeAnn Howard	\$	120.00	
5/9/2024	Lincoln MS	Guolin Zhang	\$	120.00	
5/9/2024	Lincoln MS	Shondella Reed	\$	120.00	
5/9/2024	Lincoln MS	Maria Calzada	\$	120.00	
5/9/2024	Lincoln MS	Angela Bach	\$	120.00	
5/9/2024	Lincoln MS	Jazmine Robles	\$	120.00	
5/9/2024	Lincoln MS	Sadie Ramirez	\$	120.00	
5/10/2024	Lincoln MS	Bao Truong	\$	120.00	
5/10/2024	Lincoln MS	Jeremy Birn	\$	120.00	
5/10/2024	Lincoln MS	JJ Beene	\$	120.00	
5/10/2024	Lincoln MS	Ricky Flanders	\$	65.00	
5/10/2024	Lincoln MS	Simon Chan	\$	120.00	
5/11/2024	Lincoln MS	Daniel Fluss	\$	120.00	
5/12/2024	Lincoln MS	Kisa Konrad	\$	120.00	
5/12/2024	Lincoln MS	Ping Liu	\$	120.00	
5/12/2024	Lincoln MS	Amy Bositis	\$	120.00	
5/12/2024	Lincoln MS	Will Yan	\$	120.00	
					\$ 19,358.47
5/2/2024	Maya Lin	Maya Lin PTA	\$	1,200.00	
8/7/2024	Maya Lin	Maya Lin PTA	\$	764.00	
					\$ 1,964.00
5/6/2024	Otis Elementary	Khemmarin Thungjaimon	\$	309.75	
					\$ 309.75
4/29/2024	Paden	Bethany R. Pierce	\$	35.00	
4/29/2024	Paden	Box Tops	\$	10.50	
4/29/2024	Paden	Cherrie Amor	\$	20.00	
4/29/2024	Paden	Ragan Williams/Craig Williams	\$	20.00	
4/29/2024	Paden	Terah Ann Gilroy/Peter Brewster Gilroy	\$	45.00	
5/9/2024	Paden	City of Alameda	\$	270.00	
					\$ 400.50
5/3/2024	Ruby Bridges	Box Tops	\$	9.80	
5/9/2024	Ruby Bridges	Mandie Cline	\$	100.00	
					\$ 109.80
					<u>\$ 149,641.01</u>

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

Background: Education Code 42631 requires the Board of Education to review and approve all payments from district funds.

The uploaded register contains *sixteen (16)* redactions where posting that information would violate confidentiality. Therefore, the district is posting all bills and warrants except for those 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 \$4,056,493.10.

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Summary of Register	5/21/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval to Transfer Funds from Curriculum and Instruction Account to Encinal High School for Student Incentive

Item Type: Consent

Background: California Education Code 51225.7, established by AB 469 in 2021, requires all school districts to ensure that graduating seniors have submitted the FAFSA or California Dream Act Application.

As an incentive for graduating seniors to complete the FAFSA during the Cash for College Night held at Encinal High School on January 24, 2024, staff is seeking Board approval to use A-G Completion Improvement Grant funding to provide the following incentives to students identified as having attended the event and submitted their FAFSA applications.

- 5 yearbooks at \$80 each
- 5 prom tickets at \$120 each

Total Cost = \$1,000.00.

With Board approval, staff will transfer \$1,000 from the Curriculum and Instruction account holding these funds to Encinal High School.

AUSD LCAP Goals: 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): \$1000.00 from the A-G Completion Improvement Grant

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.

Submitted By: Vernon Walton, Ed.D., Director of Secondary Education

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)

Item Type: Consent

Background: Alameda voters approved Facilities Bond Measure I in November 2014 and approved Facilities Bond Measure B in June 2022.

As the bond schedules dictate, various contracts will come before the Board for approval. Contracts may include construction bid contracts, architectural services contract addenda, specialists/consultants agreements, etc. Staff has created a standing board item to keep the contracts for Measure I and Measure B separate from the approval of other district contracts.

1. (Fund 21 – Measure B) Project Addendum No. 2107.1 to Agreement for Architectural Services for Measure B Bond Projects between AUSD and Quattrocchi Kwok Architects for additional service fees totaling \$590,329.00 and a new total fee of \$2,946,799.00. (Otis)
2. (Fund 21 – Measure I) Project Addendum No. 211616.1 to Agreement for Architectural Services for Measure I Bond Projects between AUSD and Quattrocchi Kwok Architects for fee adjustments totaling \$80,088.00 and a new total fee of \$457,588.00. (Longfellow)
3. (Fund 21 - Measure B) Amendment No. 1 to Professional Services Agreement between AUSD and ODP Business Solutions, LLC for an increase of \$791.08 and an amended PSA value of \$43,117.26. (Temp Campus)

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

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

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

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Quattrocchi Kwok Architects, Inc. 2107.1	5/22/2024	Backup Material
☐ Quattrocchi Kwok Architects, Inc. 211616.1	5/22/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of High School Math Curriculum Adoption: CPM Integrated Math

Item Type: Consent

Background: On May 14, 2024, the Director of Secondary Education and his team brought their recommendation for the adoption of new high school math curriculum to the Board of Education. The Secondary Math Pilot team is recommending the adoption of the CPM Integrated math curriculum supported by a comprehensive implementation plan including ongoing teacher training and collaboration.

The estimated cost for the first two years of implementation includes curriculum, lead teachers, and comprehensive teacher training and collaboration for a total of \$265,000.

Staff seek the Board's approval to adopt this curriculum in the Fall of 2024.

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: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): \$265,000 over two years.

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.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Asst. Supt. of Ed. Svcs., and Vernon Walton, Ed.D., Director of Secondary Education

ATTACHMENTS:

Description	Upload Date	Type
☐ CPM Quote_5.28.24	5/22/2024	Backup Material
☐ Delta Math Quote_5.28.24	5/22/2024	Backup Material
Presentation: Recommendation for HS Math		



CPM EDUCATIONAL PROGRAM / an educational 501(c)(3) nonprofit
Empowering mathematics students and teachers through exemplary curriculum, professional development, and leadership

QUOTE Page 1 of 1

QUOTE NUMBER 20240327-285275
QUOTE DATE 3/27/2024
QUOTE EXPIRES 6/25/2024
CUSTOMER NUMBER 01-DALA02

PLEASE SUBMIT ORDERS TO
 CPM Educational Program
 9498 Little Rapids Way
 Elk Grove, CA 95758
 Phone: 209.745.2055 Fax: 209.251.7529

Email orders to: orders@cpm.org
 Quote questions: quotes@cpm.org

QUOTE FOR
 Alameda USD
 2060 Challenger Dr
 Alameda, CA 94501-1037

SHIP TO
 ATTN: Lise Nunn Needham
 Alameda Unified School District
 2060 Challenger Dr
 Alameda, CA 94501-1037

ISBN#	DESCRIPTION	QUANTITY	UNIT PRICE	EXTENDED PRICE
9781603283267-3	Core Connections, Integrated I Teacher Edition Bundle with 3 year eBook	13	270.00	3,510.00
9781603283199-2	Core Connections, Integrated I Student Softbound Set (Vol 1 & Vol 2) with 2 year eBook	35	104.00	3,640.00
9781603283243-2	Core Connections, Integrated I Student 2 year eBook	648	40.00	25,920.00
9781603283243-1	Core Connections, Integrated I Student 1 year eBook	25	20.00	500.00
9781603283519-3	Core Connections, Integrated II Teacher Edition Bundle with 3 year eBook	9	270.00	2,430.00
9781603283441-2	Core Connections, Integrated II Student Softbound Set (Vol 1 & Vol 2) & 2 year eBook	38	104.00	3,952.00
9781603283496-2	Core Connections, Integrated II Student 2 year eBook	717	40.00	28,680.00
9781603283960-3	Core Connections, Integrated III Teacher Edition Bundle with 3 year eBook	8	270.00	2,160.00
9781603283892-2	Core Connections, Integrated III Student Softbound Set (Vol 1 & Vol 2) & 2 year eBook	32	104.00	3,328.00
9781603283946-2	Core Connections, Integrated III Student 2 year eBook	614	40.00	24,560.00

Terms: Net 30 Days. Delivery within 30 days after receipt of purchase order.
 CPM Educational Program, a California non-profit corporation, is the sole provider of
 these materials.

SUB-TOTAL	98,680.00
ESTIMATED SHIPPING	1,141.20
SALES TAX	2,167.34
TOTAL	<u>101,988.54</u>

DeltaMath Solutions Inc.
 PO Box 23440
 New York, NY 10087-3440
 orders@deltamath.com



Quote

ADDRESS

Lise Needham
 Alameda Unified
 2060 Challenger Dr
 Alameda, CA 94501

QUOTE # 38556
DATE 03/22/2024

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	24-25 INTEGRAL District License 6-12	Districtwide license for DeltaMath INTEGRAL, SY 24-25 for all 6-12 teacher/students. Includes instructional videos, creation of online assessments, school and district admin portals, print to pdf, student upload of notes, integrations, and additional features.	1	11,500.00	11,500.00
Schools covered by this license: Alameda High, Alameda Science and Technology Institute, Bay Farm, Encinal Junior/Senior High, Island High (Continuation), Lincoln Middle, Will C. Wood Middle		SUBTOTAL			11,500.00
		TAX			0.00
		DISCOUNT 15%			-1,725.00
		TOTAL			USD 9,775.00

*Approximately 4,900 students

Integrations: Clever

Please send PO's electronically
 to: orders@deltamath.com

W9: <https://www.deltamath.com/files/w9.pdf>

Accepted By

Accepted Date

Recommendation for High School Math Curriculum Adoption

Vernon Walton, Ed.D., Director of Secondary Education
Lise Needham, TSA Secondary Math Coach
Lori MacDonald - Teacher

May 14, 2024

Presentation Overview

- Committee Process
- Adoption Goals
- Our Recommendation
- Board Discussion

Committee Work: 2022-23

- Committee of math teachers, special education teachers, site administrators, and district math staff
- Developed rubrics to refine criteria
- Reviewed EdReports and online resources to identify candidates
- Identified five curricula for further review: Carnegie Learning, Open Up Resources (MVP), Reveal Math, CPM, Big Ideas
- After materials review and publishers presentations chose to pilot CPM and Open Up Resources

Committee Work: 2023-24

- 14 teachers, at AHS, EHS, Lincoln, and Wood, piloted both curricula over the course of the full year
- Significant commitment for teachers: Summer trainings, collaboration with course teams, monthly committee meetings
- Research comparing the Integrated Math 1, 2, 3 and the traditional math (AGA) pathways
- Interviews of math leaders in other districts using CPM
- Surveys of teachers and students

Recognizing Pilot Teachers

- Alan Bare - AHS
- Kevin Blagrove - Wood
- Christian Bucknell - AHS
- Leah Cole - EHS
- Chelsea Cross - Lincoln
- John Denery - EHS
- Brianna DeRobbio - AHS
- Elle Evangelista - AHS
- Yael Herrera Villar - EHS
- Mary Jackson - AHS
- Bora Jung - AHS
- Lori MacDonald - EHS
- Pascal Purro - AHS
- Sean Ward - EHS
- Vanessa Yonan - EHS

Adoption Criteria

- Core instructional experience
- Equity, relevance, and supports for all students
- Student experience
- Teacher experience
- Assessments and data

Proposal

1. Adopt CPM Curriculum for Integrated Math 1, 2, and 3
2. Provide Delta Math platform for supplemental practice and support
3. Implement comprehensive professional learning and support plan for teachers

College Preparatory Math (CPM)

- California non-profit, providing common core instructional materials and professional development since 1989
- Team-worthy, problem-based instructional materials, and comprehensive professional development
- Research-based teaching strategies focus on how students best learn and retain mathematics

CPM's Three Pillars of Learning

1. **Collaborative Learning:** Students participate more fully when they construct mathematical ideas with peers in inclusive classrooms
2. **Problem-based Learning:** Students develop understanding and ownership of mathematical ideas when they grapple with problems
3. **Mixed Space Practice:** Students become increasingly proficient and retain a higher level of understanding when they experience mathematical problems mixed within and spaced across assignments

CPM Supports AUSDs Math Instructional Vision

- Students engage with peers in problem-based lessons structured around core ideas
- Teachers guide the lesson to support students reasoning and problem solving through mathematical discourse
- Teachers support students in connecting ideas, connecting alternative mathematical representations, and synthesizing understanding
- Practice and assessment of concepts and procedures are spaced over time to support depth and mastery

CPM's Curriculum

Proved itself across our adoption criteria.

- Well-curated lessons with depth and breadth of options to support all students
- Supports AUSD's vision of students' classroom experience
- Provides excellent planning resources for teachers
- Strong assessment suite

CPM's Teacher and Program Supports

- Professional Learning for teachers and administrators
 - Research-based instructional practices
 - Math content
 - Flexible: in person, virtual cohorts, on demand
- Implementation support visits for 2 years
- Site-based leadership program for math coach and lead teachers

Supplemental Skills Practice and Supports

Provide Delta Math as online platform for supplemental skills practice and support. Provides students with:

- Immediate feedback on practice problems
- Instructional videos
- Standards aligned
- Clever integration

Professional Learning Plan

- Lead Teacher Model: For each course will develop model materials and assessments, maintain scope and sequence and calendars, and facilitate regular course level PLCs
- Teacher time for CPM training, during the Summer and school year
- Teacher time for ongoing collaboration and planning

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District's Special Education Department executes "Master Contracts" with Non-Public Schools and Non-Public Agencies to support the Special Education Department. Through the year, Individual Service Agreements (ISAs) are entered into under these "Master Contracts" that allocate funds for services required to provide support to AUSD students in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of contracts executed and attached to this agenda item.

(Fund 01) Individual Services Agreement Amendment No. 1 between AUSD and CEID for an increase of \$692.65 for a new total of \$34,676.90.

(Fund 01) Individual Services Agreement between AUSD and Juvo/CSD Autism for \$20,178.00.

(Fund 01) Individual Services Agreement Amendment No. 1 between AUSD and Procure Therapy for an increase of \$216.00 for a new total of \$49,746.00.

(Fund 01) Individual Services Agreement between AUSD and Speech Pathology Group for \$19,180.00.

(Fund 01) Individual Services Agreement Amendment No. 1 between AUSD and The Stepping Stones Group for an increase of \$496.00 for a new total of \$163,286.00.

For reasons of confidentiality, the contracts for non-public schools and non-public agencies with student specific information are not uploaded to this item, and will be maintained in the Special Education Department for review upon request.

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

Fund Codes: 01 General Fund

Fiscal Analysis

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

Recommendation: Approve as submitted.

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

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
▣ Juvo_CSD_ISA_Para S.H.	5/21/2024	Backup Material
▣ SPG_ISA_Speech Assessments_M.D.	5/21/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of New Course Descriptions for Alternate Pathway Diploma
Item Type: Consent
Background: The Special Education Department have put together new course descriptions for students with IEPs that are working toward the Alternate Pathway for Diploma.
Tonight, staff seek approval of the the following new course descriptions for Alternate Pathway Diploma:

Course Title: Physical Science for Alternate Diploma
Prerequisite: IEP approval; students qualifying for Alternate Diploma
Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31
Grade Level: High School
Subject Area: Science
Length: 1 year
Credits: 10
Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: Life Science for Alternate Diploma
Prerequisite: IEP approval; students qualifying for Alternate Diploma
Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31
Grade Level: Once in High School
Subject Area: Science
Length: 1 year
Credits: 10
Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: World History and Geography for Alternate Diploma
Prerequisite: IEP approval; students qualifying for Alternate Diploma
Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31
Grade Level: 10th or once in high school
Subject Area: History
Length: 1 year
Credits: 10
Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: Navigating Life for Alternate Diploma
Prerequisite: IEP approval; students qualifying for Alternate Diploma
Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31
Grade Level: Once in High School
Subject Area: History

Length: 1 year

Credits: 10

Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: Fundamental English for Alternate Diploma

Prerequisite: IEP approval; students qualifying for Alternate Diploma

Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31

Grade Level: 9th, 10th, 11th, 12th

Subject Area: English

Length: 1 year

Credits: 10

Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: Economics for Alternate Diploma

Prerequisite: IEP approval; students qualifying for Alternate Diploma

Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31

Grade Level: Once in High School

Subject Area: History

Length: 1 year

Credits: 10

Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: Government for Alternate Diploma

Prerequisite: IEP approval; students qualifying for Alternate Diploma

Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31

Grade Level: High School

Subject Area: History

Length: 1 year

Credits: 10

Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

Course Title: Algebra for Alternate Diploma

Prerequisite: IEP approval; students qualifying for Alternate Diploma

Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with CA Ed. Code 51225.31

Grade Level: High School

Subject Area: Mathematics

Length: 1 year

Credits: 10

Proposed by: Randhir Bains, Ed.D., Sr. Director of Special Education

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.

Submitted By: Vernon Walton, Director of Secondary Education

ATTACHMENTS:

Description	Upload Date	Type
▣ New Course Description_Algebra for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_Economics for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_Fundamental English for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_Government for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_Life Science for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_Navigating Life for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_Physical Science for Alternate Diploma_5.28.24	5/22/2024	Backup Material
▣ New Course Description_World History and Geography for Alternate Diploma_5.28.24	5/22/2024	Backup Material

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Algebra for Alternate Diploma	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: High school
3. Transcript Title/Abbreviation: <i>Alg Alt Dip</i> (For Educational Services)	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: (For Educational Services) <i>MDSi</i>	9. Subject Area: Math
5. CBEDS Code: (For Educational Services) <i>9249</i>	10. Department: Special Education
11. Length /Credits: (half year or semester equivalent) <input type="checkbox"/> X 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <i>[Signature]</i> Principal: <i>[Signature]</i> Acknowledged by Other Principals: _____ _____ Educational Services: <i>[Signature]</i>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

Algebra I is intended for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. The course provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples.

18. Course Goals and/or Major Student Objectives:

Content Themes:

- Solving Linear Equations
- Solving Linear Inequalities
- Graphing Linear Equations
- Factoring
- Data Analysis

SKILLS:

- Writing Equations
- Graphing
- Numerical comparison
- Data Analysis
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

19. Course Objectives (standards):

Students will experience and gain fluency with the CCSS / Common Core Connectors for Mathematical Practice by demonstrating understanding to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

20. Course Outline:

Unit 1 Title	
Solving Linear Equations	
Unit Description	
This unit presents the foundational skills related to solving linear equations, solving absolute value equations, and rewriting equations and formulas. Students will activate prior knowledge and help to connect concepts to each other.	Sample activities will include calculating time, distance, age, earnings and other computational problems. Students will do this by using verbal models; drawing diagrams; sketching a graph or number line; writing equations; making a table; looking for patterns;

Students will demonstrate their understanding of each lesson's concepts and will complete computational and applied problems.	making a list and breaking the problem into parts.
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Unit 2 Title	
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Solving Linear Inequalities	
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Unit Description	
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<p>Techniques used in solving linear equations are applied to linear inequalities. Students will learn to write and graph linear inequalities, using graphs to both display and check their answers. This may include multi-step, compound and absolute value inequalities.</p> <p>Students will do this by following the steps for solving an equation and reversing the inequality symbol when multiplying or dividing by a negative number for simple inequalities..</p>	<p>Sample activities will include determining inequities in time, money, age, earnings and other real life problems. Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.</p>
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Unit 3 Title	
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Graphing Linear Functions	
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Unit Description	
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<p>Students will review what functions are and how each variable impacts results.</p>	<p>Sample activities include through locating various point on a graph, creating graphs with different variables, and solving one variable using a graph when a variable is presented (e.g, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.) Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.</p>
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Unit 4 Title	
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Writing Linear Functions	
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Unit Description	
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<p>This unit covers scatter plots and lines of best fit. Students will learn to use scatter plots and graphs to compare different scenarios. Lastly, students will be able to make predictions based on arithmetic sequences.</p>	<p>Sample activities include comparing the cost/sales of different items or time/productivity, two other variables in a scenario when reviewing graphs, (e.g., more coffees are sold at a less expensive price but the profit margin is lower). Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.</p>
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Unit 5 Title	
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Solving Systems of Linear Functions	
Unit Description	
This unit covers solving systems of linear equations by graphing, substitution, or elimination. Students will develop attention to detail as they compare equations in a system to each other as they need to develop a plan to determine which method is the best to solve the system. The unit ends with students applying the same skill set for solving systems of inequalities.	Sample activities include finding solutions through a variety of methods including graph, scatter chart or equation (e.g., using a chart to show cost vs. sales price of an item of different sizes or using a bar graph to compare time to use various methods of public transportation methods in relation to an activity.). Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.
Unit 6 Title	
Exponential Functions and Sequences	
Unit Description	
Students will use the basic mathematical operations to calculate squares and cubes of numbers. Students continue to build their skill set by using inductive reasoning. They explore the various graphs of squares and cubed root graphs to demonstrate understanding of the rate of increase.	Sample activities include demonstrating understanding that exponents are a form of multiplying the number by itself or by calculating interest on a purchase. Students will do this by using verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.
Unit 7 Title	
Polynomial Equations and Factoring	
Unit Description	
This unit covers operations with polynomials and solving polynomial equations in factored form. Students will add, subtract, multiply and divide polynomials. Students will also be able to solve for a single variable.	Sample activities include using the four basic mathematical operations to solve for a single variable and will demonstrate understanding of number families when using basic mathematical operations. Students will do this table, looking for patterns, or breaking the problem into parts.
Unit 8 Title	
Solving Quadratic Equations	
Unit Description	
This unit introduces/reviews the properties of radicals. It also teaches students to solve equations using the four basic mathematical operations by using several different methods: graphing, using square roots, and completing the square.	Sample activities include using data to construct sample graphs and tables and interpreting the data. Students will do this by using verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.
Unit 9 Title:	
Radical Functions and Equations	
Unit Description	
Students will use the basic mathematical operations to calculate squares and cubes of numbers. Students	Sample Activities:

continue to build their skill set by using inductive reasoning. Students explore the various graphs of squares and cubed root graphs to demonstrate understanding of the rate of increase	Students will build equations by using manipulates to show points on a graph and by using verbal models, using a number line, making a graph.
Unit 10 Title:	
Data Analysis and Displays	
Unit Description	
Students will study the foundation of statistics and measurement. Students will explore different types of data, both given and collected on their own and understand how different types of presentation and statistical calculation affects the data's appearance and conclusions that can be made. Students will also explore ways to ask unbiased questions and create surveys in order to obtain accurate information and results.	Sample activities include creating surveys to obtain accurate information and analyzing the data (e.g. - asking customers how much they would pay for a product in a school business and using that data to guide future product lines).

21. Instructional Materials:

Board approved required text:

Title:	Publisher:	Date
Teaching to Science Standards	Attainment	2019
N2y Courses	N2y.com	2024

22. Instructional Methods and/or Strategies:

- Application of scientific methodology
- Analysis of data and graphics (Cartoons, photos, maps, charts, graphs, etc.)
- Use of data to develop hypotheses
- Laboratory-based experimentation
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

23. Assessment and Evaluation

A variety of assessments will be used to measure students' progress including by not limited to formal lab reports, projects, presentations, quizzes, and summative tests and discussions.

24. Grading Policy:

Per board approved grading policy

SECTION C: OPTIONAL INFORMATION

25. Context for offering the course:

26. History of Course Description:

Access Algebra Scope and Sequence

Unit	Standards	Conceptual Categories	Domains	Essential Understandings	Learning Objectives
Unit 1	<ul style="list-style-type: none"> Represent data with plots on the real number line (dot plots and histograms). Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). Create equations and inequalities in one variable and use them to solve problems. 	Statistics and Probability	Interpreting Data	Data can be difficult to interpret. Mean, median, and mode help explain the variability in data.	<ul style="list-style-type: none"> Identify vocabulary words that help to discuss unit concepts: <i>data, dot plot, axis, horizontal, vertical, histogram</i> Create a dot plot Identify the spread of data Interpret basic frequency data from dot plots Identify mode as the highest frequency within a data set Identify mean as the average Use a calculator to calculate mean Create a histogram Create intervals to reflect the spread of data Interpret basic frequency data from a histogram Identify estimated mode as the highest frequency interval in a histogram Understand the impact of an outlier on statistics (Challenge) Calculate mode and mean eliminating an outlier (Challenge) Calculate exact and estimated modes and compare (Challenge)
		Algebra	Creating Equations	Relationships between quantities encountered in real-world situations can be expressed as equations.	

(continues)

Access Algebra Scope and Sequence

Unit	Standards	Conceptual Categories	Domains	Essential Understandings	Learning Objectives
Unit 2	<ul style="list-style-type: none"> Explain how the definition of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. Create equations and inequalities in one variable and use them to solve problems, including equations arising from linear and quadratic functions, and simple rational and exponential functions. Represent and analyze mathematical situations and structures using algebraic symbols. Monitor and reflect on the process of mathematical problem solving. 	<p>Numbers and Quantity</p> <hr/> <p>Algebra</p>	<p>Real Numbers</p> <hr/> <p>Creating Equations</p>	<p>Large numbers can be represented with a base and an exponent. Numbers expressed with a base number and an exponent grow quickly from the base amount to the total amount</p> <hr/> <p>Relationships between quantities encountered in real-world situations can be expressed as equations.</p>	<ul style="list-style-type: none"> Identify vocabulary words that help to discuss unit concepts: <i>base, exponent, squared, power, operation, expression</i> Identify numbers expressed as powers Identify the base and exponent in a number written as a power Express a number as a power with a base and an exponent from a math story problem Use a scientific calculator to compute x^2 Compute the value of a number expressed as a power ("x to the power of y") Recalculate the solution to the problem using additional information (Challenge)

(continues)

Access Algebra Scope and Sequence *(continued)*

Unit	Standards	Conceptual Categories	Domains	Essential Understandings	Learning Objectives
Unit 3	<ul style="list-style-type: none"> Write a function that describes a relationship between two quantities. Understand that a function from one set (called the <i>domain</i>) to another set (called the <i>range</i>) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. 	Functions	Building Functions Interpreting Functions	Relationships between quantities can be predictable. These can be represented on a coordinate plane.	<ul style="list-style-type: none"> Identify vocabulary words that help to discuss unit concepts: <i>x-axis</i>, <i>y-axis</i>, <i>linear function</i>, <i>equation</i>, <i>variable</i>, <i>inverse operation</i> Name inverse operations Identify a variable in algebraic expressions Read and write an algebraic expression using a variable Complete an Input/Output Table Plot data points on a coordinate graph Identify the rate of change in a linear function Write a linear function equation that matches a function rule Solve a problem using a linear function equation Apply inverse operations to solve algebraic equations Use a calculator to solve an algebraic expression Recalculate the solution to a problem using additional information (Challenge)

(continues)

Access Algebra Scope and Sequence (continued)

Unit	Standards	Conceptual Categories	Domains	Essential Understandings	Learning Objectives
Unit 3	<ul style="list-style-type: none"> • Create equations and inequalities in one variable and use them to solve problems. • Represent and analyze mathematical situations and structures using algebraic symbols. • Monitor and reflect on the process of mathematical problem solving. 	Algebra	Creating Equations	Relationships between quantities encountered in real-world situations can be expressed as equations.	
Unit 4	<ul style="list-style-type: none"> • Use units as a way to understand problems and to guide the solution of multi-step problems. • Understand measurable attributes of objects and the units, systems, and processes of measurement. 	Numbers and Quantity	Quantities	Measurements are specific to the attribute they describe in real-world situations.	<ul style="list-style-type: none"> • Identify vocabulary words that help to discuss unit concepts: <i>ratio, proportion, proportional relationship, scale, numerator, denominator</i> • Identify units of measurement appropriate to a specific purpose and attribute measured

(continues)

Access Algebra Scope and Sequence (continued)

Unit	Standards	Conceptual Categories	Domains	Essential Understandings	Learning Objectives
Unit 4	<ul style="list-style-type: none">• Create equations and inequalities in one variable and use them to solve a problem.• Represent and analyze mathematical situations and structures using algebraic symbols.• Monitor and reflect on the process of mathematical problem solving.	Algebra	Creating Equations	Relationships between quantities encountered in real-world situations can be expressed as equations.	<ul style="list-style-type: none">• Express proportions as ratios• Express proportions as fractions• Solve 1- and 2-step algebraic equations with 1 variable• Identify multiplication and division as inverse operations• Use a calculator to compute problems involving multiplication and division• Calculate ratios and proportions using more complex math elements (Challenge)

SECONDARY COURSE DESCRIPTION

SECTION A: COURSE CLASSIFICATION

1. Course Title Economics <i>(for Alternate Diploma)</i>	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Once in high school
3. Transcript Title/Abbreviation: <i>Econ Alt Dip</i> <small>(For Educational Services)</small>	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: <i>SESI</i> <small>(For Educational Services)</small>	9. Subject Area: History
5. CBEDS Code: <i>9175</i> <small>(For Educational Services)</small>	10. Department: Special Education
11. Length /Credits: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <i>[Signature]</i> Principal: <i>[Signature]</i> Acknowledged by Other Principals: _____ _____ _____ Educational Services: <i>[Signature]</i>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

Economics for Alternate Diploma is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course will allow students to access core content aligned subject matter material. The course will cover how individuals and societies make decisions given scarce resources. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation’s economy, and economic theory.

18. Course Goals and/or Major Student Outcomes: Students will develop a basic understanding of:

Content Themes:

- Foundations of economics
- Supply and demand
- Market structures, business organizations and labor
- Money, banking and the Federal Reserve System
- Taxation
- Personal finance

Skills:

- Interpreting graphics
- Analyzing sources
- Determining cause and effect
- Conducting historical research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects

19. Course Objectives (standards):

Content Themes: Students will take an active role in their learning and develop an understanding of economics through a practical application including personal finance, budgeting, understanding of basic economic systems and applying fiscal and monetary policy to solve macroeconomic problems.

20. Course Outline:

COURSE CONTENT

Unit 1: Fundamentals	
Guiding Questions: <ul style="list-style-type: none"> ● What is a market economy? ● What are the foundational concepts associated with economics? 	
Content Standards	Suggested Practice

<p>12.1 Students understand common economic terms and concepts and economic reasoning.</p> <ol style="list-style-type: none"> 1. Examine the causal relationship between scarcity and the need for choices. 2. Explain opportunity cost and marginal benefit and marginal cost. 3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior. 4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). <p>12.2.3. Explain the roles of property rights, competition, and profit in a market economy</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of needs vs wants. • Demonstrate an understanding of how money is earned. • Identify places one can maintain their money. • Demonstrate an understanding of interest.
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Unit 2: Supply and Demand	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How are prices determined? • How do markets function? 	
Content Standards	Suggested Practice

<p>12.2 Students analyze the elements of America’s market economy in a global setting.</p> <ol style="list-style-type: none"> 1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. 2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products. 3. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. 4. Understand the process by which competition among buyers and sellers determines a market price, 5. Describe the effect of price controls on buyers and sellers. 6. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products. 7. Explain the role of profit as the incentive to entrepreneurs in a market economy. 	<ul style="list-style-type: none"> • Identify when an item is not in stock. • Identify the price tags on a variety of items and locations, • Determine what stores you purchase what goods from. • Identify trends in supply and demand within school based and real life scenarios.
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Unit 3: Market Structures, Business Organizations, Labor	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does one compete in the labor market and how are wages determined? • How and why do workers organize? • How are firms organized within a market system? 	
Content Standards	Suggested Practice
<p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <ol style="list-style-type: none"> 1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance. 	<ul style="list-style-type: none"> • Demonstrate an understanding of occupations and the skills and tools needed to complete that job. • Demonstrate an understanding of the level of school or training needed for occupations and the relative pay rate. • Participate in interest and aptitude surveys to explore future job opportunities. • Participate in job internships to explore future job opportunities.

<ol style="list-style-type: none"> 2. Describe the current economy and labor market, including the types of goods and services produced, the types of skill workers need, the effects of rapid technological change, and the impact of international competition. 3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity. 	
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Unit 4: Money, Banking and the Federal Reserve System

Guiding Questions:

- How do banks and markets function?
- What are the functions and properties of money?

Content Standards	Suggested Practice
Standard: 12.3 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve). Students analyze the influence of the federal government on the American economy.	<ul style="list-style-type: none"> • Demonstrate an understanding and identification of at least 3 banking institutions in the community. • Identify that a bank is where money can be kept and the pros and cons

Unit 5: Macroeconomic Indicators: GDP, Unemployment, and Inflation

Guiding Questions:

- How does macroeconomic data explain the economy?
- How can economic data help us to explain booms and recessions?

Content Standards	Suggested Practice
12.5 Students analyze the aggregate economic behavior of the U.S. economy. <ol style="list-style-type: none"> 1. Distinguish between nominal and real data. 2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth. 4. Distinguish between short-term and long-term interest rates and explain their relative significance. 	<ul style="list-style-type: none"> • Demonstrate an understanding that work equates to earning money • Demonstrates an understanding of the minimum wage and how it impacts them.

Unit 6: Taxes and Fiscal Policy

Guiding Questions: <ul style="list-style-type: none"> • What is the role of taxes in a free/mixed economy? • How does the federal budget affect ordinary people? • Explain the role of government on taxing and spending 	
Content Standards	Suggested Practice
<p>12.3 Students analyze the influence of the federal government on the American economy.</p> <ol style="list-style-type: none"> 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights. 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. 3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. 	<ul style="list-style-type: none"> • Students will demonstrate an understanding of sales tax on purchased items. • Students will understand what and where taxes are used to improve communities.

Unit 7: Globalization	
Guiding Questions: <ul style="list-style-type: none"> • What is globalization? • How does globalization affect international and national economies and individuals? 	
Content Standards	Suggested Practice
<p>12.4</p> <p>4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</p> <p>12.6</p> <ol style="list-style-type: none"> 1. Explain the effects of international mobility of capital and labor on the U.S. economy. 2. Identify the gains in consumption and production efficiency from trade, with 	<ul style="list-style-type: none"> • Demonstrate an understanding of needs vs wants. • Demonstrate an understanding of comparative shopping and purchasing the product that fits their budget. • Demonstrate an understanding of different money found in different countries.

<p>emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</p> <ol style="list-style-type: none"> 3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. 4. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans. 5. Understand the changing role of international political borders and territorial sovereignty in a global economy. 6. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies. 	
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Unit 8: Personal Finance	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are different options for saving money and accumulating wealth? • How can people make a budget for my personal finances that addresses income, debt, and financial obligations including taxes? • How does the stock market function and serve as a tool for personal investment? 	
Content Standards	Suggested Practice
	<ul style="list-style-type: none"> • Demonstrate an understanding of needs vs wants • Demonstrate an understanding of personal finance by budgeting and living within one's means. • Demonstrate an understanding of the basics of personal debt: loans, credit cards, credit scores, and interest rates.

21. Instructional Materials:
 Board approved required text:
 Supplementary materials:

Title	Publisher
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Explore Budgeting	Attainment
Courses	N2y.com
History Content Standards	California Department of Education

22. Instructional Methods and/or Strategies

- Critical Reading and Media Literacy:
 - Interpreting Graphics
 - Analyzing Sources
 - Reading and completing forms
- Determining Cause and Effect
 - Conducting effective research
 - Speaking and listening and interpreting (academic discussion, presentation, etc)
 - Collaborating constructively on team and group projects

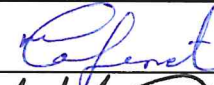
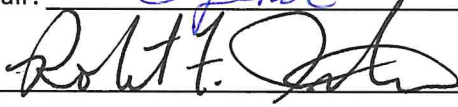
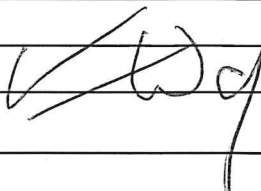
23. Assessment and Evaluation

Assessment Methods: Formative and summative assessments include, but are not limited to:

- teacher observation,
- students' demonstration and work completion
- student grades on compositions, quizzes, tests, exit tickets
- Student projects
- Students may also develop a portfolio of work.

24. Grading Policy: Per District Grading Policy

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Fundamental English (for Alternate Diploma)	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: Taken in Grades 9, 10, 11, 12. Repeated for Credit
3. Transcript Title/Abbreviation: <div style="text-align: center; font-size: 1.2em; font-family: cursive;">Eng Alt Dip</div> <small>(For Educational Services)</small>	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: <div style="text-align: center; font-size: 1.2em; font-family: cursive;">EES i</div> <small>(For Educational Services)</small>	9. Subject Area: English
5. CBEDS Code: <small>(For Educational Services)</small> <div style="text-align: center; font-size: 1.2em; font-family: cursive;">9108????</div>	10. Department: Special Education
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <u></u> Principal: <u></u> Acknowledged by Other Principals: _____ _____ Educational Services: <u></u>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. **Course Description:** This course reviews Fundamental English. The course provides students with a broad review of the key themes of ELA and literacy through a range of sources. Students will be provided with opportunities to make meaning, develop language, engage in effective expression, deepen their content knowledge, and develop foundational skills.

18. **Course Goals and/or Major Student Outcomes:**

The goals of the course are the following:

- Critical Reading and Media Literacy:
 - Analyzing bias (author's purpose, point of view, and audience)
 - Conducting Historical Research
 - Cause and effect
 - Compare and contrast
 - Historical Writing
- Working Collaboratively with Others
- Inquiry
- Literacy
- Citizenship

19. **Course Objectives (standards):**

Content Themes: Students will take an active role in their learning and develop an understanding of the five KEY THEMES of ELA/Literacy instruction are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy Standards

Meaning Making

- Students engage in analysis and interpretation in their reading, listening, speaking, and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.

Language Development

- Students come to understand and analyze how language in text varies across subjects, and they need to apply and adapt language to express their own ideas as appropriate to purpose, audience, and a range of formal and informal academic tasks.

Effective Expression

- Students become effective at expressing themselves through different genres of writing. Students develop and deliver presentations on varied topics. They use words, phrases, clauses, appropriate to the text.

Content Knowledge

- Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students use literacy in all subjects. Wide reading supports their acquisition of

knowledge. Participation in an organized independent reading program contributes to their knowledge.

Foundational Skills

- Ideally, students’ knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

20. Course Outline:

READING: LITERATURE	
<p><i>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS-ELA)</i></p>	
Content Standards	Suggested Practices
<p>RL 9–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn</p>	<ul style="list-style-type: none"> • Create sentences or paragraphs about printed material correctly, quoting or citing evidence • Craft short responses in print materials • Reference the print materials to support interpretations during discussions
<p>RL 9–12.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Identify the main theme of printed material and use quotes or visual cues as evidence. • Retell the author’s message through class discussion, written work, artistic projects, or class presentations.
<p>RL. 9–12.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<ul style="list-style-type: none"> • Make claims (verbal or written) regarding the development of characters in print material and provide examples to support those claims during discussion • Articulate traits of each character through class discussion, written work, artistic projects or dramatic presentations

RL.9–12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	<ul style="list-style-type: none"> • Read and annotate print material to analyze how specific words and pictures tell the story. • Identify the tone of a piece and provide evidence
RL.9–12.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> • Identify main events in printed material and how they are related to one another • Defend (verbally or in writing) why certain events are important and how the author controls the reader's experience through the order of events
RL.9–12.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<ul style="list-style-type: none"> • Compare cultures represented within a variety of print materials.
RL.9–12.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	<ul style="list-style-type: none"> • Compare and contrast different pieces of art, music, dance, or other arts.
RL.9–10.9 Analyze how an author draws on and transforms source material in a specific work	<ul style="list-style-type: none"> • Research original sources and create work in response to the original print material.
RL.9–12.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • Read print materials of varying difficulty.

READING: INFORMATIONAL TEXTS

This unit lays the foundation for all subsequent research work and reading of literary nonfiction throughout the high school years. The focus of this unit will be on basic research, citation and annotation, and presentation skills, both oral and electronic. The informational reading and research focuses on different topics can range across subject areas as well as inclusion of current events.

Content Standards	Suggested Practices
RI.9–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Write analytical paragraphs correctly, quoting text or citing examples from printed material. • Annotate in order to craft short responses. Use quotations from the printed material to support interpretations during discussions.
RI.9–12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	

RI.9–12.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> • Articulate how the author tells the story in a printed material.
RI.9–12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Identify vocabulary within print material. • Identify how a change of word within a sentence changes the meaning and tone of the print material.
RI.9-12.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> • Identify words or sentences that reveal the tone in print materials.
RI.9-12.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> • Research the history related to a print material • Identify literary devices such as repeated words or phrases or imagery.
RI.9-12.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> • Compare and contrast two or more works of nonfiction
RI.9-12.8 (Not applicable to Informational Text)	
RI.9-10.9 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> • Interact with print materials to assess the validity of the main claims
RI.9-12.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • Complete a graphic organizer or flow chart showing understanding of key ideas from appropriately complex text.

WRITING

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within an argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS-ELA)

Content Standards	Suggested Practices
<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective 	<ul style="list-style-type: none"> • Create a visual document, written or in pictures, that includes a beginning, middle and end. • Create a visual document, written or in pictures, that summarizes a topic presented. • Create a visual document, written or in pictures, for the purposes of persuasion. • Create a visual document, written or in pictures that includes a beginning, middle and end. • Create a visual document, written or in pictures to summarize a topic. • Create a visual document, written or in pictures, for the purposes of persuasion.

selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,

- Create a visual document, written or in pictures that relates a life experience of yourself or another.
- Create a visual document, written or in pictures that expresses an idea from different points of view

<p>to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● Create a visual document, written or in pictures geared towards a specific audience.
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● Use graphic organizers. ● Edit a visual document, written or in pictures.
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> ● View or share documents online. ● Collaborate on documents, projects, and videos on a computerized device. ● Create or access an online editorial, website, blog, online encyclopedia entry, online book, or online course.
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● Develop a research question on a topic, find multiple sources, synthesize, and create a visual document, written or in pictures that represents the research. ● Create presentations in relation to other visual works.

<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p>	<ul style="list-style-type: none"> ● Use library, librarian, and other resources to search for and find relevant sources, and create a visual work, written or in pictures that integrates those sources,
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)</p>	<ul style="list-style-type: none"> ● Create a visual document, written or in pictures that compares two topics or visual documents.
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Create a visual document, written or in pictures of different lengths and for different purposes.

LANGUAGE CONVENTIONS

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)

Content Standards	Suggested Practices
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 	<ul style="list-style-type: none"> ● Use language appropriately
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<ul style="list-style-type: none"> ● Use accurate and appropriate capitalization, punctuation, and spelling.
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> ● Determine how a writer's choice of words affects meaning.
<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ● Identify context clues in order to discern meaning of words. ● Identify how and why words can have multiple meanings ● Use resources to learn new vocabulary

<ol style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes. c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
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<ol style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<ul style="list-style-type: none"> ● Interpret literal and figurative language, figures of speech, and other literary devices.
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<ol style="list-style-type: none"> 6. Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> ● Evaluate multiple words or phrases to identify which is more appropriate for the context. ● Learn skills to acquire and use new vocabulary.
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SPEAKING and LISTENING

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes.

Content Standards	Suggested Practices
<p>1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning 	<ul style="list-style-type: none"> • Read a variety of visual media in order to determine the author's main idea, purpose, and style. • Annotate in order to build claims and questions to initiate classroom or individual discussion.

presented.	
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Review a visual document and establish if it is fiction or non-fiction Review a visual document and review the credibility of the source.</p>
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.</p> <p>b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques</p>	<ul style="list-style-type: none"> Provide presentations to a variety of audiences, using effective techniques.
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> Use electronic devices to enhance informal and formal presentations. For example, adding videos, images, or other multimedia to projects.

<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • Participate in formal class discussions, and presentations.
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LANGUAGE CONVENTIONS

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)

Content Standards	Suggested Practices
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 	<ul style="list-style-type: none"> • Use language appropriately
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. 	<ul style="list-style-type: none"> • Use accurate and appropriate capitalization, punctuation, and spelling.

<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> ● Determine how a writer's choice of words affects meaning.
<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● Identify context clues in order to discern meaning of words. ● Identify how and why words can have multiple meanings ● Use resources to learn new vocabulary
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Interpret literal and figurative language, figures of speech, and other literary devices.

<p>6. Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> ● Evaluate multiple words or phrases to identify which is more appropriate for the context. ● Learn skills to acquire and use new vocabulary.
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SPEAKING and LISTENING

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes.

Content Standards	Suggested Practices
<p>1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and 	<ul style="list-style-type: none"> ● Read a variety of visual media in order to determine the author's main idea, purpose, and style. ● Annotate in order to build claims and questions to initiate classroom or individual discussion.

<p>responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
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<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.
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<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Review a visual document and establish if it is fiction or non-fiction</p> <p>Review a visual document and review the credibility of the source.</p>
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<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.</p> <p>b. Plan, memorize, and present a recitation (e.g., poem, selection</p>	<ul style="list-style-type: none"> Provide presentations to a variety of audiences, using effective techniques.
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from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques	
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Use electronic devices to enhance informal and formal presentations. For example, adding videos, images, or other multimedia to projects.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Participate in formal class discussions, and presentations.

21. Instructional Materials:

Board approved required text:

Supplementary materials:

Title	Publisher
Unique Learning Systems Courses	n2y.com
ULS Classics	n2y.com
ELA CCC Content Standards	California Department of Education

22. Instructional Methods and/or Strategies

- Critical Reading and Media Literacy:
 - Analyzing bias (author’s purpose, point of view, and audience)
 - Conducting Historical Research
 - Cause and effect
 - Compare and contrast
- Composition and Writing -develop composition to reflect analysis and opinion
- Speaking, Listening and Working Collaboratively with others


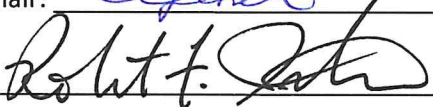
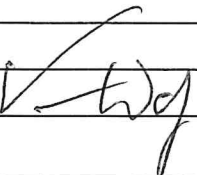
23. Assessment and Evaluation

Assessment Methods: Formative and summative assessments include, but are not limited to:

- teacher observation,
- students demonstration
- student grades on compositions, quizzes, tests, exit tickets
- Philosophical Chairs and Socratic Seminars and discussions
- Students may also develop a portfolio of work.

24. Grading Policy:

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Government for (Alternate Diploma)	6. Prerequisite(s): IEP approval; students qualifying for the alternate diploma.
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: High School
3. Transcript Title/Abbreviation: Govern Alt Dip (For Educational Services)	8. Elective/Required: Required for students earning a high school diploma through the alternate pathways in accordance with California Education Code 51225.31
SGSI	9. Subject Area: History
5. CBEDS Code: (For Educational Services) 9174	10. Department: Special Education
11. Length /Credits: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair:  Principal:  Acknowledged by Other Principals: _____ _____ Educational Services: 	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

18. Course Goals and/or Major Student Outcomes:

19. Course Objectives (standards):

20. Course Outline:

Unit 1: Fundamental Principles of American Democracy	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● Why do we need a government? ● What do the terms liberty and equality mean? ● What are the dangers of a democratic system? ● What are the trade-offs between majority rule and individual rights? 	
Content Standards	Suggested Practice
<p>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p> <ol style="list-style-type: none"> 1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of the American government. 2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville. 3. Explain how the U.S. The Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.” 4. Explain how the Founding Fathers’ realistic view. 	<ul style="list-style-type: none"> ● Understand different places have different forms of government ● Identify key political figures ● Understand our nation was founded on key documents such as the Declaration of Independence ● Demonstrate understanding of democracy

<p>12.2.2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).</p> <p>12.2.5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of rights and responsibilities, including labor rights and responsibilities
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Unit 2: The Constitution

Guiding Questions:

- How and why does the Constitution both grant power and limit it?
- What is the relative power of each branch of government?

Content Standards	Suggested Practice
<p>12.4.</p> <p>2. Explain the process through which the Constitution can be amended.</p> <p>12.5.</p> <p>2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p> <p>12.1</p> <p>4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.</p> <p>5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of Law, federalism, and civilian control of the military.</p> <p>6. Understand that the Bill of Rights limits the powers of the federal government and state governments.</p>	<p>Demonstrate understanding that the constitution can be amended</p> <p>Demonstrate understanding of the three branches of government and their role and responsibilities.</p>

Unit 3: Federalism: Different Levels of Government

Guiding Questions:

- How and why are powers divided among different levels of government?

<ul style="list-style-type: none"> • What level of government is the most powerful—local, state, tribal, or federal? 	
Content Standards	Suggested Practice
<p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p> <p>4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power.</p>	<p>Students will demonstrate an understanding of levels of government by identifying who makes laws/regulations from the City level to the National level.</p> <p>Students will identify state rights and federal rights.</p>

Unit 4: Three Branches: Legislative, Executive, and Judiciary.

<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Legislative: <ul style="list-style-type: none"> • What is the structure and organization of Congress? • How does a bill become a law? • What are the greatest influences on congressional power? • Executive <ul style="list-style-type: none"> • What are the formal and informal powers of the President? • How has executive power changed over time? • Judiciary <ul style="list-style-type: none"> • What is the relationship between federal and state courts? • How are Supreme Court judges selected?
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Content Standards	Suggested Practice
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <ol style="list-style-type: none"> 1. Legislative: Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. 2. Legislative: Explain the process through which the Constitution can be amended. 3. Legislative: Identify their current representatives in the legislative branch of the national government. 4. Executive: Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers 5. Executive: Understand the scope of presidential power and decision making through examination of current and relevant examples. 	<p>Identify the roles of the legislative, judicial and executive branches of government due</p>

<p>6. Judiciary: Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</p> <p>7. Judiciary: Explain the processes of selection confirmation of Supreme Court justices.</p>	
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Unit 5: Civil Liberties

- Guiding Questions:**
- What rights and responsibilities does a citizen have in a democracy?
 - What does it mean to be a citizen?
 - What are the limits of individual liberty?
 - What are the dangers of majority rule?

Content Standards	Suggested Practice
<p>12.2 Discuss the meaning and importance of Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>12.2.1 Each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</p> <p>12.2.3 Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>12.2.4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>12.2.6 Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p> <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>12.3.3 Discuss the historical role of religion and religious diversity.</p> <p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p>	<p>Identify or discuss the role and responsibilities of being a citizen.</p> <p>Understand the basic freedoms the constitution provides for every citizen</p>

<p>1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal- protection-of-the law clauses of the Fourteenth Amendment.</p> <p>2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p> <p>3. Evaluate the effects of the Court’s interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases.</p> <p>4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona</p>	
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Unit 6: The Electoral Process	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How do government officials get elected? ● Why are elections regular and repeating in a democracy? ● What is enfranchisement and how has it evolved throughout American history? ● What impact do polls, political parties, and various interest groups have upon elections? ● How can young adults get civically engaged? 	
Content Standards	Suggested Practice
<p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>4. Understand the obligations of civic mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <ol style="list-style-type: none"> 1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties. 2. Discuss the history of the nomination process for presidential candidates and the increasing 	<p>Explain or discuss the right and reasonability of all citizens to vote.</p> <p>Explain or demonstrate understanding of the process and age when one can vote.</p> <p>Explain or discuss how democratic elections are won through majority decisions.</p>

<p>importance of primaries in general elections.</p> <ol style="list-style-type: none"> 3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. 4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office). 5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections). 6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College. 	
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Unit 7: Civil Society and Media

<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● To what extent are the press and the media fulfilling a watchdog role? ● Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way? ● How has the Internet revolution impacted journalism?

Content Standards	Suggested Practice
<p>12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p> <p>12.6.4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).</p> <p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p> <ol style="list-style-type: none"> 1. Discuss the meaning and importance of a free and responsible press. 2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion. 	<p>Demonstrate understanding of the ways citizens can participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office)</p> <p>Discuss how the media can influence elections</p>

Unit 8: Comparative Government and Challenges of Democracy

<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the major distinctions between free, partly free and not free nations? • How do authoritarian governments maintain power in comparison to democratic governments? • What is the evolution of non-state actors on the world stage? 	
<p>Content Standards</p> <p>12.3 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.</p> <p>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</p> <ol style="list-style-type: none"> 1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices. 2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher). 3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government. 4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia). 5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them. 6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries. 7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such 	<p>Suggested Practice</p> <ul style="list-style-type: none"> • Identify different types of governments and how each individual is elected (e.g. democracy, authoritarian, monarchy, etc.).

governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	

21. Instructional Materials:

Board approved required text:

Title	Publisher	Date
N2y Courses	N2y.com	2024
History-Social Science Framework	California Department of Education	2016
Explore Government	Attainment	2019
History Content Standards	California Department of Education	2000

Supplementary materials:

22. Instructional Methods and/or Strategies

Critical Reading and Media Literacy:

- Interpreting Graphics
- Analyzing Sources
- Reading and completing forms
- Determining Cause and Effect
- Conducting effective research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects

23. Assessment and Evaluation

Assessment Methods: Formative and summative assessments include, but are not limited to:

- teacher observation,
- students' demonstration and work completion
- student grades on compositions, quizzes, tests, exit tickets
- Student projects
- Students may also develop a portfolio of work.

24. Grading Policy: Per District Grading Policy

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

26. History of Course Description:

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: <i>Life Science (for Alternate Diploma)</i>	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Once in high school
3. Transcript Title/Abbreviation: <i>Life Sci Alt Dip</i> (For Educational Services)	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: (For Educational Services) <i>QLSi</i>	9. Subject Area: Science
5. CBEDS Code: (For Educational Services) <i>9322</i>	10. Department: Special Education
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <i>[Signature]</i> Principal: <i>[Signature]</i> Acknowledged by Other Principals: _____ _____ Educational Services: <i>[Signature]</i>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

Life Science for Alternate Diploma is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course will allow students to use evidence from experiments, research, and observations, to evaluate and develop claims backed by evidence and reasoning, and develop models to investigate the natural world.

18. Course Goals and/or Major Student Outcomes: Students will develop a basic understanding of:

Content Themes:

- Ecosystem Interaction and Energy
- Photosynthesis and Respiration
- Common Ancestry and Diversity
- Structure, Function and Growth
- Ecosystems Stability and Response to Climate Change

Skills:

- Interpreting Graphics
- Analyzing Sources
- Determining Cause and Effect
- Conducting effective research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects

19. Course Objectives (standards):

Content Themes: Students will take an active role in their learning and develop an understanding of life science through experimentation and lab science instruction while gaining science content knowledge contained in the NGSS Content Standards

20. Course Outline:

Unit 1 Title
Ecosystem Interactions and Energy
Unit 1 Description
Students study factors that impact ecosystems over time. Students evaluate different solutions that can reduce the impacts of climate change including individual and group behavior. Sample activities may include: <ul style="list-style-type: none">● Experiments that observe plants health under a variety of conditions, including manipulating variables● Creating a presentation to demonstrate factors leading to climate change● Observing weather patterns over time

Unit 2 Title

Photosynthesis and Respiration
Unit 2 Description
<p>Students will learn about the interconnected processes of nutrient and energy cycling, photosynthesis and cellular respiration, then apply that knowledge to gaining an understanding of how living things acquire energy and matter for life.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Digital or physical representations of photosynthesis occurring • Experiments that vary the levels of water, light or other nutrients to a plant • Observation of plants under microscopes

Unit 3 Title
Common Ancestry and Diversity
Unit 3 Description
<p>Students will gain a conceptual understanding of common ancestry and biological evolution. Students will use evidence to explain how changes to the environment affect distribution or disappearance of traits in species.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Researching common traits, such as eye color or left handedness, within the student's own family • Prepare a presentation demonstrating the evolution of a species over time • Research the student's family tree

Unit 4 Title
Life cycles
Unit 4 Description
<p>Students will learn about the various cycles that are part of the diverse planet.</p> <p>Students will demonstrate understanding by building and studying models</p>

Unit 5 Title
Structure, Function, and Growth (from Cells to Organisms)
Unit 5 Description
<p>Students will use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce and create complex multicellular organisms.</p> <p>Sample activities include:</p> <ul style="list-style-type: none"> • Students will simulate cell division (mitosis and meiosis) by using interactive models such as pop beads or pipe cleaners.

- Students will make a visual depiction of a cell
- Students will view cells under a microscope

Unit 6 Title
Ecosystems Stability and the Response to Climate Change
Unit 6 Description
<p>Students study factors that impact weather and climate over time. Students evaluate different solutions that can reduce the impacts of climate change.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> ● Experiments that observe plants health under a variety of conditions, including manipulating variables ● Creating a presentation to demonstrate factors leading to climate change ● Observing weather patterns over time

21. Instructional Materials:

Board approved required text:

Supplementary materials:

Title	Publisher
Teaching to Standards Science	Attainment
Science Courses	N2y.com
History Content Standards	California Department of Education

22. Instructional Methods and/or Strategies

- Critical Reading and Media Literacy:
 - Interpreting Graphics
 - Analyzing Sources
- Determining Cause and Effect
 - Conducting effective research
 - Speaking and listening and interpreting (academic discussion, presentation, etc)
 - Collaborating constructively on team and group projects

23. Assessment and Evaluation

Assessment Methods: Formative and summative assessments include, but are not limited to:

- teacher observation,
- students' demonstration and work completion
- student grades on compositions, quizzes, tests, exit tickets
- Student projects
- Students may also develop a portfolio of work.

24. Grading Policy: Per District Grading Policy

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: <i>Navigating Life (for Alternate Diploma)</i>	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Once in high school
3. Transcript Title/Abbreviation: <i>Navig Life Alt Dip</i> (For Educational Services)	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: (For Educational Services) <i>DDSi</i>	9. Subject Area: History
5. CBEDS Code: (For Educational Services) <i>9220</i>	10. Department: Special Education
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <i>C. General</i> Principal: <i>Robert F. [Signature]</i> Acknowledged by Other Principals: _____ _____ _____ Educational Services: <i>[Signature]</i>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description: Navigating Life (Health) for Alt Diploma will cover content related to personal hygiene, relationships, sexual education and personal safety.

18. Course Goals and/or Major Student Outcomes: Students will develop a basic understanding of

The goals of the course are the following:

- Critical Reading and Media Literacy:
 - Read and Understand Concepts related to Personal Health
 - Understand nutrition, labels and how to make healthy choices.
 - How to read recipes
 - How to follow a schedule
- Working Collaboratively with Others
- Self-Advocacy Skills
- Understanding of Health Concepts
 - Reproduction and Health
 - Healthy Relationships
 - Exercise
 - Mental health and stress
 - Health care and medical needs

19. Course Objectives (standards):

Content Themes: Students will take an active role in their learning and develop an understanding of:

-

20. Course Outline:

Lesson 1 Introduction.....

Lesson 2 Food Preferences.....

Lesson 3 Thinking About Eating Right.....

Lesson 4 Planning Healthy Meals.....

Lesson 5 Preparing a Healthy Meal.....

Lesson 6 Healthy Snacking.....

Lesson 7 Diabetes.....

Lesson 8 High Blood Pressure.....

Lesson 9 Heart Disease.....

Lesson 10 Fiber and GI Health.....

Lesson 11 Calcium and Bone Health.....

Lesson 12 Healthy Eating at Social Events.....

Lesson 13 Exercise.....

Lesson 14 Zeroing in on Stress.....

Lesson 15 Recognizing Depression.....

Lesson 16 Sexuality and Reproduction.....

Lesson 17 Self-Examinations and Health Screenings.....

Lesson 18 Relationships.....

Lesson 19 Taking Charge of Your Health.....

Lesson 20 Course Evaluation and Graduation Planning.....

21. Instructional Materials:

Board approved required text:

Supplementary materials:

Title	Publisher
Making Healthy Choices	Attainment
Transition Courses	N2y.com
Focus on Feelings	Attainment
History Content Standards	California Department of Education

22. Instructional Methods and/or Strategies

- Critical Reading and Media Literacy:
 - Read and Understand Concepts related to Personal Health
 - Understand nutrition, labels and recipes
- Working Collaboratively with Others
- Constructing Self-Advocacy Skills through role playing and discussion
- Differentiated and direct instruction and discussion panels on topic around :
 - Understanding of Health Concepts
 - Reproduction and Health
 - Healthy Relationships

- Exercise
- Mental health and stress
- Health care and medical needs

23. Assessment and Evaluation

Assessment Methods: Formative and summative assessments include, but are not limited to:

- teacher observation,
- students' demonstration and work completion
- student grades on compositions, quizzes, tests, exit tickets
- Student projects
- Students may also develop a portfolio of work.

24. Grading Policy: Per District Grading Policy

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Physical Science for Alternate Diploma	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: High school
3. Transcript Title/Abbreviation: <i>Phy Sci Alt Dip</i> (For Educational Services)	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: (For Educational Services) <i>QR Si</i>	9. Subject Area: Science
5. CBEDS Code: (For Educational Services) <i>9323</i>	10. Department: Special Education
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <i>[Signature]</i> Principal: <i>[Signature]</i> Acknowledged by Other Principals: _____ Educational Services: <i>[Signature]</i>	
16. BOE Approval	

Signature of Superintendent: _____ Date of Approval _____

SECTION B. COURSE CONTENT

17. Course Description:

The course is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

Physical Science is based on the Next Generation Science Standards, explores the way in which physical processes govern the universe. Physics is the study of matter, forces, and their interactions. By using evidence from experiments, research, and observations, students will learn how investigate the natural world.

18. Course Goals and/or Major Student Objectives:

Content Themes:

- Mechanics in Motion
- Momentum and Energy
- Waves and Light
- Electricity and Magnetism
- Subatomic Particles

SKILLS:

- Sequencing and Using a Timeline
- Interpreting Graphics (Cartoons, photos, maps, charts, graphs, etc.)
- Determining Cause and Effect
- Identifying Bias and Point of View
- Conducting effective research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

19. Course Objectives (standards):

Students will take an active role in learning and developing an understanding of the earth's physical processes by conducting experiments, researching and interpreting multiple data sources and project-based collaboration.

20. Course Outline:

Course Content

Unit 1 Title
Mechanics in Motion
Unit 1 Description and Sample Activities
Representing Motion: Students will learn that motion can be modeled and predicted. Students will demonstrate understanding of gravity, friction, inclined planes, acceleration and inertia. Sample activities may include: <ul style="list-style-type: none">• Launching rockets and measuring distance

- Racing balls or similar items on a track and testing variables and documenting and reflecting on findings
- Studying the solar system and planetary movement

Unit 2 Title

Momentum and Energy

Unit 2 Description

Students will learn that energy comes in many forms, can be transferred or transformed, and is conserved, and that these properties allow humans to use energy. Students will learn about thermal energy, heat, and the role that these concepts play in everyday life.

Sample activities may include:

- Demonstrate collisions and experiment with variables that reduce the impact of the collision
- Experiment with a variety of substances at different temperatures and review results

Unit 3 Title

Waves and Light

Unit 3 Description

Students will learn about and develop an understanding of the basic properties and behaviors of waves, including light waves.

Sample activities may include

- Students will use a mirror to view reflect and refract light
- Students will use colored disks to understand the impact of combining colors
- Students will use a spring toy to explore the concept of light and sound waves

Unit 4 Title

Electricity and Magnetism

Unit 4 Description

Students will learn that electric currents allow for the transfer of energy, which can be transformed into other useful forms of energy. Students will learn that both permanent magnets and electromagnets produce magnetic fields, which can be used in a variety of applications, including motors.

Sample activities may include:

- Exploring magnets and their impact on a variety of substances at different distances and analyzing the data gathered
- Experimenting with closed systems and open systems when transferring electrical current
- Researching how magnets are incorporated into common commercial items.

Unit 5 Title

Subatomic Particles

Unit 5 Description
<p>Students will learn about atoms and that atoms are made up of smaller particles</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Creating models of other representations of atoms • Research the universe and its formation

21. Instructional Materials:

Board approved required text:

Title:	Publisher:	Date
Teaching to Science Standards	Attainment	2019
N2y Courses	N2y.com	2024

21. Instructional Methods and/or Strategies:

- Application of scientific methodology
- Analysis of data and graphics {Cartoons, photos, maps, charts, graphs, etc.}
- Use of data to develop hypotheses
- Laboratory-based experimentation
- Speaking and listening and interpreting {academic discussion, presentation, etc}
- Collaborating constructively on team and group projects.

23. Assessment and Evaluation

A variety of assessments will be used to measure students' progress including by not limited to formal lab reports, projects, presentations, quizzes, and summative tests and discussions.

24. Grading Policy:

Per board approved grading policy

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

26. History of Course Description:

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: <i>World History and Geography (for Alternate Diploma)</i>	6. Prerequisite(s): IEP approval; students qualifying for Alternate Diploma
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 10 th or once in high school
3. Transcript Title/Abbreviation: <i>World Hist Alt Dip</i> (For Educational Services)	8. Elective/Required: Required for students earning high school diploma through the alternative pathway in accordance with California Education Code 51225.31
4. Transcript Course Code/Course Number: <i>SWSI</i> (For Educational Services)	9. Subject Area: History
5. CBEDS Code: (For Educational Services) <i>9172</i>	10. Department: Special Education
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: <i>[Signature]</i> Principal: <i>[Signature]</i> Acknowledged by Other Principals: _____ _____ _____ Educational Services: <i>[Signature]</i>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. **Course Description:** This course reviews World History and Geography (for Alternate Diploma). The course provides students with a broader understanding of the modern world through a range of perspectives and sources. Students will understand how various global societies operated in 1750 and will become critical thinkers about the impact European and other global societies had on each other in the following centuries. Students will gain a fundamental understanding of geography and its role in history.

18. **Course Goals and/or Major Student Outcomes:**

The goals of the course are the following:

- Critical Reading and Media Literacy:
 - Analyzing bias (author’s purpose, point of view, and audience)
 - Conducting Historical Research
 - Cause and effect
 - Compare and contrast
 - Historical Writing
- Working Collaboratively with Others
- Inquiry
- Literacy
- Citizenship

19. **Course Objectives (standards):**

Content Themes: Students will take an active role in their learning and develop an understanding of:

- American Identity and Culture
- Evolution of the American Economy and Labor
- Geography and the Environment
- Immigration, Migration, and Changing Demographics
- Power and the Role of Government
- Race, Class, Ethnicity, and Gender in America
- The United States on a Global Stage

20. **Course Outline:**

Unit 1: The World in 1750	
Content Standards	Suggested Practice
CA 2016 History-Social Science Framework	Compare and contrast the political, social and economic systems of three or more countries of the world in 1750:
Unit 2: 1750 - 1848: Revolutions Reshape the World - Democratic Revolutions	
Content Standards	Suggested Practice
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	Review the principles of the American Declaration of Independence (1776) and the U.S. Bill of Rights (1791).
Unit 3: Industrial Revolutions	
Guiding Questions: <ul style="list-style-type: none"> ● What were the results of the industrial revolutions? ● How did industrial revolutions affect governments and countries? 	

- How did industrialization affect ordinary people, families and work?

Content Standards	Suggested Practice
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	Demonstrate understanding of mass-produced vs. artisan products. Identify if a product is produced or naturally formed. Demonstrate understanding of the benefits and burdens of mass production. Demonstrate understanding of the effects of the industrial revolution on different industry sectors including clothing, food and entertainment.

Unit 4: The Rise of Imperialism and Colonialism

Guiding Questions:

- How did colonization work?
- How did native people respond to colonization?

Content Standards	Suggested Practice
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines	Demonstrate understanding of the impact of colonialism and forced labor from the perspective of both the colonizers and the people colonized.

Unit 5: Causes and Course of World War I

Guiding Questions:

What were the consequences of World War I for nations and people?

Content Standards	Suggested Practice
10.5 Students analyze the causes and course of the First World War.	Demonstrate understanding of “war” from social, political and military perspectives.

Unit 6: Effects of World War I

Guiding Questions:

- What were the effects of World War I on ordinary people?
- How did the post-World War I world order contribute to the collapse of the worldwide economy?

Content Standards	Suggested Practice
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<p>10.6 Students analyze the effects of the First World War.</p>	<p>Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East (e.g. self-determination, mandate system)</p> <p>Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).</p>
<p>Unit 7: Rise of Totalitarian Governments After World War I</p>	
<p>Guiding Questions:</p> <p>How do societies change over time and why?</p>	
<p>Content Standards</p>	<p>Suggested Practice</p>
<p>11.8 Students analyze the economic boom and social transformation of post-World War II America</p>	<p>Understand how societies change after a war or other major global event.</p>
<p>Unit 8: Causes and Consequences of World War II</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What were the key goals of the Axis powers and Allied powers? ● How did technology affect World War II? 	
<p>Content Standards</p>	<p>Suggested Practice</p>
<p>10.8 Students analyze the causes and consequences of World War II.</p>	<p>Identify and analyze the Allied and Axis objectives, key strategic decisions, and political resolutions. .</p> <p>Discuss the human costs to the war</p>
<p>Unit 9: International Developments in the Post-World War II World</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How did the Cold War develop? ● How and why did the Cold War end? 	
<p>Content Standards</p>	<p>Suggested Practice</p>
<p>10.9 Students analyze the international developments in the post-World War II world</p>	<p>Compare the economic and military power shifts caused by the war.</p>
<p>Unit 10: Challenges Facing Nation States in the Contemporary World</p>	
<p>Guiding Questions:</p>	

<ul style="list-style-type: none"> ● How have nations worked to achieve economic, political, and social stability? ● How have contemporary revolutions in information, technology, and communications impacted global society? 	
Content Standards	Suggested Practice
<p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g. television, satellites, computers)</p>	<p>Discuss the trends in society and regional events and their impact on individual freedom and political systems.</p> <p>Demonstrate understanding that history impacts a student's own life situation.</p>

21. Instructional Materials:

Board approved required text:

Supplementary materials:

Title	Publisher
Unique Learning Systems Courses	N2y.com
Explore World History	Attainment
History Content Standards	California Department of Education

22. Instructional Methods and/or Strategies

- Critical Reading and Media Literacy:
 - Analyzing bias (author's purpose, point of view, and audience)
 - Conducting Historical Research
 - Cause and effect
 - Compare and contrast
- Historical Writing -develop composition to reflect analysis and opinion
- Citizenship & Working Collaboratively with Others

23. Assessment and Evaluation

Assessment Methods: Formative and summative assessments include, but are not limited to:

- teacher observation,
- students demonstration
- student grades on compositions, quizzes, tests, exit tickets
- Philosophical Chairs and Socratic Seminars and discussions
- Students may also develop a portfolio of work.

24. Grading Policy:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of New High School Math Course Descriptions

Item Type: Consent

Background: The attached new course descriptions were included as back up documentation with the HS Math Curriculum Adoption presentation on May 14th for review by the Board.

Tonight, staff seek approval of the the following new high school math courses:

Course Title: Integrated Math 1

Prerequisite: None

Elective/Required: None

Grade Level: 9th

Subject Area: Mathematics (C)/Mathematics I

Length: 1 Year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

Course Title: Integrated Math 2

Prerequisite: Grade of C or better in Integrated Math 1 (Recommended)/
Integrated Math 1 or Algebra 1 (Required)

Elective/Required: None

Grade Level: 10th

Subject Area: Mathematics (C)/Mathematics II

Length: 1 Year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

Course Title: Integrated Math 3

Prerequisite: C or higher in Integrated Math 2 (Required)

Elective/Required: None

Grade Level: 9th, 10th, 12th

Subject Area: Mathematics (C)/Mathematics III

Length: 1 Year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

Course Title: Advanced Integrated Math 3

Prerequisite: Integrated Math 2 (Required)/Grade of A in Integrated Math 2
(Recommended)

Elective/Required: None

Grade Level: 11th

Subject Area: Mathematics (C)/Mathematics III

Length: 1 Year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

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

Submitted By: Vernon Walton, Director of Secondary Education

ATTACHMENTS:

	Description	Upload Date	Type
▢	New Course Description_Integrated Math 1_5.28.24	5/22/2024	Backup Material
▢	New Course Description_Integrated Math 2_5.28.24	5/22/2024	Backup Material
▢	New Course Description_Integrated Math 3_5.28.24	5/22/2024	Backup Material
▢	New Course Description_Advanced Integrated Math 3_5.28.24	5/22/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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

Item Type: Consent

Background: On January 9, 2024, 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, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Purchasing Manager.

Resolution Number 2023-2024.35 further limited the delegation to expenditures of less than \$114,500 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) Amendment No. 1 to Professional Services Agreement between AUSD and EverDriven Technologies LLC for an increase of \$30,000.00 and a new PSA value of \$105,000.00.
2. (Fund 01) Amendment No. 2 to Professional Services Agreement between AUSD and Kyle Assessments, LLC for an increase of \$17,500.00 and a new PSA value of \$135,000.00.
3. (Fund 25, Fund 40, Fund 13) Lease Leaseback Contract between AUSD and C. Overaa & Co. for a preliminary services cost of \$30,000.00.
4. (Fund 01) Memorandum of Understanding between AUSD and Bay Area Community Resources for Love Elementary School ASES and ELOP Funded Programs 2024-25 for an entitled compensation of \$143,000 to support 1 TK/K cohort (10 students) and 1 1-5th grade cohort (20 students), with an additional \$2,450 a month per additional TK/K cohort and \$2,350 a month per additional 1-5th grade cohort, less any fee paying students in each cohort.
5. (Fund 40) 2024-25 Lease Agreement between AUSD and Alameda Education Foundation.

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

Fund Codes:

Fiscal Analysis

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

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ EverDriven	5/22/2024	Backup Material
☐ Kyles Assessments LLC	5/22/2024	Backup Material
☐ C Overaa & Co.	5/22/2024	Backup Material
☐ Bay Area Community Resources	5/22/2024	Backup Material
☐ Alameda Education Foundation	5/22/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AMENDMENT NO. 1 Professional Services Agreement

Dated August 2, 2023

This Amendment is entered into between the Alameda Unified School District (District) and EverDriven Technologies LLC (CONTRACTOR). District entered into a Professional Services Agreement with CONTRACTOR for transportation services for fiscal year 2023-24, and the parties agree to amend that Agreement as follows:

<p>1. Services</p> <p>No change to services.</p>
<p>2. Compensation</p> <p>Original PSA value = \$75,000.00</p> <p>Amendment No. 1 = \$30,000.00</p> <p>New PSA value = \$105,000.00</p>


3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

- There are no previous amendments to this Agreement.
- This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
1			
2			

"DISTRICT"

By: 
Kirsten Zazo (May 17, 2024 15:15 PDT)

Name: Kirsten Zazo
Title: Assistant Superintendent of Educational Services

"CONTRACTOR"

By: 

Name: Megan Carey
Title: Chief Development Officer

**Memorandum of Understanding
Between Alameda Unified School District and
Bay Area Community Resources (BACR) for Love Elementary School
ASES and ELOP Funded Programs
2024-2025**

This memorandum of understanding (MOU), dated July 1, 2024 is between Alameda Unified School District (hereinafter referred to as the DISTRICT) and BACR (hereinafter referred to as CONTRACTOR). It is understood and agreed to by all parties as follows:

1. Purpose. This MOU establishes an interagency collaboration consisting of the above-mentioned parties whose purpose is to develop, maintain and sustain programs that offer support services at Love Elementary School during the critical after school hours. The intended outcomes are enhanced enrichment opportunities, improved academic performance and more consistent attendance for students, and improved quality of life for families.

2. Description of Collaborative Services. The DISTRICT and CONTRACTOR will work collaboratively to develop, support, coordinate, and provide academic and educational enrichment programs and activities at the designated school. This partnership is designed to provide students avenues to expanded learning opportunities and promote academic achievements of children; assist children and adults from low-income families to achieve challenging State content standards; provide opportunities for parents to actively participate in their child's education, and provide safe, supervised and quality after school care.

3. Terms. The terms of this MOU shall commence July 1, 2024 and extend through June 30, 2025.

4. Termination Clause. The DISTRICT may, at any time, terminate this Agreement upon not less than thirty (30) days written notice to CONTRACTOR. The DISTRICT shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, the DISTRICT may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, the DISTRICT may secure the required services from another contractor.

4.1 Force Majeure. Each party shall be excused from performance hereunder during the time and to the extent that it is prevented from performing in the customary manner by an act of God, fire, flood, war, riot, civil disturbance, terrorism, epidemic, quarantine/shelter in place order, government/municipal mandated travel restrictions strike, lockout, labor dispute, or any other occurrence which is beyond the control of the parties, when evidence thereof is presented to the other party. The District shall not be responsible for any costs associated with this Agreement while performance is so excused.

5. Compensation. CONTRACTOR shall be entitled to compensation of \$143,000.00 for fiscal year 24-25 or \$14,300.00 per month to support one (1) TK/K cohort (10:1) and one (1) 1-5th cohort (20:1) of qualifying students. Additionally, CONTRACTOR shall be entitled to \$2,450 per additional TK/K cohort (10:1) and \$2,350 per additional 1-5th grade cohort (20:1) per month, less any fee-paying students not qualifying as district funded in each cohort. Program must support a minimum of **83 students** to be in compliance with ASES grant attendance requirements. Any modifications to the amount of compensation must be approved by the

DISTRICT, the CONTRACTOR and the California Department of Education. Except as expressly set forth herein, the DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for the DISTRICT. The granting of any payment by the DISTRICT, or the receipt thereof by CONTRACTOR shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, even though the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work that does not conform to the requirements of this MOU may be rejected by the DISTRICT and in that case must be replaced by CONTRACTOR without delay.

6. Program Roles and Responsibilities

DISTRICT:

- 6.1. Provide a consistent person to act as DISTRICT liaison and program partner.
- 6.2. Provide grant wide coordination including but not limited to project oversight, management of collaborative partners and processes, budget and grant compliance.
- 6.3. Provide space for the program to operate, including office space for the site coordinator, classroom space for classes and activities, and storage space for program supplies/materials.
- 6.4. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the program.
- 6.5. Identify high need students and help recruit students into the program; and provide qualifying student data to the program.
- 6.6. Help program obtain feedback from students and their families on what is working and what new services/program elements need to be added/modified.
- 6.7. Collaborate with CONTRACTOR on a jointly developed and agreed upon professional development plan for after school staff. Share information about professional development and staff training conducted regionally.
- 6.8. School Principal may participate in interviews for Site Coordinator when there is a vacancy to be filled, and give input on selection of Site Coordinator. Expanded Learning Opportunities Coordinator will participate in interviews for Program Manager when there is a vacancy to be filled, and give DISTRICT input on selection of Program Manager.

CONTRACTOR:

- 6.9. Provide a comprehensive after school program that includes academic, enrichment and physical elements. The core program commences immediately upon the conclusion of the school day and operates a minimum of 15 hours per week and at least until 6pm on every regular school day. The core program shall operate every school day with the exception of up to three days that the program can be closed for staff professional development. The supplemental program may operate during any combination of summer, intersession, or vacation periods for a minimum of three hours per day. To be worked out with a site administrator. Use of facilities outside of the regular program hours, including special events to showcase the program, and those not being held as a district event (DISTRICT admin or certificated staff must be present for the duration of and take responsibility for the event), must be entered as a separate permit by CONTRACTOR and fees may be applicable.
- 6.10. Provide an academic component that provides homework assistance. CONTRACTOR must commit to providing tutoring to students for a minimum

one-third of their program hours or five (5) hours per week in order to meet the Literacy and Numeracy goals of reading by third (3) grade and mastering math facts by fifth (5) grade. The District prefers the tutoring include a credentialed teacher or teacher's support at least one (1) time a week.

- 6.11. Provide instruction to every student two or three times per week using common core aligned curricula designed or selected in partnership with the school site principal.
- 6.12. CONTRACTOR will use district provided data to ensure all Unduplicated Students (F&R, Foster, Unhoused, SED, ELD) are informed of the program and are given priority access. CONTRACTOR must accept Unduplicated students and may accept students on a fee-based system. CONTRACTOR may establish an enrollment deadline for staffing purposes but shall communicate such deadline with school community. Unduplicated students enrolling throughout the school year shall be given the opportunity to enroll in the afterschool program when available or by a certain deadline.
- 6.13. Employ consistent procedures to follow established policies for reasonable early release of pupils in the after school program.
- 6.14. DISTRICT shall provide all students in the program, regardless of their free and reduced meal status, a daily nutritious snack. CONTRACTOR shall provide a meal order to AUSD Food and Nutrition Services by email each week for the following week. Significant changes to the weekly meal order count provided may be updated throughout the week. Excess meals may be stored and used for future programming days. CONTRACTOR shall track program attendance and meals served each day on the Food and Nutrition Services google tracking sheet.
- 6.15. Provide a physical activity element that aligns to CDE physical activity standards.
- 6.16. Maintain clean, safe, and secure program environments for staff and students in conjunction with the DISTRICT.
- 6.17. Work closely with the school site and the DISTRICT to keep student enrollment and daily attendance as close to 100% of the target attendance and no less than 85% of the target attendance at each school site established by the grant. If the attendance rate at a school is less than 85% of the target attendance over the academic year for the core program
- 6.18. Maintain and provide to the DISTRICT timely attendance, financial, and program activities records. Ensure that each month's attendance is entered into CitySpan no later than the 10th day of the following month.
- 6.19. Share new partnership opportunities with DISTRICT and communicate progress of project/partnership development in a timely and consistent manner to the DISTRICT.
- 6.20. Provide a site coordinator and sufficient site based staffing to meet the minimum requirement of the grant to maintain a 20:1 adult/student ratio for 1-5th grades and 10:1 adult/student ratio for TK and K.
- 6.21. Develop and submit to the DISTRICT a written program plan by July 30, 2024. following Program Plan Guidelines provided by the California Department of Education. Resources: Standards in designing Expanded Learning Program Quality <https://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf> and the Physical activity guidelines: <https://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf> CONTRACTOR must prepare a Suicide Prevention Policy and provide such Policy to the DISTRICT when submitting their Program Plan.
- 6.22. While providing services as set forth in this contract to the DISTRICT, it may be determined that keys are necessary for access or emergency response. In the event that keys are issued to the CONTRACTOR, the organization acknowledges and agrees to the responsibility of securely maintaining said keys. The CONTRACTOR's

duty, along with its employees or subcontractors, is to ensure the keys are kept safe, used only for business purposes, and not misused (shared, duplicated, etc.). In the event of any lost or stolen keys, the organization must report the incident to the district in no less than 24 hours. Furthermore, should any contractor be reassigned to another site or their contract with DISTRICT terminate or expire, all individuals are required to return all keys to the original issuer on their final day. The CONTRACTOR assumes all liability for rekeying costs at any district school site associated with the use, loss, or failure to return district keys, including the potential of reduced invoice payments if necessary.

- 6.23. Develop and disseminate parent information, including a parent handbook. Copies must be given to the DISTRICT and School Principal.
- 6.24. Collaborate with the DISTRICT on a jointly developed and agreed upon professional development plan for after school staff.
- 6.25. When possible, include school Principal in interviews for Site Coordinator when there is a vacancy to be filled or receive input from Principal on selection of Site Coordinator.
- 6.26. Maintain, during this life of this MOU, all licenses and permits required under local, state or federal law.

7. Field Trip Policy. CONTRACTOR will provide each Site Administrator and the Expanded Learning Opportunities Coordinator with a schedule of all after school program field trips and/or off site events and/or off site activities by the first day of each semester.

CONTRACTOR must inform all participants that the trip is not sponsored or endorsed by the Alameda Unified School District, and is independently organized and managed by the CONTRACTOR. As such, the Alameda Unified School District cannot assume responsibility for any aspects related to this trip, including its planning, logistics, safety measures, liability, or financial matters.

CONTRACTOR hereby certifies that after school program staff and/or subcontractors will comply with the following procedures for all field trips, off site events and off site activities.

- 7.1. Licenses Permission Slips/Acknowledgement. Field trip/excursion permission slip must be signed by parent(s)/guardian(s) of all student participants and an acknowledgement must be signed by all adult chaperones both of which shall include the following information:
 - 7.1.1. a full description of the trip and scheduled activities
 - 7.1.2. student/adult participant health information
 - 7.1.3. "Notice of Waiver of All Claims: Education Code § 35330 provides that all persons making a field trip or excursion shall be deemed to have waived all claims against any school district, charter school, or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion, regardless of who holds the claims. If the field trip or excursion to which this permission slip applies is out-of-state, I hereby knowingly waive all of my and my daughter's/son's/ward's claims against any school district, charter school, and/or the State of California for injury, accident, illness or death occurring during or by reason of the out-of-state field trip or excursion."
- 7.2. After school program staff or subcontractors leading the trip must have a written list of students attending the trip.
- 7.3. No student shall be prevented from making a trip due to lack of sufficient funds.

- 7.4 Health Conditions/Medication: Trip participant health information will be gathered and reviewed in advance of trip and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (e.g. food allergies). A plan will be developed to collect, secure, and dispense prescription medications from their original containers only and consistent with physician's instructions.
- 7.5 Supervision
- 7.5.1. CONTRACTOR must review and approve the supervision plan.
- 7.5.2 Trip as structured is appropriate to age, grade level and course of study.
- 7.5.3. Chaperones are all CONTRACTOR employees or subcontractors, parent(s)/guardian(s), or other authorized chaperones, and are 21 or older. Expanded Learning Opportunities Coordinator and lead trip staff are satisfied that all chaperones are willing and able to perform required duties, including understanding and implementing instructions, understanding health information for students in their group, and responding effectively in the event of an emergency. Trip attendees shall be limited to assigned school or early childhood education or after school program staff, students and authorized chaperones. Guests, including but not limited to friends and other family members, are strictly prohibited absent prior written approval of the Expanded Learning Opportunities Coordinator or CONTRACTOR executive director. Before the trip, after school program staff leading the trip shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities. Chaperones shall not consume alcoholic beverages or be under the influence of controlled substances while accompanying and supervising students on a trip.
- 7.5.4. When a trip is made to a place of business or industry, staff shall arrange for an employee of the host company to serve as conductor.
- 7.5.5. Safety requirements have been met (e.g.: current First Aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, instructions for chaperones, staff and chaperones have cell phones which are charged and available for communication).
- 7.6. Transportation Requirements: The after school program or subcontractors shall ensure compliance with all state laws and may transport by the use of its own equipment, contract to provide transportation or arrange transportation by the use of other equipment to enrolled after school participants provided that: (A) parent/guardians' written permission has been obtained in advance; (B) Expanded Learning Opportunities Coordinator has confirmed that: transportation arrangements are safe and appropriate; (C) all drivers have valid California driver's license; (D) all drivers have received fingerprint clearance (THROUGH CONTRACTOR, fingerprint clearance processed for the DISTRICT may not be utilized as clearance for any other agency); (E) provided that such transport is covered under driver or registered owner's personal automobile insurance or CONTRACTOR automobile liability insurance policy for at least \$100,000 per individual and \$300,000 per occurrence for liability for bodily injury; and \$50,000 per occurrence for liability for property damage; (F) all drivers and registered owners of private or rented vehicles used shall complete and sign declaration of driver forms assuring that: (i) the driver is at least 21 years of age and holds a current valid California driver's license;(ii) the driver has not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years; and (iii) the driver provides proof of

sufficient insurance; (G) if after school program arranges and/or contracts with a third party to provide this transportation, the organization or company with whom they contract must be licensed as a transportation provider, be certified to transport students (School Pupil Activity Bus certification) and have at least \$5,000,000 automobile and \$1,000,000 per occurrence and \$2,000,000 aggregate General Liability insurance; (H) arrangements have been made for additional vehicle for use in event of illness or emergency; (I) students receive instruction in safe conduct on bus or other transport; and (J) drivers receive safety and emergency instruction and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle. The indemnification requirements set forth in Section 13 shall apply to all transportation activities under this section.

- 7.7. CONTRACTOR must have reasonable confirmation that all organizations involved in the trip have demonstrated expertise and exhibit reasonably safe and reputable operating procedures and business practices appropriate to student trips.
- 7.8. Vendor is licensed to provide all proposed activities.
- 7.9. Voluntary Student Accident Insurance must be made available for purchase (required for all trips). All student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) must be covered by medical or accident insurance.
 - 7.9.2 Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after school program trips. Chaperones shall act in accordance with district policies, regulations and school rules. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a chaperone on any field trip.
 - 7.9.4. No chaperone shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Chaperones whose skin test negative shall thereafter be required to take tuberculosis test every four years or sooner if deemed necessary by CONTRACTOR.
 - 7.9.5. Letter must be sent to parent(s)/guardian(s) and a meeting must be held for staff, chaperones, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions.
 - 7.9.6. Sleeping arrangements and night supervision are safe and appropriate.
 - 7.9.7. Vendor Proof of Insurance: After school coordinator has obtained proof of insurance from all private vendors including:
 - Facility
 - Program

8. Financial Records. CONTRACTOR agrees and understands that the DISTRICT is responsible for fiduciary and programmatic oversight for the expenditure of ASES and ELOP grant funds contracted to CONTRACTOR by the DISTRICT for fiscal year 2024-2025. CONTRACTOR will function as a sub recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub recipient guidelines. CONTRACTOR will ensure that all contracted funds of this MOU are expended as per grant guidelines.

- 8.1. Accounting Records. CONTRACTOR will maintain its accounting records based upon the principles of fund accounting.
- 8.2. Disputes. CONTRACTOR shall make all records available to the DISTRICT for review. The DISTRICT and CONTRACTOR shall meet and confer regarding any disputes as to the amount of actual expenses before taking any action to collect funds.

9. Invoicing.

- 9.1. Billing Structure. CONTRACTOR shall divide the total amount of the MOU and bill the DISTRICT by the number of months of the total Term of this MOU. Billing details must be provided upon request to the DISTRICT to ensure compliance with related sub recipient and grant guidelines.
- 9.2. Unallowable Expenses. CONTRACTOR may not purchase computers or capital equipment using ASES funds.
- 9.3. Invoice Requirements. Contractor's monthly invoices must include back-up documentation in the form of a spreadsheet listing each student's name or AUSD student ID grouped per cohort including the funding status of each (No-Fee and Fee-Based) for auditing and verification purposes.
- 9.4. Submission of Invoices. CONTRACTOR must submit invoices to the DISTRICT on a timely and regular basis for services rendered. The DISTRICT will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year.

10. Maintenance of Documents. CONTRACTOR agrees that, pursuant to California law, it shall maintain program and fiscal documentation for a minimum of five years. All documents created by CONTRACTOR pursuant to and for the sole purpose of this MOU, including but not limited to reports, designs, schedules, registration packets, early release waivers, and other materials prepared, or in the process of being prepared, for the services to be performed by CONTRACTOR, are and shall be at the time of creation and thereafter the property of the DISTRICT, with all intellectual property rights therein vested in the DISTRICT at the time of creation. The DISTRICT shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the DISTRICT. If any materials are lost, damaged or destroyed before final delivery to the DISTRICT, CONTRACTOR shall replace them at its own expense and CONTRACTOR hereby assumes all risks of loss, damage to or destruction of such materials. CONTRACTOR may retain a copy of all materials produced under this MOU for its use in its general business activities. DISTRICT acknowledges that with the exception of materials prepared by CONTRACTOR for the sole purpose of this MOU, it does not claim any ownership or intellectual property rights respecting materials prepared by CONTRACTOR in the course of its general business activities. Once CONTRACTOR has reached the five (5) year retention for program documentation, they shall work with the DISTRICT to schedule document destruction.

11. Changes.

- 11.1. CONTRACTOR Changes. In the event that CONTRACTOR encounters any unanticipated conditions or contingencies that may affect the responsibilities or services and result in an adjustment in the amount of compensation specified herein, CONTRACTOR shall so advise the DISTRICT immediately upon notice of such condition or contingency. The written notice shall explain the circumstances giving

rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given to the DISTRICT prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written amendment to this MOU and signed by AUSD prior to CONTRACTOR's implementation of such changes.

- 11.2. Changing Legislation. CONTRACTOR understands that changes in federal or state legislation or district policy may impact funding levels, grant requirements, and responsibilities of CONTRACTOR during an academic school year. This MOU may be amended during the 2024-2025 fiscal year to reflect additional changes resulting from such legislation.
- 11.3. Amendments to the MOU may be consummated with a mutual written agreement from both parties.

12. Conduct of CONTRACTOR.

- 12.1. Child Abuse and Neglect Reporting Act. CONTRACTOR will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code § 11164 – 11174.
- 12.2. Staff Requirements. CONTRACTOR will provide documentation guaranteeing that CONTRACTOR will adhere to the following staff requirements for each CONTRACTOR agent, including employees, staff of subcontracting agencies, and volunteers. CONTRACTOR will provide DISTRICT with evidence of staff qualifications, consistent with invoicing requirements outlined in Section 9.3 which include:
 - 12.2.1. Tuberculosis Screening. Current documentation of negative TB Test (PPD) on file for each CONTRACTOR agent working with students.
 - 12.2.2. Background Check. Current California Department of Justice (CDOJ) fingerprint clearance for each CONTRACTOR agent working with students. CONTRACTOR will not permit its agents to come into contact with students until CDOJ clearance is ascertained, and CONTRACTOR will certify in writing to the DISTRICT that none of its agents who may come into contact with pupils have been convicted of a violent or a serious felony.
 - 12.2.3. Minimum Qualifications. CONTRACTOR staff and agents who directly supervise students and are included in the 1:20 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalency and one of the following: (a) an AA degree; or completion of 48 semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education.
- 12.3. Removal of Staff. In the event that the DISTRICT, in its sole discretion, at any time during the term of this MOU, desires the removal of any CONTRACTOR related persons, employee, representative or agent from a DISTRICT school site and, or property, CONTRACTOR shall immediately upon receiving notice from the DISTRICT of such desire, cause the removal of such person or persons.
- 12.4. Conflict of Interest. CONTRACTOR shall abide by and be subject to all applicable DISTRICT policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of the DISTRICT to perform any service by this Agreement without first obtaining the prior written approval of the DISTRICT. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business

or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to the DISTRICT's attention in writing.

- 12.5. Drug-Free / Smoke Free Policy. No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on DISTRICT property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these sites.
- 12.6. Anti-Discrimination. CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and DISTRICT policy. In addition, CONTRACTOR agrees to require compliance by all its subcontractor(s).

13. Confidentiality. To ensure compliance with enrollment of qualifying students, the DISTRICT shall provide student data to CONTRACTOR. CONTRACTOR and all personnel designated by CONTRACTOR to perform under this Agreement shall maintain the confidentiality of all information received in the course of performing this Agreement. This requirement shall extend beyond the effective termination or expiration date of this Agreement. In the event CONTRACTOR receives student data protected by the Family Educational Rights and Privacy Act ("FERPA"), Provider shall abide by Education Code section 49073, including the following:(a) Provider shall not use the student data provided, for an unauthorized purpose, transfer the student data to an unauthorized third party, or sell said data (b) Provider shall delete or otherwise dispose of student data in its possession after the termination of services under this Agreement (c) Provider shall undertake reasonable precautions to protect the student data and shall promptly report to the District any unauthorized access to the student data

14. Indemnification. CONTRACTOR agrees to indemnify, defend and hold harmless the DISTRICT, its board of directors, officers, agents and employees from and against any and all claims, demands, damages, costs, expenses of whatever nature including court costs and attorney fees arising out of or resulting from any third-party claim alleging the negligence of its members, agents and employees. It is understood that such indemnity shall survive the termination of the agreement. The DISTRICT agrees to indemnify, defend and hold harmless CONTRACTOR, its board, officers, agents and employees from and against any and all claims, demands, damages, costs, expenses of whatever nature including court costs and attorney fees arising out of or resulting from the negligence of its Board of Directors, members, agents and employees. It is understood that such indemnity shall survive the termination of the Agreement.

15. Insurance. Throughout the life of the MOU, CONTRACTOR shall pay for and maintain in full force and effect with an insurance company(ies) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance:

- 15.1. COMMERCIAL GENERAL LIABILITY insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- 15.2. WORKERS COMPENSATION insurance, as required by the California Labor Code, with not less than the statutory limits.

15.3. PROPERTY AND FIRE insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment and supplies of CONTRACTOR. If any District property is leased, rented or borrowed, it shall also be insured the same as real property.

The above policies of insurance shall be endorsed to name Alameda Unified School District, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to the DISTRICT upon CONTRACTOR's execution of this MOU and before work commences under this MOU. If at any time said policies of insurance lapse or become canceled, this MOU shall become void. The acceptance by the DISTRICT of the above-required insurance does not serve to limit the liability or responsibility of the insurer or CONTRACTOR to the DISTRICT.

16. Litigation. If any litigation is initiated to enforce or interpret this MOU, the prevailing party shall be entitled to reasonable attorney's fees and costs. The Agreement shall be performed in Alameda, California and is governed by the laws of the State of California.

17. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

18. Counterparts. This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

ALAMEDA UNIFIED SCHOOL DISTRICT

BAY AREA COMMUNITY RESOURCES

President, Board of Education Date

Don Blasky 5/21/2024
Agency Director Date

Name

Don Blasky, CPO/BACR
Name

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.65 Annual Declaration of Certain Textbooks Unusable or Obsolete

Item Type: Consent

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: 2023-2024.65 Annual Declaration of Certain Textbooks Unusable or Obsolete_5.28.24	5/21/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 28, 2024

Resolution No. 2023-2024.65

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 votes this 28th day of May 2024.

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. 2023-2024.66 Approval of Budget Transfers, Increases, Decreases

Item Type: Consent

Background: After adopting the fiscal year budget, 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 received.

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 \$149,641.01.

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. 2023-2024.66	5/21/2024	Resolution Letter
☐ Attachment A	5/21/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 28, 2024

Resolution No. 2023-2024.66

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 28th day of May, 2024:

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)

School/Dept	Description	Amount
Alameda High School	Donations	\$ 16,664.68
Bay Farm Elementary	Donations	\$ 14,903.00
Edison Elementary	Donations	\$ 469.89
Encinal Jr./Sr. High School	Donations	\$ 19,600.00
Franklin Elementary	Donations	\$ 75,413.00
Island High School	Donations	\$ 260.00
Lincoln Middle School	Donations	\$ 19,358.47
Maya Lin Elementary	Donations	\$ 1,964.00
Otis Elementary	Donations	\$ 309.75
Paden Elementary	Donations	\$ 400.50
Ruby Bridges Elementary	Donations	\$ 109.80
Ed Services	Donations	\$ 187.92

Total Donations \$ 149,641.01

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.67 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 authorize that the Board of Education may, through its designated agent, legally dispose of surplus equipment in such a state of obsolescence or disrepair that it should be disposed of and removed from district inventory.

Exhibits A, B and C contain a list of either damaged or obsolete materials or surplus property no longer required for district use.

Board approval of Resolution No. 2023-2024.67 will authorize staff to dispose of these items as most appropriate and as aligned with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.

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

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. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No. 2023-2024.67	5/20/2024	Resolution Letter
☐ Exhibit A	5/21/2024	Exhibit
☐ Exhibit B	5/21/2024	Exhibit
☐ Exhibit C	5/21/2024	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 28, 2024

Resolution No. 2023-2024.67

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibits A, B & C - Property Transfer or Retirement Forms

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 the Exhibit.

PASSED AND ADOPTED by the following vote this 28th day of May, 2024:

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

Property Transfer/Retirement Form

Exhibit A

Type of request:

Transfer Waste Recycle

Current Location

District Office- Bond/Construction

New Location

Other

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
4	Musco Stadium Lights	n/a	n/a	Fair

Submitter Signature



Approvals

Site Admin Signature

Sign

Receiving Site Signature

Sign

Director Signature



Asst. Superintendent Signature



Submitted By: Krueger, Danielle

Date Submitted: 5/14/2024

Form #: 53916



ALAMEDA LITTLE LEAGUE

2857 Sea View Parkway
ALAMEDA, CA 94502
510-915-6031

Ron Matthews
President

May 6, 2024

Randy Marmor
V.P. – Baseball

Alameda Unified School District
Board of Education
2060 Challenger Drive
Alameda, CA 94501

Melinda Quilici
Secretary

Joel Plaisance
Treasurer

Stephan Phippen
Challenger V.P.

Dear Board,

Rob Doten
Player Agent Baseball

On behalf of the Board of Directors of Alameda Little League I want to express my sincere thanks for the 44 years that we have been a partner with AUSD in the maintenance of the baseball diamonds at Wood Middle School. It has truly been a win-win situation for both of us.

Nate Zuckerman
Player Agent T-ball/Farm

Steve Spaulding
Asst. V.P. Baseball

In 2014 your Board approved our proposal to pay for and install field lights at the main diamond. In 2015 they were installed and have been valuable to us in that they essentially provided an extra baseball diamond for our very large and growing League. Now that the plans for reconstruction at Wood School call for their removal, we ask that the hardware, including the towers, lights, electrical panels and controls be given back to us so that they may be used by us at another location to be determined.

Scott Slez
Asst. VP Baseball

Jim Quilici
Chief Umpire

Dustin Chavez
Intermediate Division

Paul Skuta
Communications

Alameda Little League, Inc. will of course work with your staff and pay for the removal of the lights. We will continue to work with your staff during the construction process as we have for the past year.

Kayla Lewis
Equipment

Jose Cerda-Zein
Fundraising

Please feel free to give me a call at any time if you have any questions. Again, thank you for your support and partnership with our non-profit organization.

Tony Olaes
Safety

Stephan Dumont
ARPD Liaison

Sincerely,

Rick Breslin
Director of Fall Ball

Phil Woodworth
Asst. Umpires


Ron Matthews, President
Alameda Little League

Matt Spiel
Asst. Umpires

Anthony Sanchez
Coach Development

Property Transfer/Retirement Form

BOE Decision

Consent Item Approval Date *

05/28/2024

Type of request:

Transfer Waste Recycle Auction

Current Location

Wood Middle School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
2	File Cabinets	N/A	N/A	2 - Fair

List for large quantity items (if any)

List must include information similar to the 'Item Details' table above.

Submitter Signature

Kai Dwyer

Site Admin Approval

Site Admin Signature

Kai Dwyer

Director Approval

Director Signature

MONTY PATTERSON

Business Services

Asst. Superintendent Signature

Sign

Property Transfer/Retirement Form

BOE Decision

Consent Item Approval Date *

05/28/2024

Type of request:

Transfer
 Waste
 Recycle
 Auction

Current Location

Wood Middle School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Everett Piano	36035-4128	02191	1 - Excellent
1	Student/Nurse Bed	N/A	N/A	3 - Retire/Poor
1	Wooden Teacher Desk	Stamped with AUSD black ink	N/A	3 - Retire/Poor
3	File cabinets	N/A	N/A	3 - Retire/Poor

List for large quantity items (if any)

List must include information similar to the 'Item Details' table above.

Submitter Signature

Kai Dwyer

Site Admin Approval

Site Admin Signature

Kai Dwyer

Director Approval

Director Signature

MONTY PATTERSON

Business Services

Asst. Superintendent Signature

Shahiq Khan





ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.68 Specifications of the November 2024 Board Election Order

Item Type: Consent

Background: This Resolution informs the County Office of Education that there are terms of office of current Board Members that will expire this year, and requests that the County include the School Board Election as part of the Consolidated Election for November 8, 2022.

AUSD LCAP Goals:

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

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution Specification of Election Order	5/22/2024	Resolution Letter
☐ Education Code 5322 - Governing Board Elections	6/8/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda California

May 28, 2024

Resolution No. 2023-2024.68

Notice of Board Member Election and Specification of Election Order

WHEREAS, the term of office of three Governing Board members, Jennifer Williams, Heather Little, and Margie Sherratt will expire at 6:30pm Tuesday, December 10, 2024; and

WHEREAS, the district has received the appropriate notice of the November 5, 2024 Consolidated Election from the Alameda County Registrar of Voters pursuant to Education Code 5322; and

WHEREAS, pursuant to Education Code Section 5322, the Board of Education Election shall be consolidated with the November 5, 2024, general election; and

WHEREAS, this resolution shall be known as the specification of the election order pursuant to Education Code 5322;

NOW, BE IT RESOLVED THAT:

1. Notice is hereby given that the Board of Education Election shall be conducted as part of the Consolidated Election on November 5, 2024.
2. The District Superintendent or his designee is hereby authorized to execute any other document and to perform all acts necessary to place the Board election on the November 5, 2024 ballot.

PASSED AND ADOPTED this 28th day of May, 2024.

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

State of California

EDUCATION CODE

Section 5322

5322. Whenever an election is ordered, the governing board of the district or the board or officer authorized by this code to make such designations shall, concurrently with or after the order of election but not less than 123 days prior to the date of the election in the case of an election for governing board members, or at least 88 days prior to the date of the election in the case of an election on a measure, including a bond measure, by resolution delivered to the county superintendent of schools and the officer conducting the election, or, in the case of an election on a measure, only to the officer conducting the election, specify the following, or such of the following as he or she or it may have authority to designate:

- (a) The date of the election.
- (b) The purpose of the election.

The resolution or resolutions shall be known as “specifications of the election order” and shall set forth the authority for ordering the election, the authority for the specification of the election order, the signature of the officer or the clerk of the board by law authorized to make the designations therein contained, and, in the case of an election on a measure, the exact wording of the measure as it is to appear on the ballot. Pursuant to Section 13247 of the Elections Code, the statement of the measure to appear on the ballot shall not exceed 75 words.

(Amended by Stats. 2000, Ch. 1081, Sec. 1. Effective January 1, 2001.)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.69 Candidate's Statement of Qualifications for November 2024 Board Election

Item Type: Consent

Background: This Resolution informs the County Office of Education of the Board of Education's process regarding Statement of Qualifications, as noted in Board Bylaw 9220.

AUSD LCAP Goals:

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.

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

ATTACHMENTS:

	Description	Upload Date	Type
▣	Resolution Candidates Statement of Qualifications	5/22/2024	Resolution Letter
▣	Board Bylaw 9220 - Governing Board Elections	6/19/2020	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 28, 2024

Resolution No. 2023-2024.69

Resolution Regarding Board Candidates' Statement of Qualifications

WHEREAS, Section 13307 of the Elections Code of the State of California requires this Board to adopt certain policies in regard to statements of qualifications for candidates who run for office of member of the governing board of the district; and

WHEREAS, Board Bylaw 9220 sets forth the Board's policies and procedures regarding many aspects of Board elections;

NOW, BE IT RESOLVED, that this governing board does hereby determine as follows:

That, consistent with Board Bylaw 9220 and in order to help defray the costs of campaigning for the Board, the District shall pay the cost of printing, handling, translating, and mailing candidate statements filed pursuant to Election Code Section 13307.

That candidates shall not be permitted to submit additional materials to be sent to the voter with the sample ballot.

That the statement of qualifications shall not exceed 200 words.

That the Registrar of Voters be directed to give a copy of Board Bylaw 9220 to each candidate or his/her representative at the time he/she picks up his/her nomination papers.

These policies shall remain in full force and effective until rescinded by this Board.

PASSED AND ADOPTED by the following vote this 28th day of May, 2024.

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 City USD | 9000 | BB 9220 Board Bylaws

Governing Board Elections

Any person is eligible to be a member of the Board of Education, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign his/her employment before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

(cf. 9224 - Oath of Affirmation)

(cf. 9270 - Conflict of Interest)

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election. Board election procedures shall be conducted in accordance with state and federal law.

(cf. 9110 - Terms of Office)

Electing Board Members

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

To ensure ongoing compliance with the California and federal Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

If the Board determines that a change is necessary, it shall adopt a resolution at an open meeting specifying the change(s) and shall, in accordance with Education Code 5019 or other applicable provisions of law, obtain approval from the county committee on school district organization having jurisdiction over the district.

(cf. 9320 - Meetings and Notices)

Campaign Conduct

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

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

(cf. 9005 - Governance Standards)

Statement of Qualifications

In order to help defray the costs of campaigning for the Board, the district shall pay the cost of printing, handling, translating, and mailing candidate statements filed pursuant to Elections Code 13307.

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

(cf. 9223 - Filling Vacancies)

Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

Tie Votes in Board Member Elections

Before each election, the Board shall establish whether a potential tie is to be resolved by lot or with a runoff election. (Education Code 5016)

After an election for which the Board has decided to resolve a tie by lot, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

After an election for which the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

Legal Reference:

EDUCATION CODE

1000 Composition, and trustee area, county board of education

1006 Qualifications for holding office, county board of education

5000-5033 Elections

5220-5231 Elections

5300-5304 General provisions (conduct of elections)

5320-5329 Order and call of elections

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5420-5426 Cost of elections
5440-5442 Miscellaneous provisions
7054 Use of district property
35107 Eligibility; school district employees
35177 Campaign expenditures or contributions
35239 Compensation of governing board member of districts with less than 70 ADA
20 Public office eligibility
1302 Local elections, school district election
2201 Grounds for cancellation
4000-4004 Elections conducted wholly by mail
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1097 Illegal participation in public contract
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PENAL CODE

68 Bribes

74 Acceptance of gratuity

424 Embezzlement and falsification of accounts by public officers

661 Removal for neglect or violation of official duty

CALIFORNIA CONSTITUTION

Article 2, Section 2 Voters, qualifications

Article 7, Section 7 Conflicting offices

Article 7, Section 8 Disqualification from office

UNITED STATES CODE, TITLE 42

1973-1973aa-6 Voting Rights Act

COURT DECISIONS

Rey v. Madera Unified School District, (2012) 138 Cal. Rptr. 3d 192

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Management Resources:

WEB SITES

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

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Fair Political Practices Commission: <http://www.fppc.ca.gov>

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Bylaw ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: August 25, 2009 Alameda, California

revised: August 27, 2013

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.70 Regarding Breaking of Tie Vote in Governing School Board Member Elections

Item Type: Consent

Background: This Resolution informs the County Office of Education of the Board of Education's process regarding Statement of Qualifications, as noted in Board Bylaw 9220.

AUSD LCAP Goals:

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.

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

ATTACHMENTS:

Description	Upload Date	Type
<input type="checkbox"/> Tie Breaking Resolution	5/22/2024	Resolution Letter
<input type="checkbox"/> Board Bylaw 9220 Governing Board Elections	6/8/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 28, 2024

Resolution No. 2023-2024.70

**Resolution Regarding Breaking of Tie Vote in
Governing School Board Member Elections**

WHEREAS, Education Code Section 5016 provides that, prior to conducting any School Board election on and after March 1, 1977, the Governing Board of each school district shall establish whether a tie vote of two or more candidates for a term of office of a Governing Board member shall be determined by lot or by calling a run-off election; and

NOW, BE IT RESOLVED, that notice is given that this Governing Board does hereby determine the following, as noted in Board Bylaw 9220:

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot.

The Registrar of Voters is directed to give a copy of these regulations to each candidate or their representative at the time he/she picks up his/her nomination papers.

PASSED AND ADOPTED this 28th day of May, 2024.

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
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Alameda Unified School District
Alameda County, State of California

Alameda City USD | 9000 | BB 9220 Board Bylaws

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Bylaw ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: August 25, 2009 Alameda, California

revised: August 27, 2013

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Fulbright Teachers for Global Classrooms Program: A Teacher's Story (10 Mins/Information)

Item Type: Information

Background: Ms. Erin Cogan will share her experience as a participant of the Fulbright Teachers for Global Classrooms Program, which included a two-week field experience in Morocco. She will discuss ways she has incorporated her learning into her own classroom, as well as how she is sharing these practices with colleagues at Otis. Erin hopes to continue to connect and collaborate with other teachers and community members across AUSD.

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.| #4 - Parental involvement and community engagement are integral to student success.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Tanya Harris, Director of Elementary Education and Brian Dodson, Principal, Otis Elementary

ATTACHMENTS:

	Description	Upload Date	Type
▣	Presentation: Fulbright Teachers for Global Classrooms_Erin Cogan_5.28.24	5/22/2024	Presentation

Fulbright Teachers for Global Classrooms Program *A Teacher's Story*

Erin Cogan
Teacher, Otis Elementary
May 28, 2024

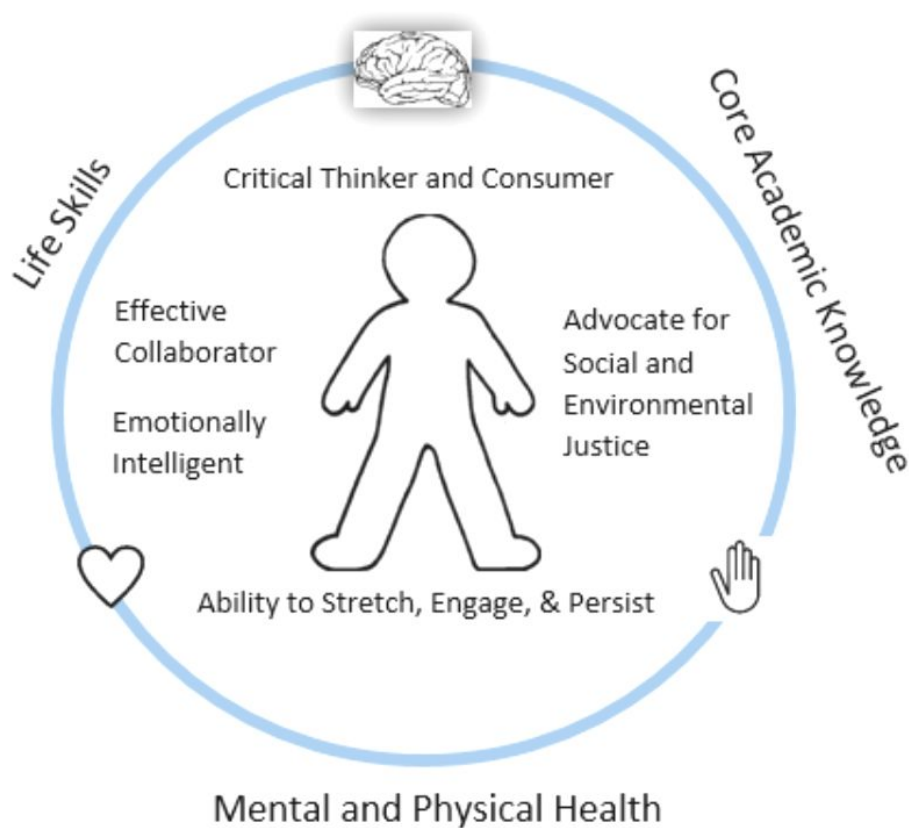


Overview of Fulbright TGC Program

- Year-long fellowship
- 10-week graduate course on Global Competencies
- Symposium in Washington, DC
- 2 weeks field experience in Morocco
- Capstone Project
 - [Global Education Guide](#)



AUSD Graduate Profile & Global Competence



Adapted from original graphic created by Asia Society (2005)

Aligned to SPSA Goals

- Otis SPSA Goal focused on **student discourse**
 - Introduced The 3 Whys protocol to staff
 - Supported and planned lessons during PLCs



InquirED and Global Competencies

- New Elementary History/Social Studies curriculum aligns with global competencies
- Every unit culminates with ***Taking Action!***

Biblioburro and The Three Whys Thinking Routine

Erin Cogan, California
Elementary, Second Grade

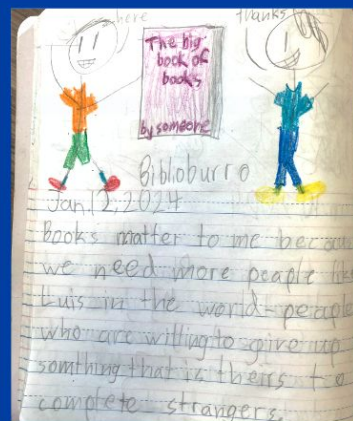


Summary

The book, *Biblioburro*, is a true story about a man who brings books to rural communities in Colombia on a donkey. After reading the book, we used The Three Why's thinking routine from Project Zero to discuss how this connected to our social studies inquiry question, *How can we help our community meet needs and wants?*

Learning Goals & Hypothesis

Student will be able to make connections to themselves, their community, and the world about why books matter. Using The 3 Whys thinking routine, as well as the supporting sentence frame on the visual representation, students will be able to deepen their discussion and engage in "glocal" connections.



Results & Remaining Questions

Students were able to have an in-depth discussion about the need for books in all communities around the world. It was very powerful to see them transfer the discussion into written responses to the book. Students were also able to apply the economic topics of needs, wants, and scarcity that we have been studying into their discussion about Luis and the biblioburro.

I am interested to see how the students will begin to internalize these three questions as we continue to use this thinking routine.



Cultural Experiences



Classroom Experiences



Opportunities for Global Connections

What questions would you like to ask students in Morocco?

12 Responses



Utilizing digital platforms to connect and collaborate



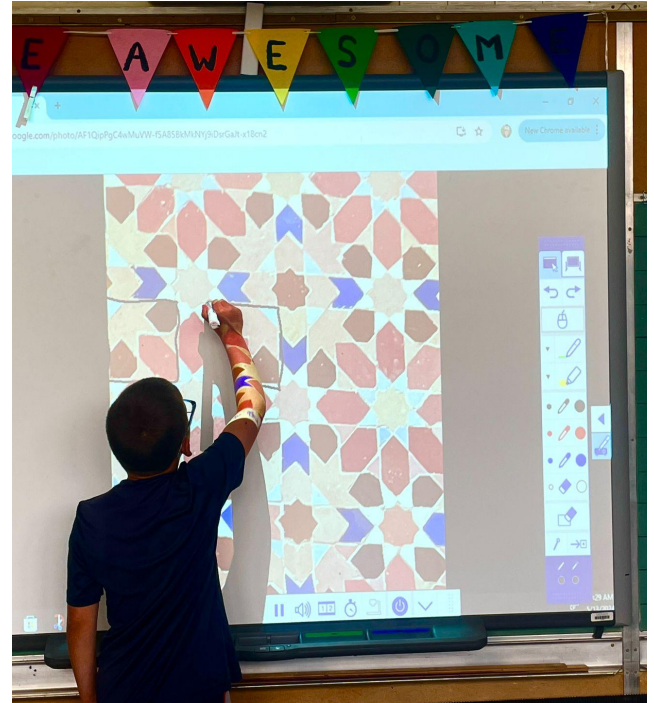
Replies from Moroccan Students

11 Responses



Next Steps

- Support Elementary History/ Social Studies implementation
- Collaborate with colleagues
- Start an Otis Global Scholar Club
- Share resources on [Global Educational Guide](#)



Thank you!



“Erin”-written by a Moroccan Calligrapher in Arabic

Fulbright TGC Program: A Teacher's Story

Questions?

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Year-End Review: Celebrating Progress and Sustaining Focus on Challenges (20 Mins/Information)

Item Type: Information

Background: This evening the Superintendent will share an update on the progress made on priority projects during the 2023-2024 school year.

There are reasons to celebrate and articulate areas of progress, but there are also challenges ahead. We need to be persistent so that we can replicate positive outcomes, while being mindful of fiscal realities.

AUSD LCAP Goals:

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. | #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. | #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Pasquale Scuderi, Superintendent

ATTACHMENTS:

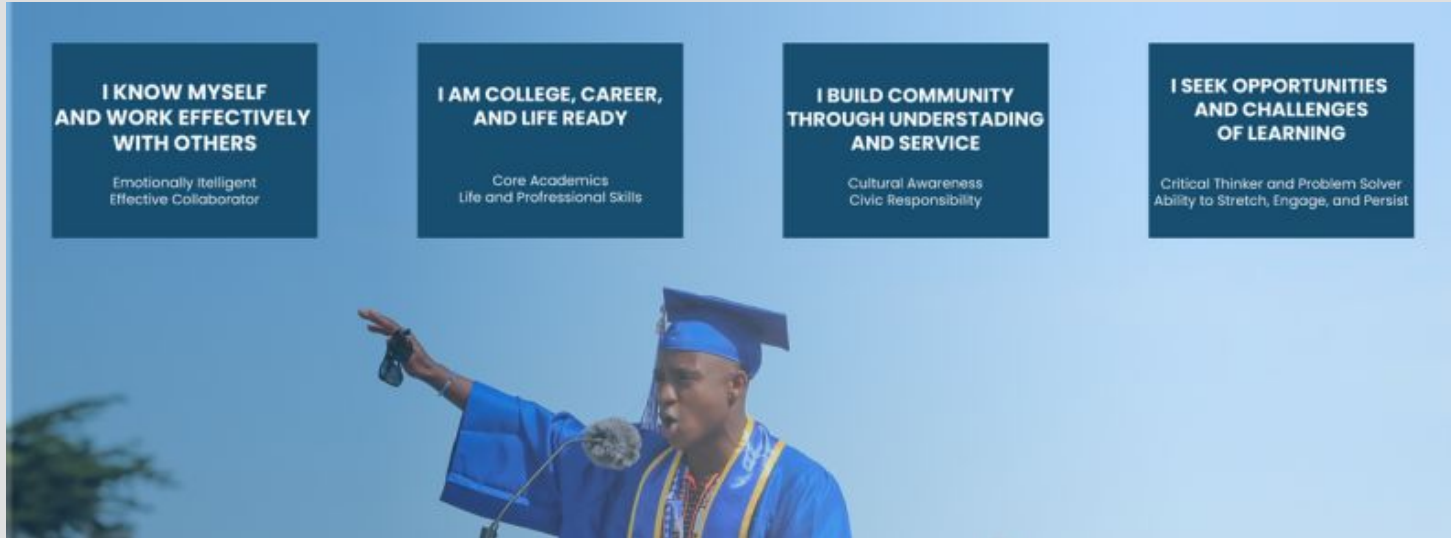
Description	Upload Date	Type
☐ Year end review - revised	5/28/2024	Cover Memo

AUSD Strategic Plan Year End Review: Celebrating Progress and Sustaining Focus on Challenges



Pasquale Scuderi
Superintendent
Alameda Unified School District

AUSD Graduate Profile



A high-level outline of the characteristics, skills, and qualities we want AUSD students to acquire by the time they finish grade 12.

AUSD Strategic Plan

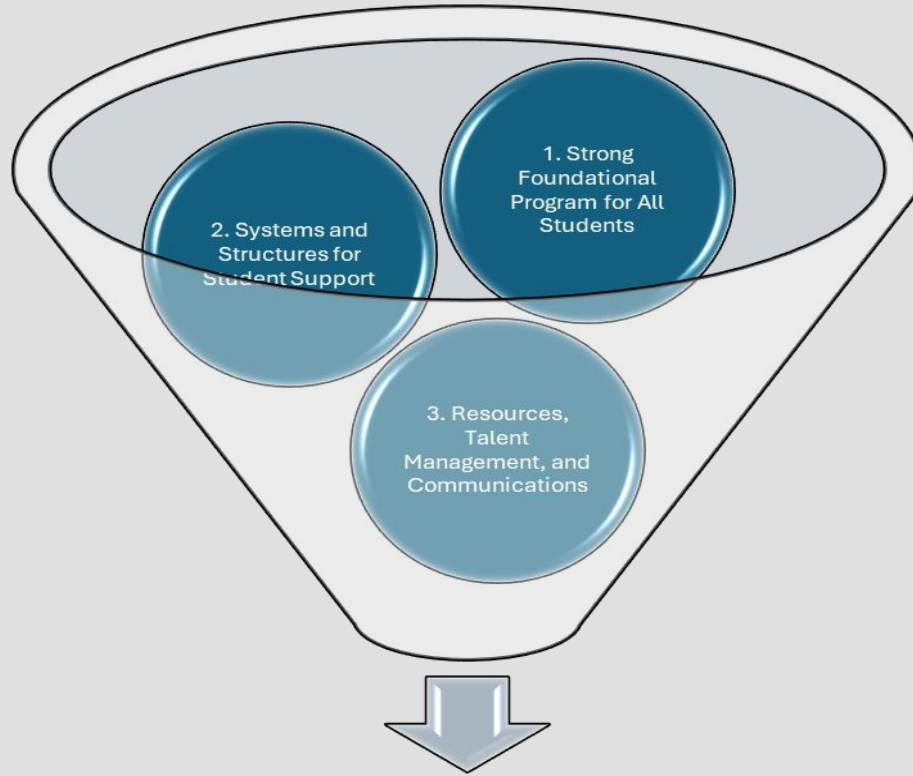


Provides a comprehensive roadmap for our school district to follow, ensuring that all efforts are aligned towards achieving the shared vision and improving the overall educational experience for our students and families.

Organization of AUSD Strategic Plan



Strategic Plan: Focus Areas



Strategic Goals and Actions

Collective Efficacy = the shared belief among members of a school community that they can work together to positively affect student learning and achievement.

Research base suggests this is more than “rah rah or growth mindset,” but a characteristic that can be more impactful than most interventions and strategies, and its positive effects more than outweigh the negative effects of low socioeconomic status.

Hattie (2016)

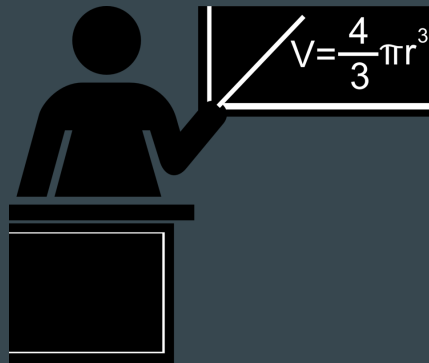
Eels (2011)

Bandura (1997)

Challenges

Issues and ideas we will continue to work on and solve for over the next 2-3 school years.

For every carefully considered strategic plan there must be a resource or a capital strategy to support those goals.



As a public school district, our needs and wants often exceed the state and federal revenue we receive, and even the generous contributions we receive from Alameda taxpayers.



Scarcity

[sker-sə-tē]

A basic economics problem—the gap between limited resources and theoretically limitless wants.

Low to Moderate Expectations for New Revenue

Even if current 3-Year Cost of Living Adjustment (COLA) projections hold true, those increases in state revenue would be low to moderate.

24-25	25-26	26-27
1.07%	2.93%	3.08%

Additionally, there are no current indications of significant new one-time dollars (block grants or restricted dollars) coming the in the near future.

** COLA also generally covers the annual “step and column” increases embedded in our negotiated salary schedules.*

Any new money over the next 2-3 years will likely not meet all our wants and needs.

So how to we budget and plan in a priority-based manner?



Absorbing costs of recent salary and benefits increases into ongoing budget

Continuing current positions and or programs whose funding is set to expire
(approximately 850k by next June)

Adding new or expanding existing programs and positions

Always as potential for emerging, unexpected, or emergency resource needs

Possible FUTURE increases to salary and healthcare contributions for all employees

Positions and Programming Currently Funded with One-Time Dollars

Position	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Mental Health Contract		300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	
Teacher @ Maya Lin				0.73	0.73	0.73		
Special Ed. Support for Sites			2.00	1.00	1.00	1.00		
Additional Administrative Support @ Lincoln Middle				1.00	1.00	1.00		
Academic Counselors (Wood, Lincoln, Alameda High)	3.00	3.00	3.00	2.50	2.50	2.50		
Additional Campus Sup. at Encinal & Alameda High			1.75	1.75	1.75			
TSA - Beginning Teacher Program*		1.00	2.00	3.00	2.00			
LGBTQ Liaison**				0.70	0.50	0.20	0.20	0.20
TSA - Beginning Teacher Program SPED	2.00	1.60	1.00	0.60				
Program Manager				0.50				
Digital Communication Specialist	1.00	1.00	1.00	1.00				
Wellness Resource Liaison			1.00	1.00				
Counselor			1.00	1.00				
TSA to Implement Universal TK			1.00	1.00				
Teacher on Special Assignment - Special Ed.				1.00				
Wood Middle School Campus Supervisor			0.88					
Teacher on Special Assignment - Learning Loss	1.00	1.00	1.00					
Program Manager - Assessment	1.00	1.00	1.00					
Education Equity/Family Engagement Coordinator	1.00	1.00						
Psychologist	1.00							
Program Manager - Mental Health	1.00							
Paraprofessionals	10.00							

\$850,000
**Needed to continue
 services ending at the
 end of 2024-25**

*TSA-Beginning Teacher Program will revert to Unrestricted General Fund starting 2026-27
 **LGBTQ Liaison will be 00.2FTE, ongoing, starting 2025-26 (LCFF/S)
 ***Contracts in dollars, positions in FTE

!! Positions bracketed in RED on the left side of the chart above have no currently identified funding source beyond June of 2025. !!

Facilities Improvement Projects: Potential Challenges

School Bond Projects Measure B (June 2022) = \$298 million over 10-12 years

- General market conditions are high and driving up project costs to some degree already.
- New regulatory bodies and requirements also potentially increase previous cost estimates (Department of Conservation)
- While we have built in escalation contingencies in our Bond plans this is still something we want to watch closely and communicate regularly on with Board and community.

Maintaining Safe and Respectful School Cultures in a Context of Global Conflict, Racial Reckoning, and Political Polarization.

We will continue to insist that all of our kids means *all of our kids*.

So we will continue to strive for the safest and most supportive school culture for all students? And ask ourselves...

- How can we better address the unacceptable use of the “n” word, in all its forms, by *any* student, in our schools?
- How can we continue to work against Antisemitism and Islamophobia in our schools amidst heightened global and cultural conflict and our families’ deep concerns?
- How can we best support our LGBTQ+ students in systems and settings that have been historically indifferent to their treatment

People: The Lifeblood of What We Do

- Hiring people
- Retaining people
- Unifying people for “Collective Efficacy”

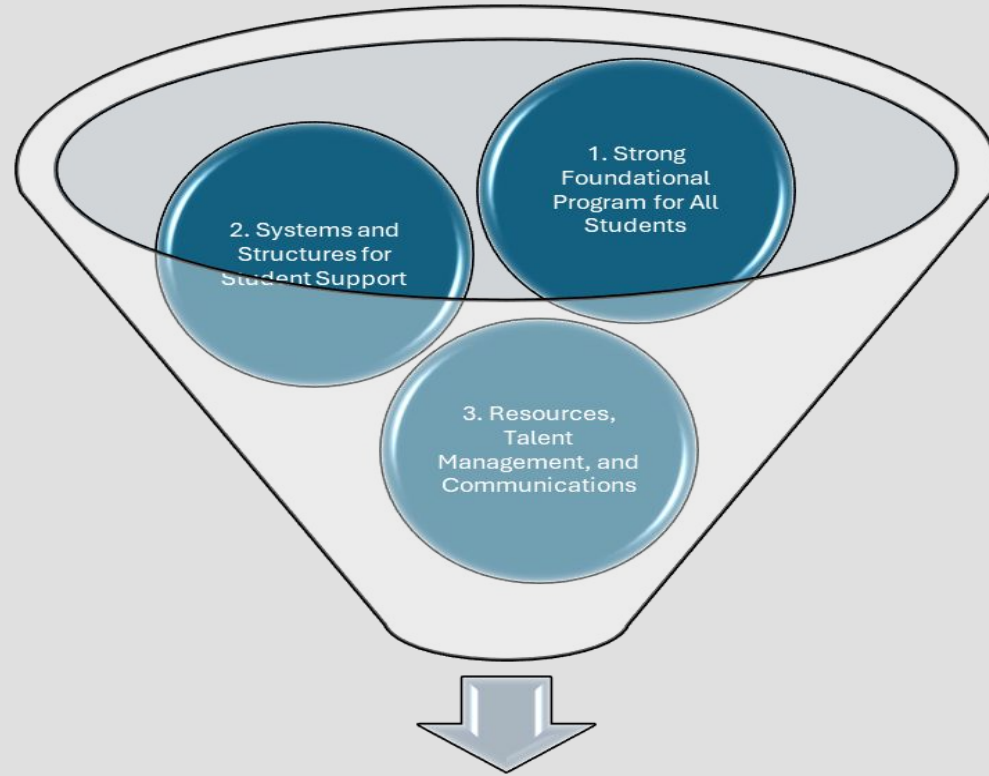
Collective Efficacy = the shared belief among members of a school community that they can work together to positively affect student learning and achievement.

Progress

“When you fundamentally believe you can make the difference, and then you feed it with the evidence you are — then that is dramatically powerful.”

— John Hattie, Education Researcher

Strategic Plan: Focus Areas



Strategic Goals and Actions

Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse.

1. Teacher collaboration now a weekly part of each school's instructional program
2. School teams from each school have included aspects of this goal into School Plans for Student Achievement (SPSA)
3. School administrators and team leaders report widespread increases in student talk time and engagement as measured through classroom observations and instructional rounds at:
 - a. ASTI, Encinal, LMS, Bay Farm, to name a few
 - b. At Lincoln Middle 78% (out of 674 students surveyed) reported using talk routines or structured discussion protocols in their classrooms
 - c. 71.9% (out of 32 LMS teachers) reported using structured talk routines in their classes

Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse.

- Paden: Continued focus on small group instruction versus small group intervention
- AHS: Focuses on supports for English Learners in English classes
- Maya Lin: Arts based instruction is coupled with increased ownership of academic outcomes and 76% percent of students met or are exceeding standard growth goals in reading

Goal 1.2: Student learning is driven by grade-level standards and clear policies. Our families, staff, and students are clear about what they are expected to learn and the policies that support learning.

- Adoption of new high school math sequence for 24-25
- Grading policy for secondary schools updated and revised and effective fall term 24-25
- New elementary social studies curriculum will be in effect 24-25
- Completing second year of upgraded elementary Math curriculum
- Adding AP African-American Studies at EHS and AHS

Goal 1.2: Student learning is driven by grade-level standards and clear policies. Our families, staff, and students are clear about what they are expected to learn and the policies that support learning.

Literacy framework in year 2 will focus on 5 particular areas:

- Elementary intervention functions through the SIPPS program (Systematic Instruction in Phonological Awareness, Phonics, and Site Words)
- Share and develop awareness around the district's use of a newer Early Reading Difficulties Screener -which includes characteristics of dyslexia
 - *7 out of 9 elementary schools participated in 23-24 pilot*
- Continue *teacher-led* conference-style professional learning related to early literacy
- Share current and evolving approaches to literacy through Family Literacy Nights throughout 24-25 (also connected to Goal 1.3)

Goal 1.3: Build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Chronic absenteeism down across district by nearly 3%:

- Otis: -3%
- Wood Middle: -4% overall; -11% for African-American students
- Ruby Bridges: -3.6%
- Franklin: -6.1%
- Edison: -4.6%
- AHS: -3%
- Maya Lin: -4.1%
- Paden: -4.4%

Goal 1.3: Build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

- Advisors and mentors in initial year of work at WMS, Encinal, Ruby Bridges, and Maya Lin
 - ◆ Increased connectivity with families and direct supports for cohorts of students
 - ◆ Preliminary outcomes for focal scholars are encouraging (additional data late June)



Goal 1.3: Build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

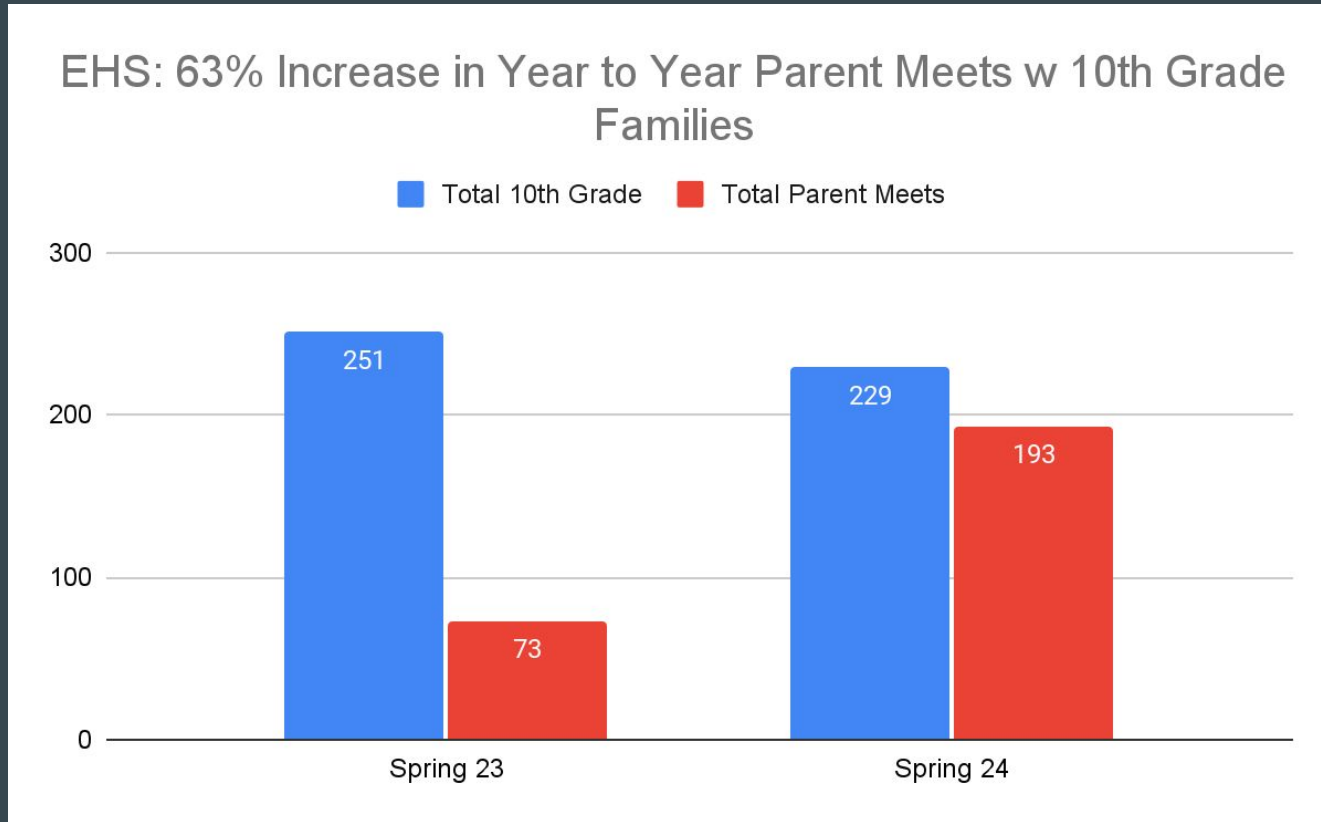
- Family literacy nights began this Spring
 - ◆ Language from the CCEIS Progress Report: "In partnership with Educational Services, representative or designee will provide professional development to families on effective ways to teach reading/literacy (phonics, vocab) and have it reinforced in the home."



Goal 1.3: Build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

- 19 out of 20 2nd to 5th grade African-American students at Earhart are meeting or exceeding AUSD STAR ELA and math benchmark standards.
- Recently initiated Meetings for Black and Mixed families have opened a dialogue on:
 - Curriculum
 - Bias and conversations about race
 - Reframing of Black History Month
- Staff will work with Dr. Sharroky Hollie's Culturally and Linguistically Responsive Pedagogy strategies this Fall (along with Ruby Bridges)

Goal 1.3: Build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning



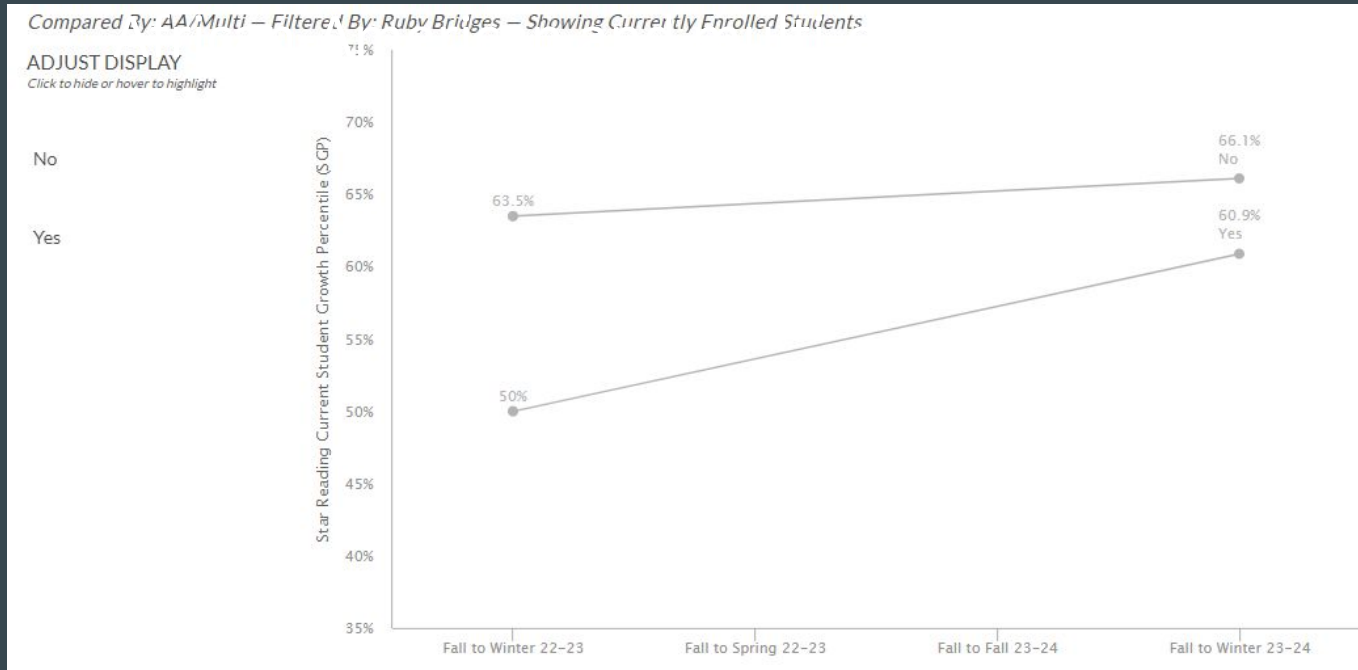
Goal 2.1: Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs.

Collective impact of collaboration and literacy focus providing some encouraging and emerging results in schools in terms of literacy:

- **Ruby Bridges:** 9% of students w/ typical or greater growth in early literacy year to year 22-23 to 23-24 (subset of 1st and 2nd graders)
 - 7 % increase of students w typical or greater growth in reading overall
 - Also seeing narrowing in growth gap for African-American and multi-ethnic students (See next slide)
- **Wood Middle School:** Black/African-American students: 17% improvement in number of students making typical or high reading growth from last year
- **Love Elementary:** Positive 5-year reading proficiency trendline for African-American and multi-ethnic students
 - Connects with 70% SBAC ELA Proficiency for same student group in prior year (see subsequent slide)

Goal 2.1: Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs.

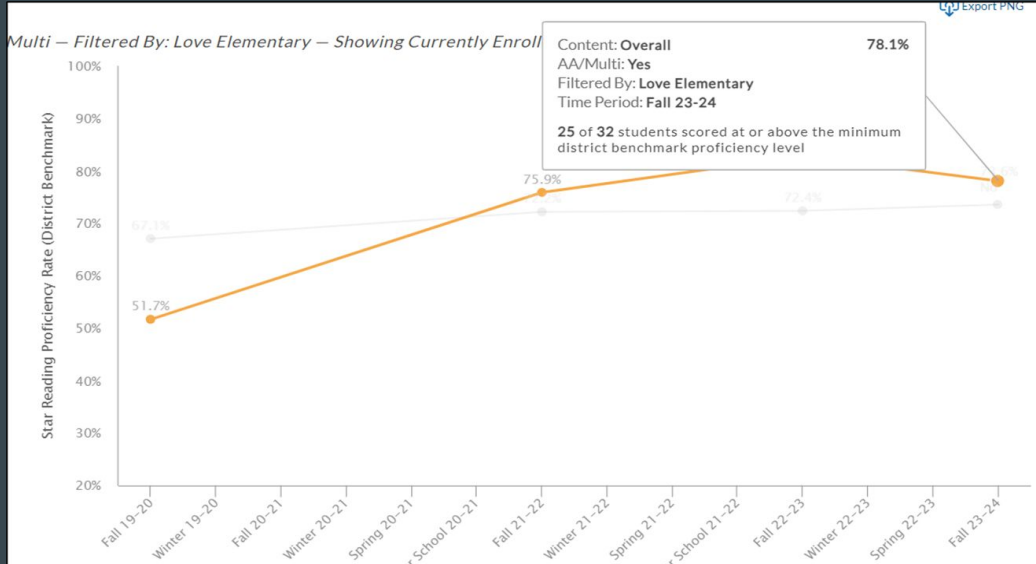
Ruby Bridges year to year increase in reading growth percentile for



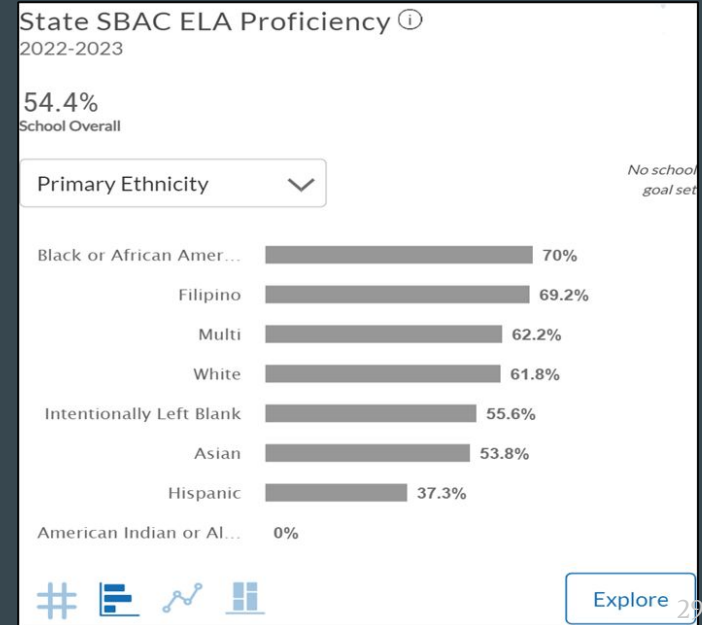
Goal 2.3: School teams consistently support outcomes for students.

Love Elementary: Positive trendline for African-American/
Multi-Ethnic Reading from 19-20 through Fall 23-24

STAR READING



SBAC



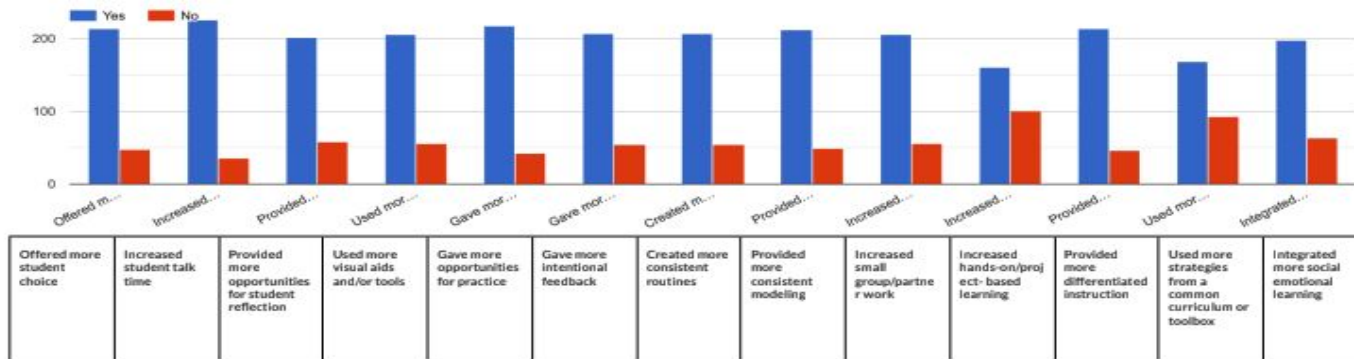
Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning.

First full year of universal teacher collaboration. 261 teachers surveyed in Spring.

SPRING 2024 ONLY *The following questions were not asked in Fall 2023.*

IMPACT ON MINDSET AND PRACTICE *The following questions ask you to reflect on the ways in which this year's PLC collaboration impacted your mindsets and practices.*

Based on what you've learned about your students this year, did you change your instruction in the following ways?



Much more data on teacher collaboration in tonight's third presentation from Educational Services

Goal 2.3: School teams consistently support outcomes for students.

Encinal: reduced D/F rates by 12% for quarter 3; an integral part of the overall goal of increasing A-G eligibility for all.

Franklin: earned the Platinum Award for PBIS and were featured in EdCal for one of our PBIS events.

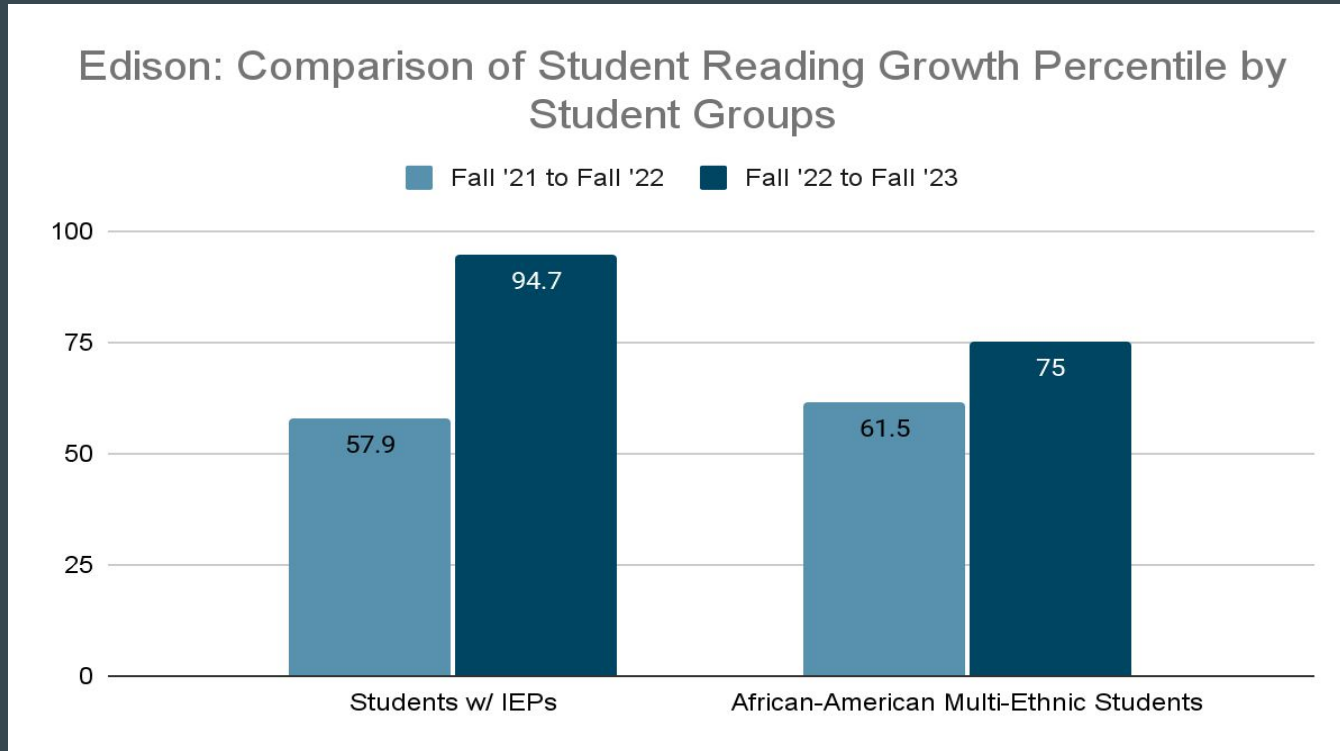
Principal will co-present at the ACSA Women in Leadership Conference with Lead by Learning.

Intervention Leads and Site COST Teams: Significant increase in progress monitoring of student interventions by our teams.

- ◆ 23% year over year increase in recorded interventions that have specific goals and progress monitoring attached to them
 - 57% in 22-23 vs. 80% of 24-25 with a few weeks of school left
- ◆ Evidenced by Aeries Intervention Dashboard and TFI**

*** TFI= Tiered Fidelity Inventory provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (PBIS).*

Goal 2.3: School teams consistently support outcomes for students.



Goal 2.3: School teams consistently support outcomes for students.

Secondary Level Wins in Special Education:

- Through the district partnerships with AFS and EBAC, and through collaboration with our ERMHS therapist and consultant, we have successfully served close to 100 students with varying levels of mental health needs.
- We are exiting students from CE at the middle school level (reducing the level of support to outpatient services)
- Brought back and served multiple students who were in residential treatment programs and additional students from NPS placements

Goal 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.

- All elementary schools now have Response to Intervention (RTI) blocks in place
 - ◆ A designated time for students to get targeted support or expand their learning that does not take them away from the tier I instruction
- Previously modified Kindergarten schedule moves to full day in fall 2024
- Wednesday schedules allow for consistent collaboration for school administrators and teachers

Snapshots of benefits associated with these changes:

- ◆ **Otis:** All classrooms providing Tier 2 instruction during RTI schedule for first time + 93% of Otis students said they feel comfortable sharing with classmates about their learning!
- ◆ **Bay Farm:** RTI and sustained reading blocks in early grades for 3+ years, and RTI in all grades for 2 years

Goal 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming.

- Consistently effective budget management and budget planning are evident in our budget certifications, audit findings, and annual bond oversight reports (all public and transparent reports).
- Passage of **Measure E** ensures stability of nearly \$24 million dollars annually thanks to our Board, campaign team and volunteers, our labor partners, and mostly the taxpayers of Alameda who said yes at the ballot box.
 - Record high approval of 76.15% also reflects the community's appreciation for the work of teachers, administrators, and classified staff throughout AUSD

Goal 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel.

- Attendance at multiple job fairs
- Hosting our own job fair
- Increasing use of Social Media for recruitment
- Hiring international candidates for teaching and para jobs

Goal 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel.

- Largest success in terms of staff support and long-range recruitment was an agreement to increase employee salaries by 7% and contribute a projected additional \$4.5 million dollars to employee health care costs annually.
 - ◆ Was accomplished with creative thinking around one-time dollars and we will need to dedicate notable revenue to sustaining the cost of this settlement in an ongoing way over time.

Goal 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

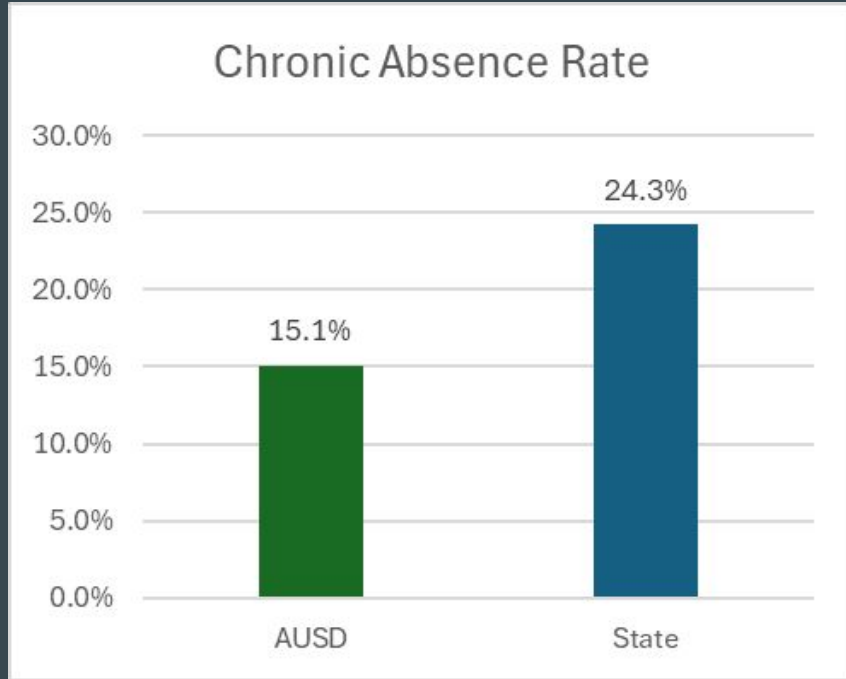
Initiated and implemented a year-long Communications Plan that focused on raising awareness of AUSD's Strategic Plan.

Communications Plan included:

1. Initiating a series of "Superintendent Interviews" with AUSD educators on key components of the plan
2. Writing articles and creating web pages about those Strategic Plan goals;
3. Incorporating more teacher and student voice in our regular communications;
4. Developing pre-campaign communications to help the community understand the need for renewing and extending our parcel taxes
5. Initiated and implemented a "Community Voices" series in which community members who belong to the group highlighted by various heritage and historical months wrote short essays on the importance of those celebrations
6. Continued to develop communications about AUSD's bond projects to keep community members up to date on how their tax dollars are being spent.

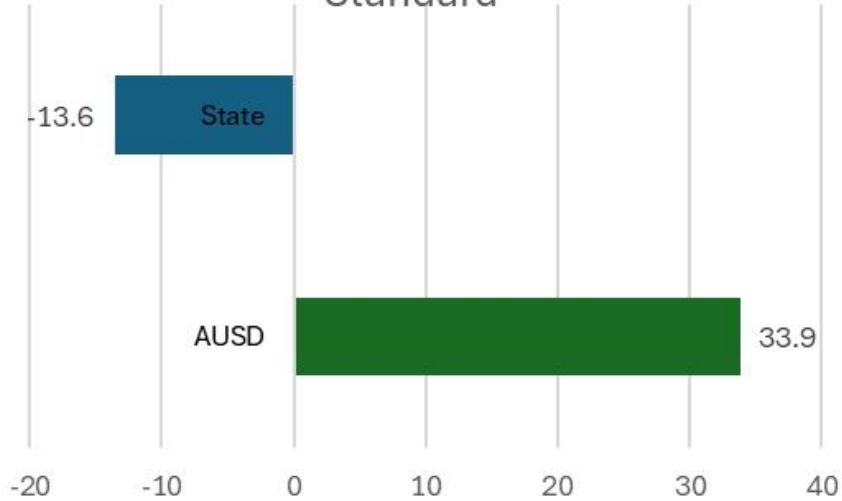
Some additional positives...

AUSD Above Average in Culture and Climate

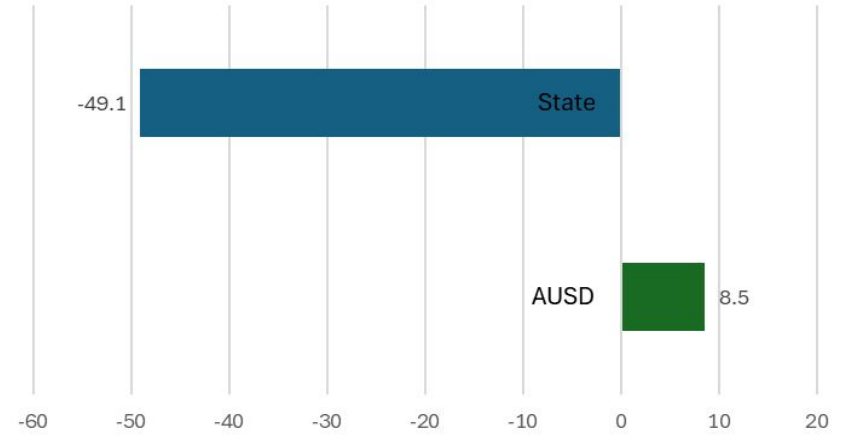


AUSD Above Average in Academic Performance

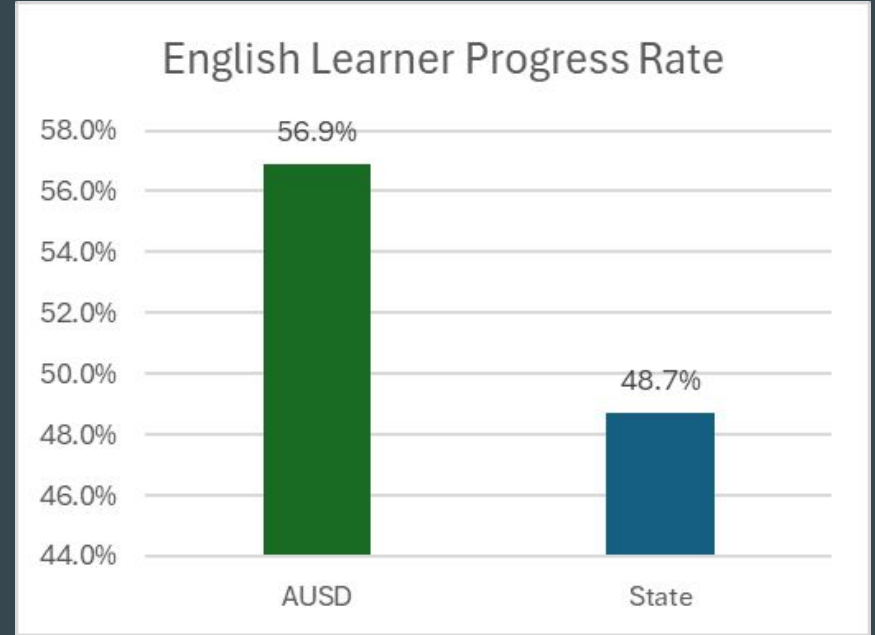
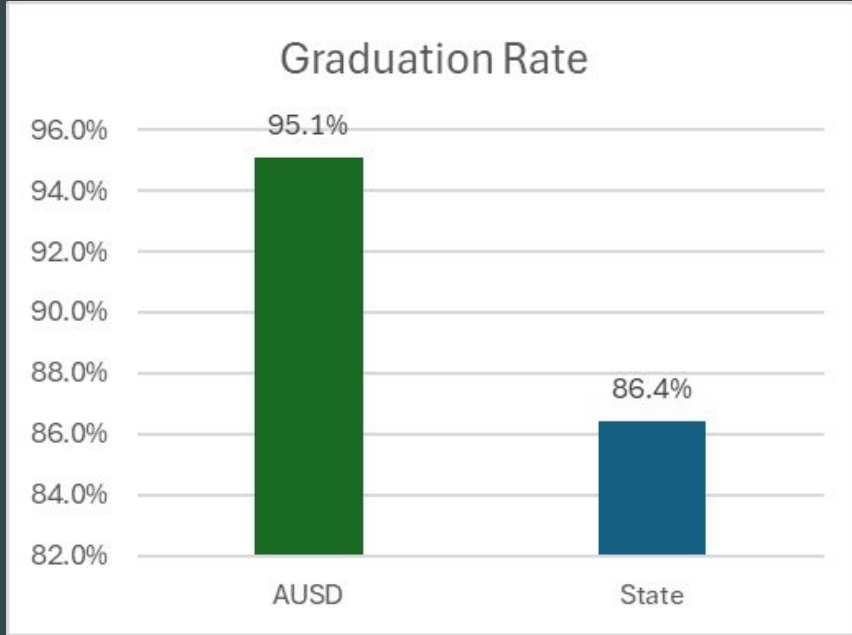
ELA Distance From Meeting Standard



Math Distance From Meeting Standard

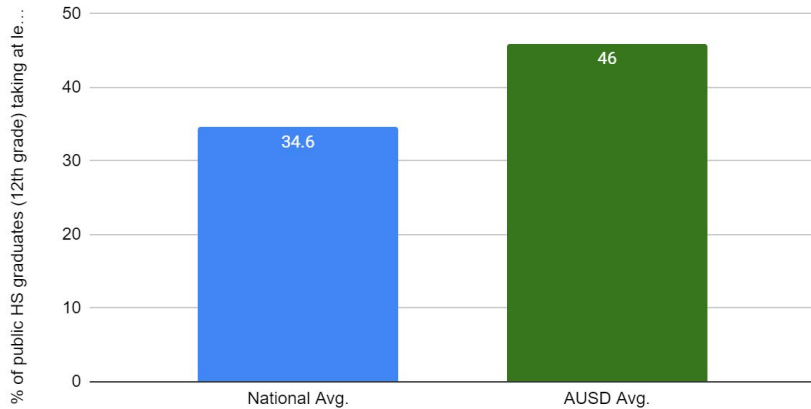


AUSD Above Average in Academic Engagement

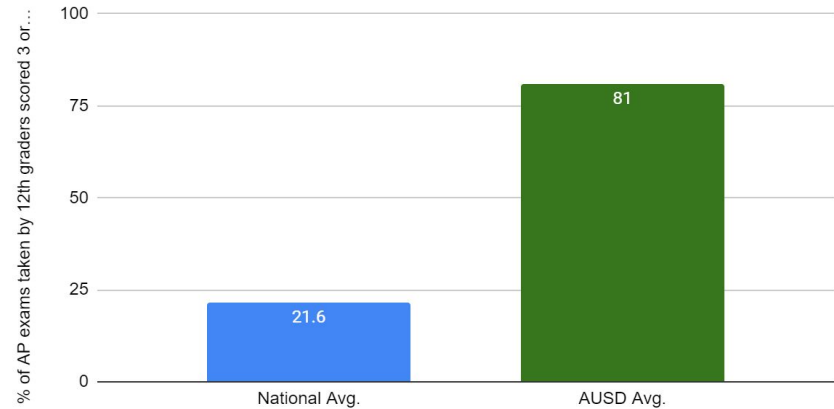


AUSD Students are Above Average in Both Accessing and Succeeding in Advanced Placement Coursework

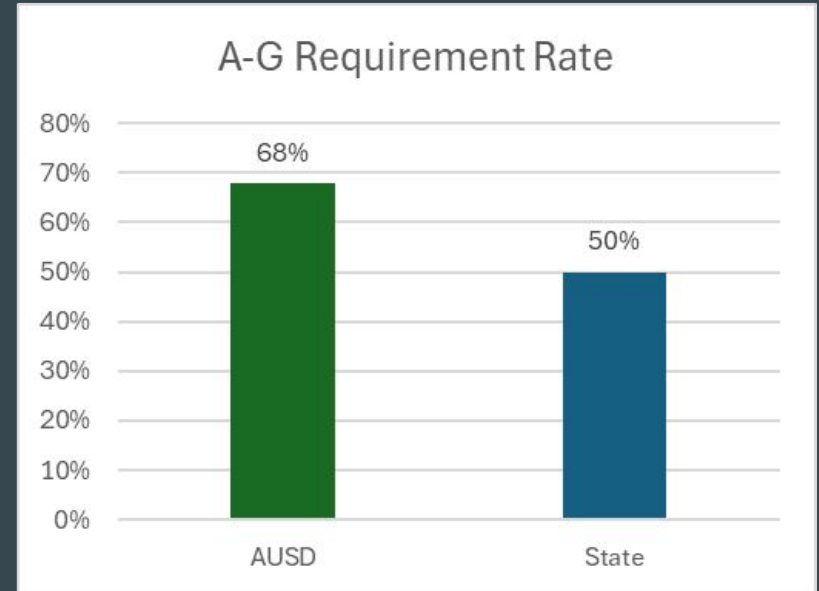
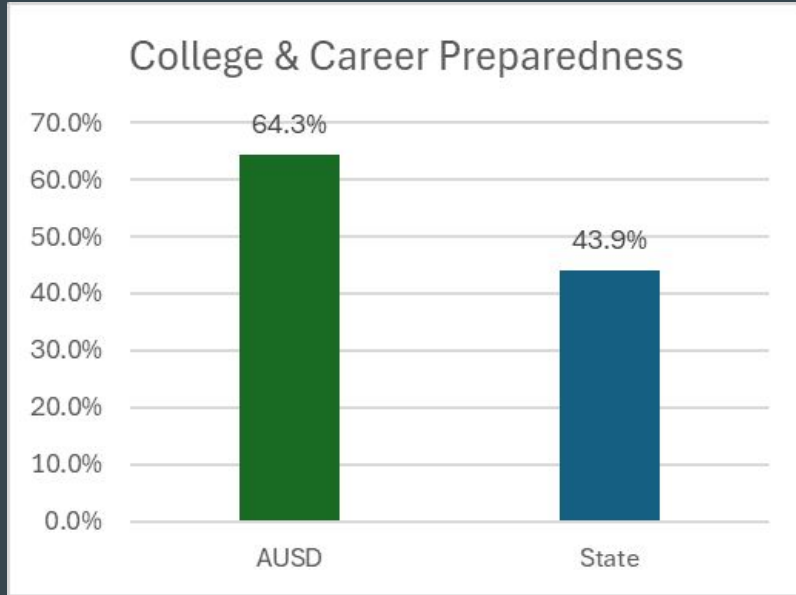
% of public HS graduates (12th grade) taking at least 1 AP exam 2023



% of AP exams taken by 12th graders that were scored 3 or above (2023)



AUSD Above Average in Post Graduation Preparedness



A Preliminary (and not Exhaustive) Set of Next Steps and Projects

- Continue on with Strategic Plan Projects already in motion
- Dedicate time, attention, and analysis to the future of continuation education and educational options in Alameda with Island High School staff
- Explore improvements of the preschool program at ACDC with new leadership and consider the possibility of that program providing quality and cost-effective child care alternatives for AUSD teachers and staff
- Explore a range of student-impact topics that include school culture, social media concerns, and the pros and cons of cellphones in the classroom

Board Questions and Comments

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: 2024-2025 Budget Adoption Process: Presentation on Governor's May Revise Report & Recommendations on Budgeting by Site, by Program and Parcel Tax Funds (20 Mins/Information)

Item Type: Information

Background: Governor Newsom released his 2024-2025 Budget revisions on Friday, May 10, 2024. Tonight, staff will provide details on these revisions and the impact of the State budget on the district.

Additionally, staff will present the proposed comprehensive budget for 2024-2025 broken down by school site, district department, and district program and includes certificated and classified salaries, benefits, supplies, and services. The following budget categories are covered:

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

This presentation is in preparation for adopting the 2024-2025 fiscal year budget. A public hearing on the budget will take place at the June 11, 2024, Board of Education meeting, and the final budget will be presented for adoption at the June 25, 2024, meeting.

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

ATTACHMENTS:

Description	Upload Date	Type
□ Presentation	5/24/2024	Presentation

2024-2025
Budget & LCAP Adoption
Process

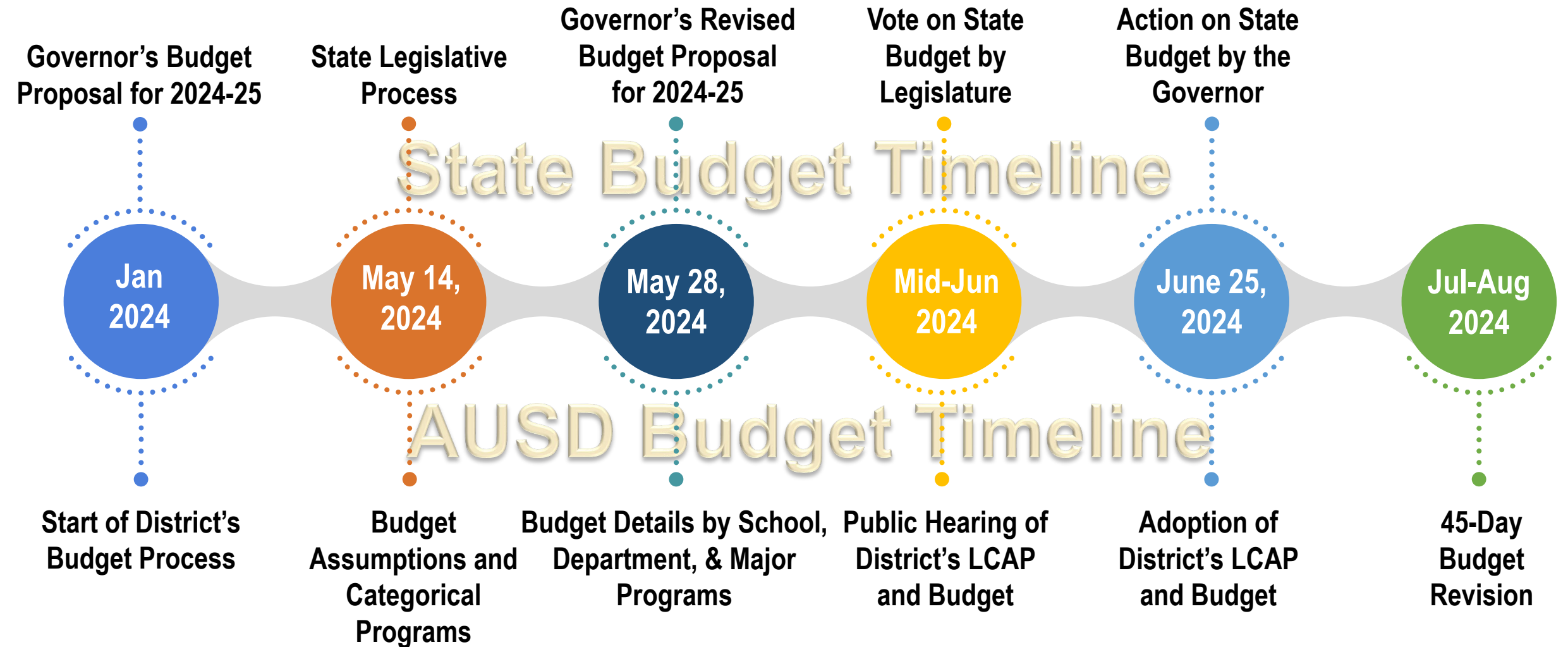
Governor's Revised Budget Proposal,
Budget - By Site & By Program

May 28, 2024

Agenda

- **Timeline**
- **Governor's May revised budget proposal and Fiscal and Operational Considerations**
- **Budget for each school and department with details of various programs**

Timeline



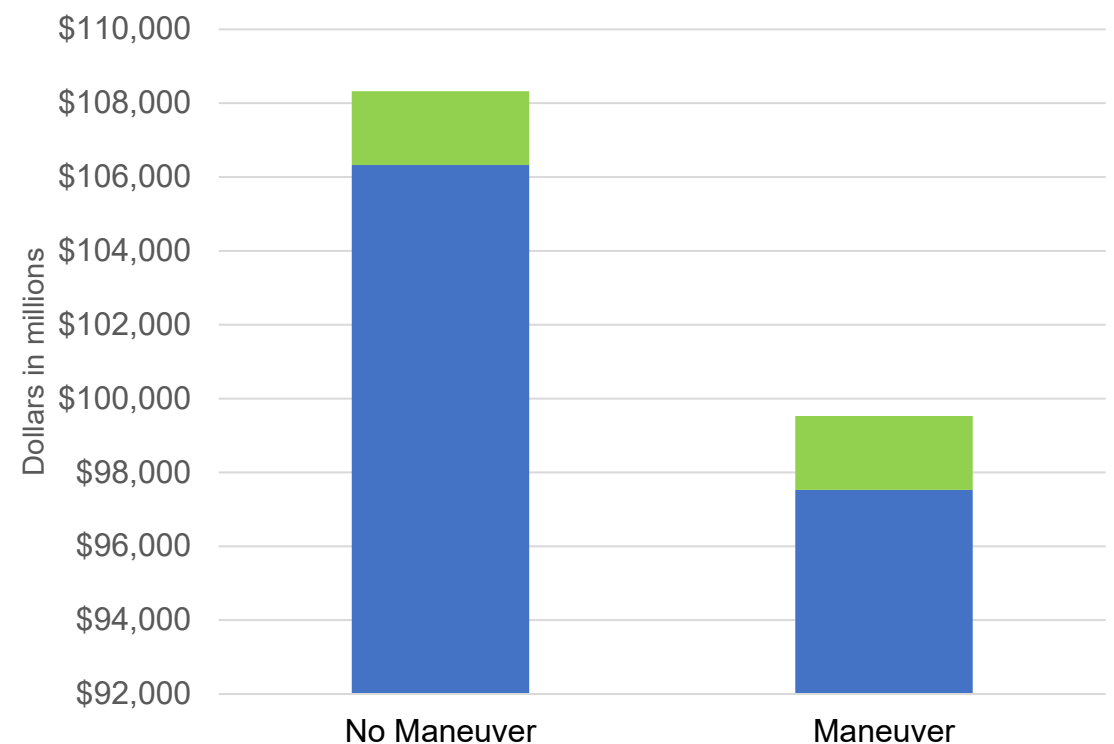
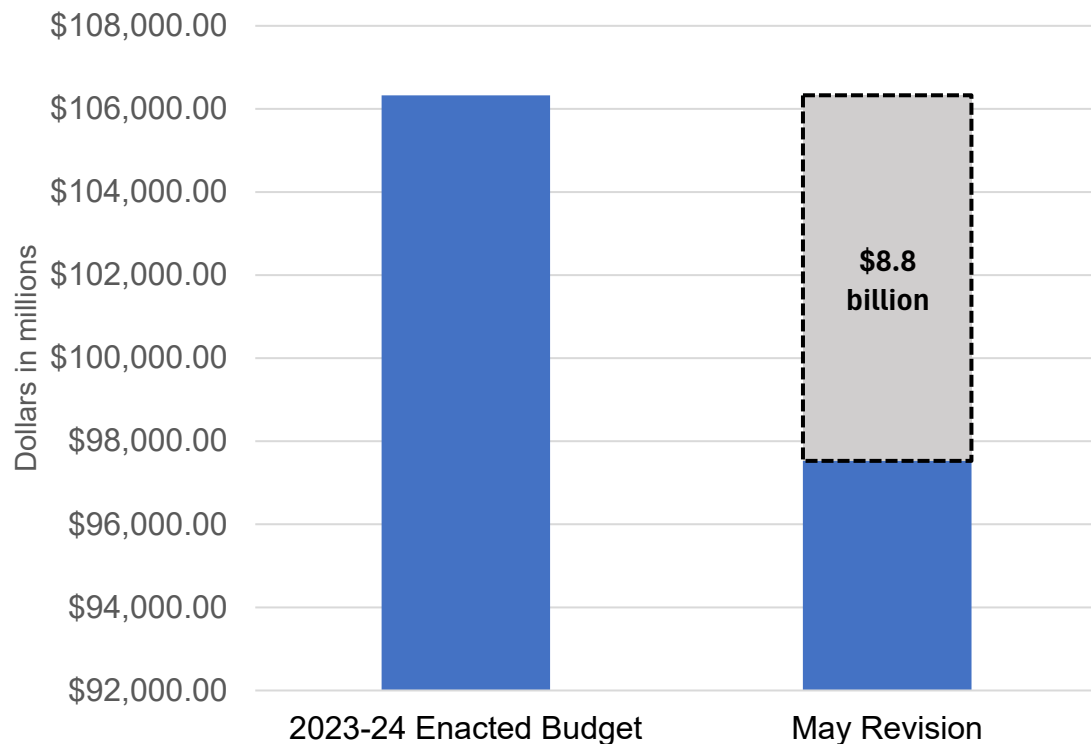
May Budget Proposal and Fiscal & Operational Considerations

May Revise

- **May Revision is Governor's revised proposed budget for 2024-25**
 - Legislative action by June 15, 2024
- **Last statutory step before the legislature adopts the state's budget**
- **No immediate reductions proposed to K14 education**
 - Fully depleting the Proposition 98 Rainy Day Fund
 - Significant spending cuts to non-K14 parts of the budget
- **"Funding Maneuver" or "Rebenching" is still part of the plan**

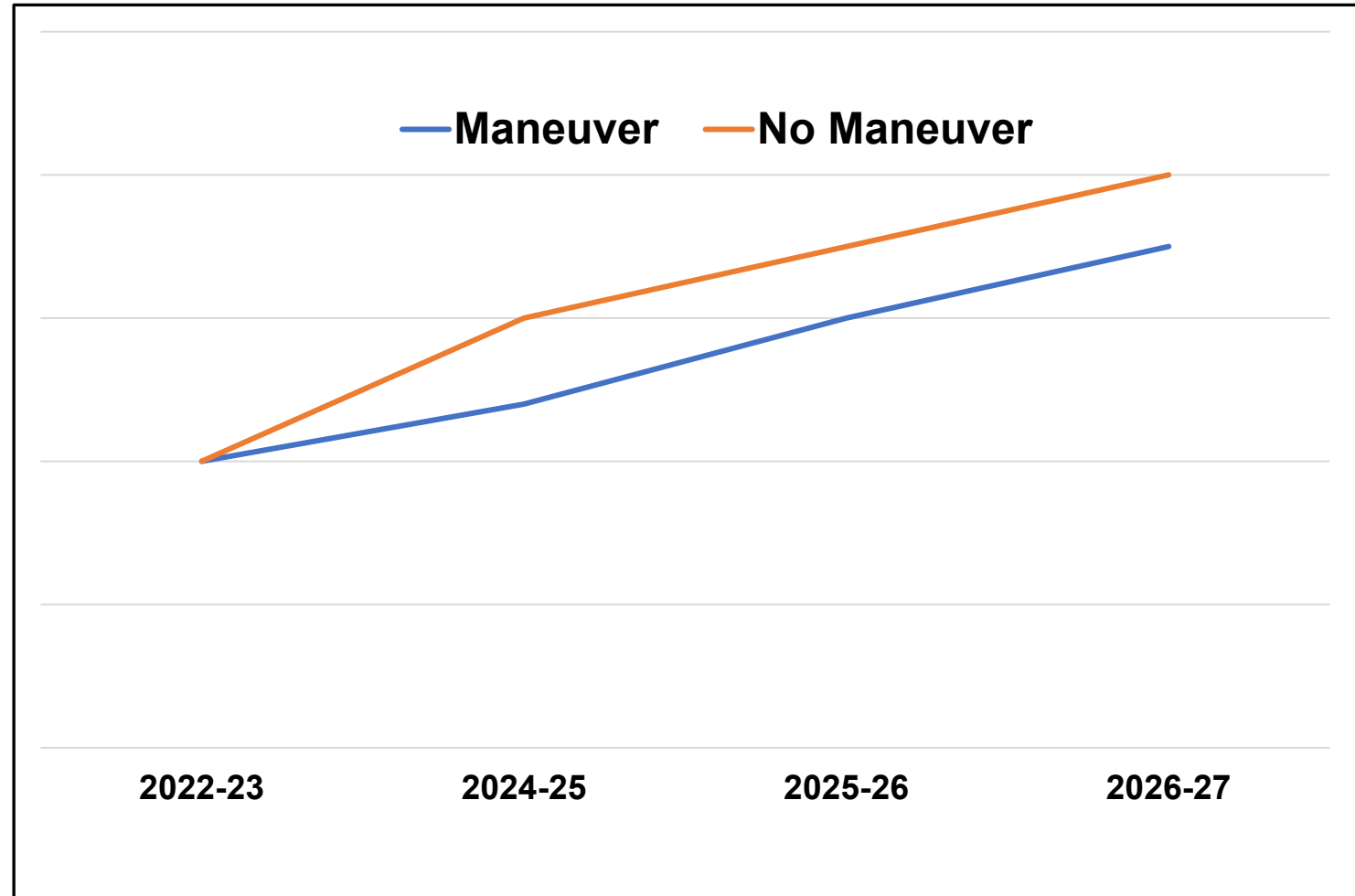
Funding Maneuver

- In 2023-24, LEAs were appropriated \$8.8 billion above the Prop 98 guarantee
- State is not asking for this overpayment to be returned
- Governor's approach is drawing criticism



Funding Maneuver – Multiyear Impact

- The estimated impact of excluding the \$8.8 billion in 2023-24 and 2024-25 is \$12 billion to \$14 billion
- Legal concerns over rebenching the base Prop 98 funding



Options – Other Than the Funding Maneuver



Proposition 98 Suspension

With a two-thirds vote of the legislature and approval by the Governor, the state can appropriate education funding below the minimum guarantee with the requirement to restore funding to the higher level



Deferrals

Issue budget deferrals beginning in 2022-23 to address budget impact of excess payments



Reductions and Sweeps

Reduce or reallocate education funding in certain programs to help address the Proposition 98 deficit

Key Employment Legislation (Pending)

Paid Disability and Parental Leave (AB2901)

- **Would provide paid leave to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions**
- **Leave is up to 14 weeks of full pay (no dock in pay and no deduction of accrued leave)**

Certificated Employees: Egregious Misconduct (AB2534)

- **Would require certificated applicants to disclose the complete list of public schools in which they have served**
- **Hiring LEA required to verify with each employer listed whether the applicant was the subject of credible complaint, substantiated investigation, or disciplined for egregious misconduct**

No proposed funding to cover implementation

Key Employment Legislation (New Laws)

Leave for Reproductive Loss (SB848)

- **Effective January 1, 2024, establishes up to five days of reproductive loss leave, a new leave entitlement for employees who experience a reproductive loss event**
- **Employees eligible after 30 days of employment—leave may be unpaid or paid and accrued leave can be applied**

Paid Sick Leave (SB616)

- **Effective January 1, 2024, modified AB 1522 which established paid sick leave for part-time and temporary staff (substitutes)**
- **Employers are required to provide 40 hours or 5 days of paid sick leave by the 200th calendar day of employment**

No proposed funding to cover implementation

Impact of Childhood Sexual Assault Laws

- **AB218 (2020)** – 3-year revival window, statute extended to age 40 (previously 22)
- **SB558 (2023)** – Expands definition to include childhood sexual assault material (CSAM) for an incident occurring *before* January 1, 2024
- **AB452 (2023)** – Eliminates statute entirely for incidents occurring *after* January 1, 2024



Using data from California's largest excess liability risk pool—Schools Excess Liability Fund (SELF)¹:

- Since January 1, 2020, districts have reported 374 claims, involving 564 alleged victims
- Approximately 35% of claims received are settled/closed and 65% are open

¹Since its inception in 1986, nearly every LEA, except Los Angeles Unified School District, is currently or has been a member of SELF

Impact of Childhood Sexual Assault Laws

- Estimates of financial risk for LEAs = \$2B
- Long-term impact (AB452)
- Near-term impact (AB218) – 40+ years of claim liabilities adjudicated in the next 3 to 4 years

On a per-ADA basis, premium increases and special assessments could consume a significant portion of the projected 2024-25 per-ADA COLA on the LCFF

1.07% statutory COLA for 2024-25 on LCFF base grant per ADA:

TK-3	\$106
4-6	\$108
7-8	\$111
9-12	\$129



Liability Insurance Cost Increase

Projected annual premium increases and special assessments on a per-ADA basis:

Premiums	\$12-\$20 ¹
Assessments	\$15-\$45

¹For one risk pool, the increase has been 537.6% over 10 years (\$4.27 to \$27.20 per ADA)

No proposed funding to cover implementation

What's Not Included in the May Revision

- **No student-teacher ratio relief for Transitional Kindergarten**
 - For AUSD, ratio drops from 24:2 in 2024-25 to 20:2 in 2025-26
 - AUSD will need three additional teachers and three additional paraprofessionals (assuming flat enrollment)
 - Approximate annual cost \$578K

Legislative Priorities for the State Budget and Proposition 98

- **During early budget action negotiations, the Assembly noted that if budget subcommittees are unable to agree to some of the Governor’s budget proposals, they will begin to identify “alternative cuts” to ongoing programs in order to balance the 2024-25 and future State Budgets**

To save for prospective rainy days, the Assembly intended to utilize a similar portion (about half) of the state’s reserves as proposed by Governor Newsom in January

This is no longer aligned with the Governor’s plan to use more reserves (including depleting the Proposition 98 reserve) at the May Revision

Some fissures have already emerged between the two houses regarding their willingness to accept the Proposition 98 funding maneuver as the least-bad option in a difficult year

If the Legislature does not agree to the Governor’s Proposition 98 funding maneuver, and/or does not want to utilize all Proposition 98 rainy day funds, other solutions must be found

Summary of Assumptions

Categories	Source	2023-24 Actual	2024-25 Projected MYP Year 1	2025-26 Projected MYP Year 2	2026-27 Projected MYP Year 3
District Enrollment	CALPADS/Projection	9,061	9,061	9,061	9,061
ADA - Actual/Projected		8,564	8,564	8,564	8,564
Actual ADA as a %age of Enrollment		94.5%	94.5%	94.5%	94.5%
Funded ADA-Actual/Projected		8,564	8,564	8,564	8,564
Funded ADA as a %age of Enrollment		94.5%	94.5%	94.5%	94.5%
Unduplicated EL/FRPM Count		3,537	3,537	3,537	3,537
Unduplicated EL/FRPM Percentage		39%	39%	39%	39%
Measure B1 Parcel Tax		\$12.5M	\$12.5M		
Measure A Parcel Tax		\$10.5M	\$10.5M		
Measure E Parcel Tax				\$23.0M	\$23.0M
COLA	ACOE	8.22%	1.07%	2.93%	3.08%
Increase in LCFF Base/Deficit Factor					
Increase in Consumer Price Index (CPI)		3.33%	3.10%	2.86%	2.87%
State Teacher's Retirement System	ACOE	19.1%	19.1%	19.1%	19.1%
Public Employee Retirement System	CalPERS	26.7%	27.1%	27.6%	28.0%
Deferred Maintenance Budget	AUSD	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
Set-Aside for Uninsured Liabilities			\$ 1,000,000	\$ 1,000,000	\$ 1,000,000

School Site & Departmental Budget

Funding Streams

- **LCFF Base Grant**

Paid per ADA by grade level range, increased annually by COLA

- **LCFF Supplemental Grant**

Provided to increase or improve services for students who qualify for free or reduced priced meal or are English learners

- **Federal, State, and Local Restricted Categorical Programs**

Grants, entitlements, donations, and other awards designed to fund specific activities

- **Local Parcel Taxes**

Special local taxes approved by a 2/3rd vote to augment State funding (Measure A and B1 in 24-25, switching to Measure E starting 2025-26)



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	20.1	\$ 2,202,347	1.0	\$ 96,404	0.8	\$ 91,698	0.4	\$ 32,598	22.3	\$ 2,423,047
Hrly, Sub & Stipend		\$ 24,826		\$ 1,878				\$ 4,383		\$ 31,087
Longevity Stipend		\$ 48,603		\$ 2,172		\$ 1,536		\$ 1,464		\$ 53,775
Classified										
FTE	4.8	\$ 273,571	0.2	\$ 6,598			0.3	\$ 18,247	5.2	\$ 298,416
Hrly, Sub & Stipend		\$ 8,811		\$ 1,061				\$ 18,570		\$ 28,442
Benefits		\$ 793,227		\$ 30,699		\$ 27,636				\$ 851,562
Supplies		\$ 6,500		\$ 150						\$ 6,650
Services		\$ 7,700								\$ 7,700
Total	24.8	\$ 3,365,585	1.2	\$ 138,962	0.8	\$ 120,870	0.7	\$ 75,262	27.5	\$ 3,700,679
Number of Students (CBEDS 2023-24)						465				
Number of Unduplicated Students (CBEDS 2023-24)						113		24%		
Budget per Student (Amount)						\$ 7,958				

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	23.6	\$ 2,453,651	1.0	\$ 106,841	0.9	\$ 94,195	0.7	\$ 45,903	26.2	\$ 2,700,590
Hrly, Sub & Stipend		\$ 32,132		\$ 9,000		\$ 1,914		\$ 2,463		\$ 45,509
Longevity Stipend		\$ 60,006				\$ 580		\$ 2,881		\$ 63,467
Classified										
FTE	7.4	\$ 409,088					0.8	\$ 35,642	8.2	\$ 444,730
Hrly, Sub & Stipend		\$ 16,101						\$ 2,091		\$ 18,192
Benefits		\$ 895,115		\$ 34,649		\$ 28,212		\$ 29,936		\$ 987,912
Supplies		\$ 26,000		\$ 150						\$ 26,150
Services		\$ 5,424								\$ 5,424
Total	31.0	\$ 3,897,517	1.0	\$ 150,640	0.9	\$ 124,901	1.5	\$ 118,916	34.4	\$ 4,291,974
Number of Students (CBEDS 2023-24)						573				
Number of Unduplicated Students (CBEDS 2023-24)						123		21%		
Budget per Student (Amount)						\$ 7,490				

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	13.2	\$ 1,492,002	0.5	\$ 61,472	0.5	\$ 59,146	0.3	\$ 23,226	14.5	\$ 1,635,846
Hrly, Sub & Stipend		\$ 11,333		\$ 5,254		\$ 1,877		\$ 1,532		\$ 19,996
Longevity Stipend		\$ 46,377		\$ 1,025		\$ 1,024		\$ 1,099		\$ 49,525
Classified										
FTE	4.1	\$ 235,982					0.3	\$ 18,247	4.4	\$ 254,229
Hrly, Sub & Stipend		\$ 11,952		\$ 900						\$ 12,852
Benefits		\$ 525,917		\$ 21,166		\$ 19,912		\$ 15,368		\$ 582,363
Supplies		\$ 8,776		\$ 1,748						\$ 10,524
Services		\$ 8,418								\$ 8,418
Total	17.3	\$ 2,340,757	0.5	\$ 91,565	0.5	\$ 81,959	0.6	\$ 59,472	18.9	\$ 2,573,753
Number of Students (CBEDS 2023-24)						290				
Number of Unduplicated Students (CBEDS 2023-24)						72 25%				
Budget per Student (Amount)						\$ 8,875				

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	21.7	\$ 2,290,044	2.8	\$ 298,780	1.0	\$ 116,893	1.2	\$ 135,734	26.7	\$ 2,841,451
Hrly, Sub & Stipend		\$ 37,531		\$ 2,253		\$ 2,252		\$ 37,253		\$ 79,289
Longevity Stipend		\$ 28,348		\$ 7,817		\$ 5,708		\$ 2,048		\$ 43,921
Classified										
FTE	6.3	\$ 332,310					2.0	\$ 83,408	8.3	\$ 415,718
Hrly, Sub & Stipend		\$ 15,346		\$ 227				\$ 14,602		\$ 30,175
Benefits		\$ 855,873		\$ 82,748		\$ 30,791		\$ 97,384		\$ 1,066,796
Supplies		\$ 9,076		\$ 21,919				\$ 12,215		\$ 43,210
Services		\$ 8,629		\$ 1,000						\$ 9,629
Total	28	\$ 3,577,157	2.8	\$ 414,744	1.0	\$ 155,644	3.2	\$ 382,644	35.0	\$ 4,530,189
Number of Students (CBEDS 2023-24)						469				
Number of Unduplicated Students (CBEDS 2023-24)						251		54%		
Budget per Student (Amount)						\$ 9,659				

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	20	\$ 1,962,377	3.0	\$ 329,212	0.8	\$ 67,842	1.8	\$ 198,760	25.5	\$ 2,558,191	
Hrly, Sub & Stipend		\$ 11,822		\$ 3,554		\$ 1,689		\$ 8,752		\$ 25,817	
Longevity Stipend		\$ 26,858		\$ 4,343		\$ 512		\$ 3,844		\$ 35,557	
Classified											
FTE	7.4	\$ 408,368	0.4	\$ 17,868			1.8	\$ 77,766	9.5	\$ 504,002	
Hrly, Sub & Stipend		\$ 14,380		\$ 2,027				\$ 2,721		\$ 19,128	
Benefits		\$ 761,623		\$ 103,598		\$ 17,438		\$ 92,668		\$ 975,327	
Supplies		\$ 20,926		\$ 150						\$ 21,076	
Services		\$ 8,569		\$ 13,300						\$ 21,869	
Total	27.3	\$ 3,214,923	3.4	\$ 474,052	0.8	\$ 87,481	3.6	\$ 384,511	35.0	\$ 4,160,967	
Number of Students (CBEDS 2023-24)											
Number of Unduplicated Students (CBEDS 2023-24)											
Budget per Student (Amount)											
						434					
						314	72%				
						\$ 9,587					

Bay Farm 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	24.2	\$ 2,629,727	1.0	\$ 98,037	0.7	\$ 81,999	0.5	\$ 34,452	26.4	\$ 2,844,215
Hrly, Sub & Stipend		\$ 41,972		\$ 13,054		\$ 2,136		\$ 3,142		\$ 60,304
Longevity Stipend		\$ 70,414		\$ 1,366		\$ 3,940				\$ 75,720
Classified										
FTE	6.9	\$ 384,849					0.8	\$ 36,082	7.7	\$ 420,931
Hrly, Sub & Stipend		\$ 12,965						\$ 2,092		\$ 15,057
Benefits		\$ 965,241		\$ 33,865		\$ 21,720		\$ 29,034		\$ 1,049,860
Supplies		\$ 7,464		\$ 150				\$ 12,415		\$ 20,029
Services		\$ 9,651								\$ 9,651
Total	31.1	\$ 4,122,283	1.0	\$ 146,472	0.7	\$ 109,795	1.3	\$ 117,217	34.1	\$ 4,495,767
Number of Students (CBEDS 2023-24)						567				
Number of Unduplicated Students (CBEDS 2023-24)						149 26%				
Budget per Student (Amount)						\$ 7,929				

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	20.1	\$ 2,280,558	3.0	\$ 318,078	0.8	\$ 86,797	1.0	\$ 112,746	24.9	\$ 2,798,179
Hrly, Sub & Stipend		\$ 26,022		\$ 1,127		\$ 1,802		\$ 12,254		\$ 41,205
Longevity Stipend		\$ 61,128		\$ 5,709		\$ 546		\$ 684		\$ 68,067
Classified										
FTE	4.5	\$ 261,333	0.3	\$ 12,333			0.3	\$ 18,247	5.1	\$ 291,913
Hrly, Sub & Stipend		\$ 7,320								\$ 7,320
Benefits		\$ 772,731		\$ 96,324		\$ 29,472		\$ 47,383		\$ 945,910
Supplies		\$ 10,000		\$ 150						\$ 10,150
Services		\$ 13,984								\$ 13,984
Total	24.6	\$ 3,433,076	3.3	\$ 433,721	0.8	\$ 118,617	1.3	\$ 191,314	30.0	\$ 4,176,728
Number of Students (CBEDS 2023-24)							477			
Number of Unduplicated Students (CBEDS 2023-24)							205 43%			
Budget per Student (Amount)						\$ 8,756				

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	23.9	\$ 2,360,629	1.0	\$ 98,753	1	\$ 122,874	0.6	\$ 45,849	26.5	\$ 2,628,105
Hrly, Sub & Stipend		\$ 28,770		\$ 12,154		\$ 2,252				\$ 43,176
Longevity Stipend		\$ 31,032		\$ 1,366		\$ 2,048				\$ 34,446
Classified										
FTE	7.1	\$ 400,363					0.5	\$ 16,334	7.6	\$ 416,697
Hrly, Sub & Stipend		\$ 17,549								\$ 17,549
Benefits		\$ 917,951		\$ 35,444		\$ 36,783		\$ 23,562		\$ 1,013,740
Supplies		\$ 18,438		\$ 150						\$ 18,588
Services		\$ 9,587								\$ 9,587
Total	31	\$ 3,784,319	1.0	\$ 147,867	1.0	\$ 163,957	1.1	\$ 85,745	34.1	\$ 4,181,888
Number of Students (CBEDS 2023-24)						524				
Number of Unduplicated Students (CBEDS 2023-24)						135		26%		
Budget per Student (Amount)						\$ 7,981				

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	17.6	\$ 1,852,010	0.8	\$ 76,822	0.5	\$ 53,115	1.3	\$ 93,159	20.2	\$ 2,075,106
Hrly, Sub & Stipend		\$ 30,114		\$ 676		\$ 1,126		\$ 1,684		\$ 33,600
Longevity Stipend		\$ 30,200		\$ 4,863		\$ 2,513				\$ 37,576
Classified										
FTE	4.5	\$ 239,770	0.8	\$ 26,870			1.9	\$ 84,869	7.2	\$ 351,509
Hrly, Sub & Stipend		\$ 10,693						\$ 4,277		\$ 14,970
Benefits		\$ 676,913		\$ 35,168		\$ 13,987		\$ 74,470		\$ 800,538
Supplies		\$ 6,011		\$ 150						\$ 6,161
Services		\$ 9,587								\$ 9,587
Total	22.1	\$ 2,855,298	1.6	\$ 144,549	0.5	\$ 70,741	3.2	\$ 258,459	27.3	\$ 3,329,047
Number of Students (CBEDS 2023-24)						377				
Number of Unduplicated Students (CBEDS 2023-24)						188 50%				
Budget per Student (Amount)						\$ 8,830				

Summary - Elementary Schools

Site	Amount	Staff (FTE)	No Of Students (CBEDS 23-24)	Average Amount Per Student	Student to Employee Ratio	Students on Free & Reduced Meal		English Learners		Unduplicated Students	
						Count	Percentage	Count	Percentage	Count	Percentage
Love	\$ 4,530,189	35.00	469	\$ 9,659	13.4	237	51%	98	21%	251	54%
Ruby Bridges	4,160,967	35.00	434	9,587	12.4	296	68%	81	19%	314	72%
Franklin	2,573,753	18.90	290	8,875	15.3	67	23%	27	9%	72	25%
Paden	3,329,047	27.30	377	8,830	13.8	177	47%	48	13%	188	50%
Maya Lin	4,176,728	30.00	477	8,756	15.9	197	41%	42	9%	205	43%
Otis	4,181,888	34.10	524	7,981	15.4	127	24%	25	5%	135	26%
Edison	3,700,679	27.50	465	7,958	16.9	108	23%	33	7%	113	24%
Bay Farm	4,495,767	34.10	567	7,929	16.6	136	24%	39	7%	149	26%
Earhart	4,291,974	34.40	573	7,490	16.7	94	16%	47	8%	123	21%
Total	\$ 35,440,992	276.30	4176	\$ 8,487	15.1	1439	34%	440	11%	1550	37%

Wood Middle

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	24.1	\$ 2,512,165	1.6	\$ 146,840	1.2	\$ 98,419	2.6	\$ 248,492	29.4	\$ 3,005,916
Hrly, Sub & Stipend		\$ 51,481		\$ 19,887		\$ 1,689		\$ 35,180		\$ 108,237
Longevity Stipend		\$ 42,517		\$ 2,927				\$ 7,172		\$ 52,616
Classified										
FTE	9.4	\$ 593,329	0.2	\$ 8,481			1.2	\$ 55,004	10.8	\$ 656,814
Hrly, Sub & Stipend		\$ 6,931		\$ 655				\$ 6,655		\$ 14,241
Benefits		\$ 1,013,305		\$ 51,291		\$ 31,582		\$ 99,907		\$ 1,196,085
Supplies		\$ 16,888		\$ 150				\$ 16,264		\$ 33,302
Services		\$ 28,092		\$ 13,300						\$ 41,392
Total	33.5	\$ 4,264,708	1.8	\$ 243,531	1.2	\$ 131,690	3.8	\$ 468,674	40.2	\$ 5,108,603
Number of Students (CBEDS 2023-24)						603				
Number of Unduplicated Students (CBEDS 2023-24)						359		60%		
Budget per Student (Amount)						\$ 8,472				

Lincoln Middle

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	35.9	\$ 3,725,600	2.4	\$ 250,161	1.4	\$ 125,379	2.1	\$ 249,915	41.8	\$ 4,351,055
Hrly, Sub & Stipend		\$ 73,151		\$ 15,654		\$ 2,778		\$ 3,232		\$ 94,815
Longevity Stipend		\$ 81,891		\$ 4,119		\$ 5,201		\$ 1,464		\$ 92,675
Classified										
FTE	9.3	\$ 562,119							9.3	\$ 562,119
Hrly, Sub & Stipend		\$ 28,991								\$ 28,991
Benefits		\$ 1,383,768		\$ 77,485		\$ 32,803		\$ 73,854		\$ 1,567,910
Supplies		\$ 15,000		\$ 150						\$ 15,150
Services		\$ 29,291		\$ 5,056				\$ 18,522		\$ 52,869
Total	45.2	\$ 5,899,811	2.4	\$ 352,625	1.4	\$ 166,161	2.1	\$ 346,987	51.1	\$ 6,765,584
Number of Students (CBEDS 2023-24)										
						922				
Number of Unduplicated Students (CBEDS 2023-24)						232		25%		
Budget per Student (Amount)						\$ 7,338				

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	\$ 723,748			2.0	\$ 169,035			8.4	\$ 892,783
Hrly, Sub & Stipend		\$ 23,608		\$ 2,913		\$ 2,252		\$ 13,500		\$ 42,273
Longevity Stipend		\$ 8,437								\$ 8,437
Classified										
FTE	1.6	\$ 100,916							1.6	\$ 100,916
Hrly, Sub & Stipend		\$ 6,395								\$ 6,395
Benefits		\$ 258,837		\$ 739		\$ 53,753		\$ 3,415		\$ 316,744
Supplies		\$ 20,114		\$ 150				\$ 4,042		\$ 24,306
Services		\$ 4,638		\$ 3,800						\$ 8,438
Total	8.0	\$ 1,146,693	0	\$ 7,602	2.0	\$ 225,040	0.0	\$ 20,957	10.0	\$ 1,400,292
Number of Students (CBEDS 2023-24)										
167										
Number of Unduplicated Students (CBEDS 2023-24)										
81 49%										
Budget per Student (Amount)										
\$ 8,385										

Alameda 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	66.9	\$ 7,046,174	3.4	\$ 364,395	3.6	\$ 398,958	2.2	\$ 203,297	76.0	\$ 8,012,824
Hrly, Sub & Stipend		\$ 252,905		\$ 7,671		\$ 223,158		\$ 14,968		\$ 498,702
Longevity Stipend		\$ 145,641		\$ 9,757		\$ 14,644		\$ 7,524		\$ 177,566
Classified										
FTE	23.4	\$ 1,448,090					1.8	\$ 71,564	25.2	\$ 1,519,654
Hrly, Sub & Stipend		\$ 46,653		\$ 46				\$ 8,955		\$ 55,654
Benefits		\$ 2,810,322		\$ 103,494		\$ 158,413		\$ 95,381		\$ 3,167,610
Supplies		\$ 171,020		\$ 400				\$ 45,823		\$ 217,243
Services		\$ 126,889		\$ 967				\$ 5,000		\$ 132,856
Total	90.3	\$ 12,047,694	3.4	\$ 486,730	3.6	\$ 795,173	4.0	\$ 452,512	101.2	\$ 13,782,109
Number of Students (CBEDS 2023-24)						1,864				
Number of Unduplicated Students (CBEDS 2023-24)						654		35%		
Budget per Student (Amount)						\$ 7,394				

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	51.7	\$ 5,257,610	4.0	\$ 437,233	3.9	\$ 402,952	1	\$ 102,999	60.6	\$ 6,200,794
Hrly, Sub & Stipend		\$ 143,088		\$ 27,193		\$ 200,568		\$ 29,200		\$ 400,049
Longevity Stipend		\$ 97,275		\$ 9,844		\$ 13,953		\$ 732		\$ 121,804
Classified										
FTE	18.4	\$ 1,105,975	1.0	\$ 42,502	0.4	\$ 28,764	0.9	\$ 34,749	20.7	\$ 1,211,990
Hrly, Sub & Stipend		\$ 36,340				\$ 3,399				\$ 39,739
Benefits		\$ 2,093,573		\$ 159,113		\$ 177,170		\$ 59,055		\$ 2,488,911
Supplies		\$ 139,832		\$ 3,554				\$ 35,340		\$ 178,726
Services		\$ 198,450		\$ 23,886				\$ 65,858		\$ 288,194
Total	70.1	\$ 9,072,143	5.0	\$ 703,325	4.3	\$ 826,806	1.9	\$ 327,933	81.3	\$ 10,930,207
Number of Students (CBEDS 2023-24)						1,218				
Number of Unduplicated Students (CBEDS 2023-24)						620 51%				
Budget per Student (Amount)						\$ 8,974				

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	4.2	\$ 481,153	1.0	\$ 96,861	2.0	\$ 222,436	0.2	\$ 19,855	7.4	\$ 820,305
Hrly, Sub & Stipend		\$ 7,006		\$ 4,000		\$ 2,252		\$ 7,420		\$ 20,678
Longevity Stipend		\$ 5,621		\$ 5,708		\$ 10,050				\$ 21,379
Classified										
FTE	3.4	\$ 229,228							3.4	\$ 229,228
Hrly, Sub & Stipend		\$ 5,752								\$ 5,752
Benefits		\$ 245,806		\$ 40,974		\$ 57,890		\$ 9,247		\$ 353,917
Supplies		\$ 3,871		\$ 1,302				\$ 6,003		\$ 11,176
Services		\$ 2,289								\$ 2,289
Total	7.6	\$ 980,726	1.0	\$ 148,845	2.0	\$ 292,628	0.2	\$ 42,525	10.8	\$ 1,464,724
Number of Students (CBEDS 2023-24)						85				
Number of Unduplicated Students (CBEDS 2023-24)						67 79%				
Budget per Student (Amount)						\$ 17,232				

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	\$ 350,781							3.0	\$ 350,781
Hrly, Sub & Stipend		\$ 2,254								\$ 2,254
Longevity Stipend		\$ 12,100								\$ 12,100
Classified										
FTE										
Hrly, Sub & Stipend										
Benefits		\$ 95,927								\$ 95,927
Supplies										\$ -
Services										\$ -
Total	3.0	\$ 461,062	0.0	\$ -	0.0	\$ -	0.0	\$ -	3.0	\$ 461,062
Number of Students (Projected 2024-25)						24				
Budget per Student (Amount)						\$ 19,211				

Summary - Secondary Schools

Site	Amount	Staff (FTE)	No Of Students (CBEDS 23-24)	Average Amount Per Student	Student to Employee Ratio	Students on Free & Reduced Meal		English Learners		Unduplicated Students	
						Count	Percentage	Count	Percentage	Count	Percentage
Wood Middle	\$ 5,108,603	40.4	603	\$ 8,472	14.9	349	58%	64	11%	359	60%
Lincoln Middle	6,765,584	51.1	922	7,338	18.0	224	24%	21	2%	232	25%
Total - Middle Schools	\$ 11,874,187	91.5	1,525	15,809.9	16.7	573	38%	85	6%	591	39%

ASTI	1,400,292	10.0	167	8,385	16.7	81	49%	4	2%	81	49%
Alameda High	13,782,109	101.2	1,864	7,394	18.4	636	34%	91	5%	654	35%
Encinal Jr/Sr	10,930,207	81.3	1,218	8,974	15.0	605	50%	77	6%	620	51%
Island High	1,464,724	10.8	85	17,232	7.9	66	78%	14	16%	67	79%
Total - High Schools	\$ 27,577,332	203.3	3,334	8,272	16.4	1,388	42%	186	6%	1,422	43%

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						\$ 39,367	6.2	\$ 482,583	6.2	\$ 521,950
Hrly, Sub & Stipend								\$ 139,161		\$ 139,161
Longevity Stipend								\$ 10,839		\$ 10,839
Classified										
FTE						\$ 34,675	3.9	\$ 185,880	3.9	\$ 220,555
Hrly, Sub & Stipend								\$ 11,346		\$ 11,346
Benefits						\$ 21,515		\$ 250,544		\$ 272,059
Supplies								\$ 7,805		\$ 7,805
Services								\$ 26,647		\$ 26,647
Other Outgo								\$ 42,720		\$ 42,720
Total	0.0	\$ -	0.0	\$ -	0.0	\$ 95,557	10.1	\$ 1,157,525	10.1	\$ 1,253,082

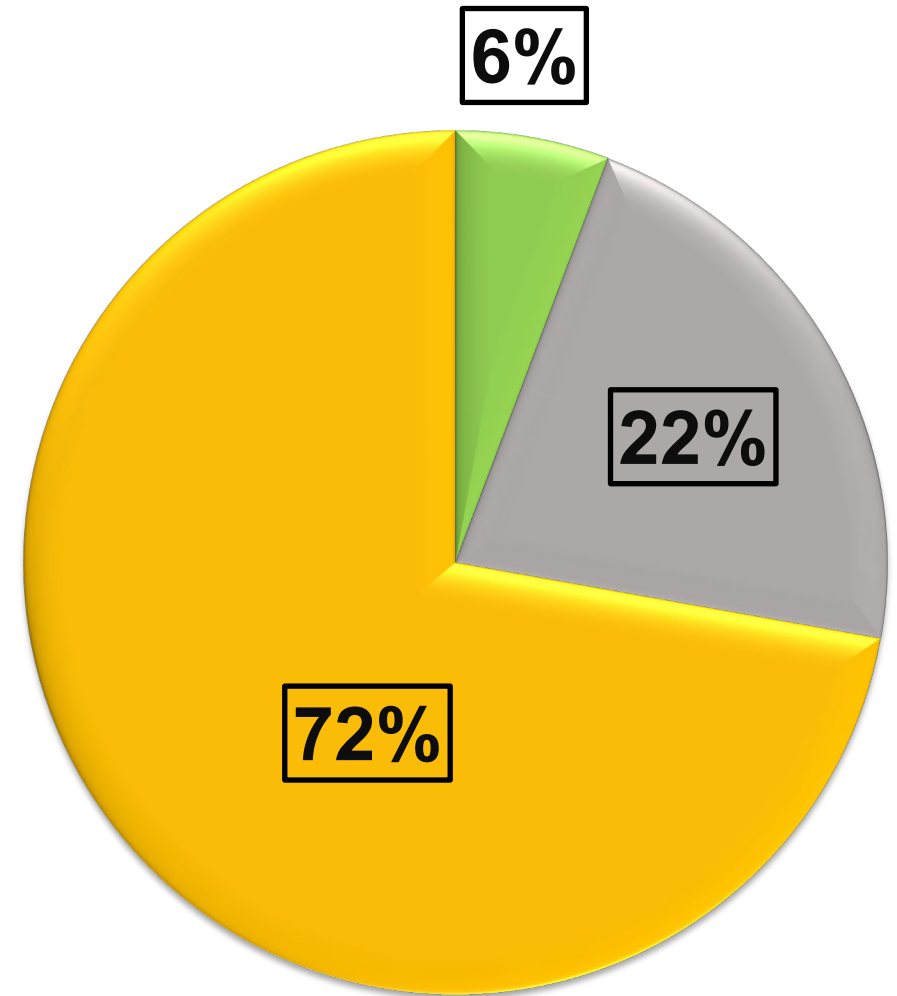
Alameda Child Development Center (Fund 12)*

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						\$ 44,073	10.0	\$ 834,057	10.0	\$ 878,130
Hrly, Sub & Stipend								\$ 233,177		\$ 233,177
Longevity Stipend								\$ 29,477		\$ 29,477
Classified										
FTE						\$ 58,962	14.6	\$ 708,369	14.6	\$ 767,331
Hrly, Sub & Stipend								\$ 232,725		\$ 232,725
Benefits						\$ 31,739		\$ 796,420		\$ 828,159
Supplies								\$ 325,190		\$ 325,190
Services								\$ 574,883		\$ 574,883
Other Outgo								\$ 297,085		\$ 297,085
Total	0.0	\$ -	0.00	\$ -	0.0	\$ 134,774	24.6	\$ 4,031,383	24.6	\$ 4,166,157

* Budgeted at maximum reimbursable amount. Actual earnings may change.

Special Education Funding Sources

Description	Amount
Federal Revenue	\$ 2,436,398
State Revenue	\$ 9,365,171
Unrestricted General Fund Contribution	\$ 30,631,035
Total	\$ 42,432,604



■ Federal Revenue ■ State Revenue ■ Unrestricted General Fund Contribution

Special Education Funding Sources

Description	CDE Res #	State/Federal Award	District Contribution	Total
Federal Funding				
Basic Local Assistance Entitlement	3310	\$ 2,475,851	\$ (340,153)	\$ 2,135,698
IDEA to Support Private Schools	3311	\$ 18,361		\$ 18,361
Preschool Grant (Ages 3-4-5)	3315	\$ 79,279	\$ (8,940)	\$ 70,339
Mental Health Services	3327	\$ 105,390		\$ 105,390
Early Intervention	3385	\$ 106,610		\$ 106,610
Fed. Dept. of Rehab	5810			\$ -
Federal Sub-Total		\$ 2,785,491	\$ (349,093)	\$ 2,436,398
State Funding				
Apportionment	6500	\$ 7,911,687	\$ 28,503,060	\$ 36,414,747
Early Education Program	6510	\$ 449,799		\$ 449,799
Workability	6520	\$ 76,920		\$ 76,920
Mental Health Services	6546	\$ 645,067	\$ 2,127,975	\$ 2,773,042
Early Intervention Grant	6547	\$ 281,698		\$ 281,698
Medi-Cal Billing	9640			\$ -
Other State Sub-Total		\$ 9,365,171	\$ 30,631,035	\$ 39,996,206
Total		\$ 12,150,662	\$ 30,281,942	\$ 42,432,604

Special Education Student Count*

- Students in grades TK-12 and Adult Transition are included in ADA calculation
- Infants & Preschool are funded through separate grants
- After a steady decline in previous years, slight increase in the Special Education program

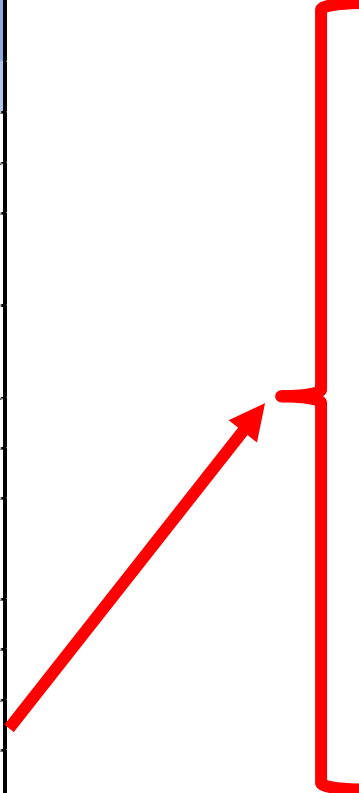
Programs	2019-20	2020-21	2021-22	2022-23	2023-24
Infants & Preschool	98	92	82	90	
Infants					4
Preschool					90
TK-12	1,069	1,028	1,010	1,050	1,064
Adult Transition	30	25	33	34	34
Total Students	1,197	1,145	1,125	1,174	1,192

* Source: AUSD CalPad submission as of October 4, 2023

Special Education Budget

Expenditure Category	Restricted General Fund 2024-25	
	FTE	Amount
Certificated		
FTE	118	\$ 12,517,378
Hrly, Sub & Stipend		\$ 661,178
Longevity Stipend		\$ 203,372
Classified		
FTE	132	\$ 6,771,953
Hrly, Sub & Stipend		\$ 596,701
Benefits		\$ 7,939,478
Supplies		\$ 340,970
Services		\$ 11,178,137
Other Outgo		\$ 2,512,994
Total	250	\$ 42,722,161

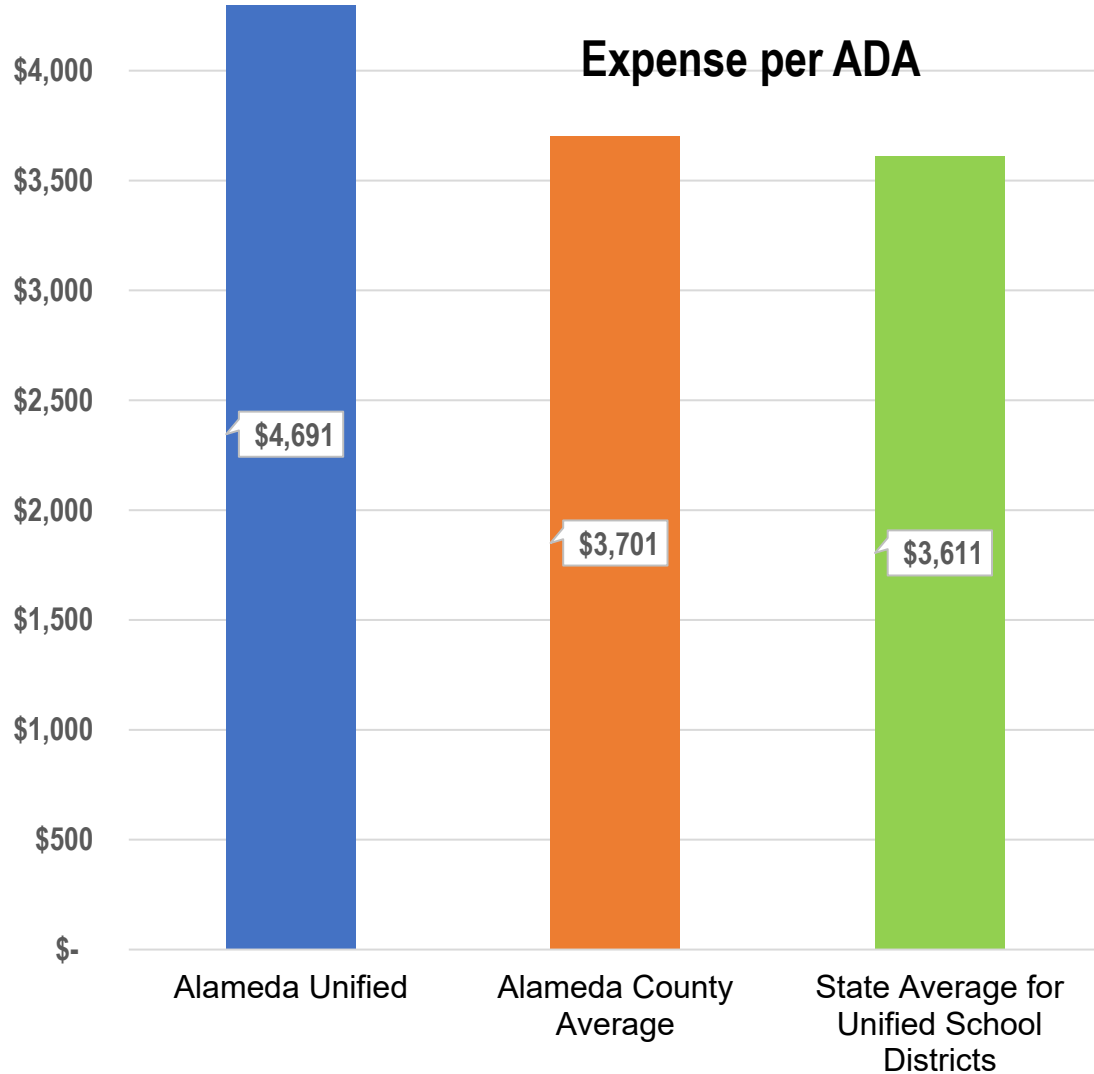
Contracted Services	
Program	Amount
Student Transportation	\$ 2,794,945
Non-Public Schools	\$ 4,032,435
Mental Health	\$ 2,002,025
Infant Education	\$ 445,789
Speech Services	\$ 627,294
Non-Public Agencies	\$ 270,000
Misc. Contracts	\$ 479,804
Student Assessments	\$ 100,000
Legal Expenses	\$ 350,000
Independent Education Evaluation	\$ 75,845
Total	\$ 11,178,137



Approximately \$35K, per student*, on an average, receiving Special Education Services
Approximately 4.7 students per employee

*Includes all services and all students served in non-public school settings

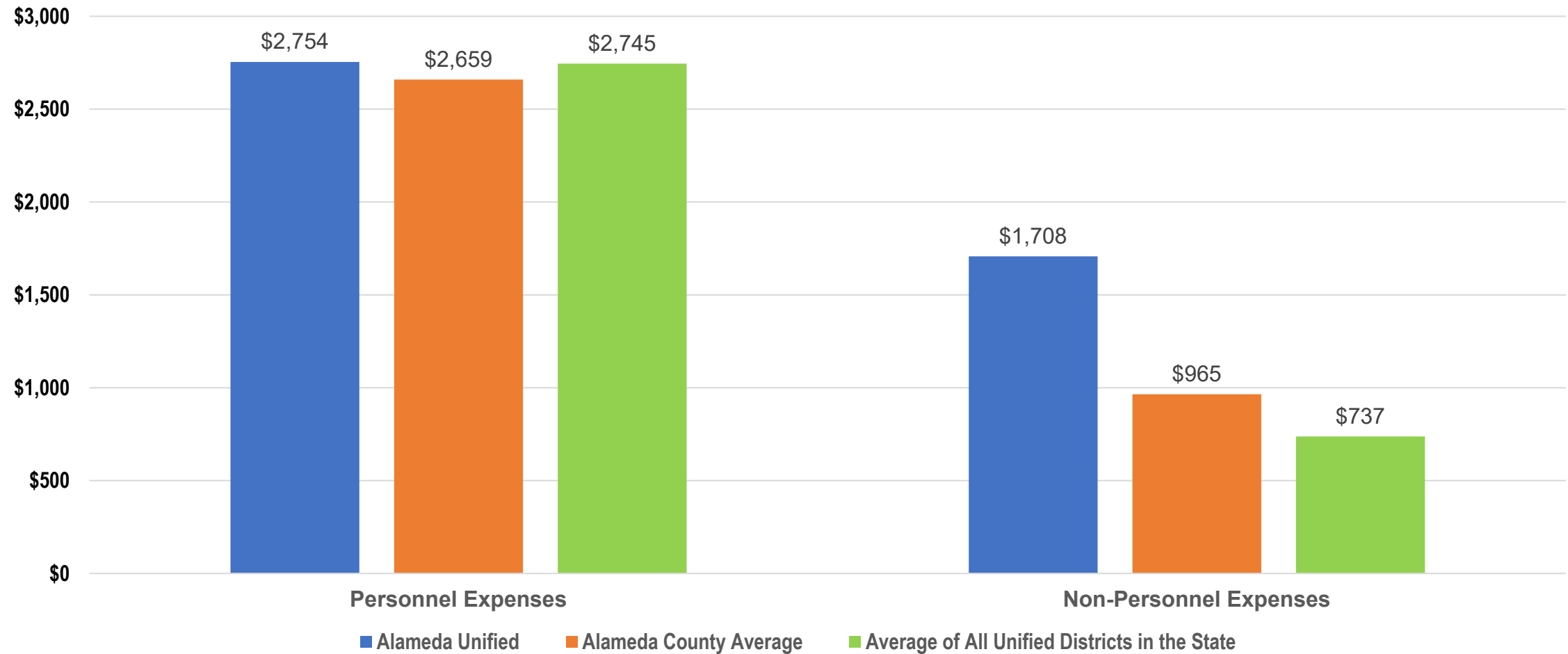
Special Ed. Program Expense Comparison



- On a per ADA basis, AUSD spent \$990 (\$4,691 - \$3,701) above the County average in 2022-23
 - In 2021-22, AUSD spent \$899/ADA above the County average
- The additional \$990/ADA translates into \$8.2 million of spending above the County average
 - ($\$990 \times 8,300 \text{ ADA} = \$8,217,000$)

Source: CADIE Report 2022-23

Special Ed. Program Expense Comparison on Per ADA Basis



Source: CADIE Report 2022-23

Educational 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	\$ 265,819							1.0	\$ 265,819
Hrly, Sub & Stipend										\$ -
Longevity Stipend										\$ -
Classified										
FTE									-	\$ -
Hrly, Sub & Stipend		\$ 500								\$ 500
Benefits		\$ 74,968								\$ 74,968
Supplies		\$ 1,500								\$ 1,500
Services		\$ 5,500								\$ 5,500
Other Outgo										\$ -
Total	1.0	\$ 348,287	0.0	\$ -	0.0	\$ -	-	\$ -	1.0	\$ 348,287

Notes:

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	2.6	\$ 470,830	3.0	\$ 392,958			1.8	\$ 221,502	7.4	\$ 1,085,290
Hrly, Sub & Stipend		\$ 61,311		\$ 6,757				\$ 466,900		\$ 534,968
Longevity Stipend				\$ 10,732				\$ 5,709		\$ 16,441
Classified										
FTE	3.0	\$ 270,885					1.3	\$ 206,451	4.3	\$ 477,336
Hrly, Sub & Stipend		\$ 13,728						\$ 17,944		\$ 31,672
Benefits		\$ 261,458		\$ 106,156				\$ 283,709		\$ 651,323
Supplies		\$ 559,574						\$ 556,269		\$ 1,115,843
Services		\$ 105,250						\$ 2,584,202		\$ 2,689,452
Other Outgo								\$ 129,460		\$ 129,460
Total	5.6	\$ 1,743,036	3.0	\$ 516,603	0.0	\$ -	3.1	\$ 4,472,146	11.7	\$ 6,731,785

Notes:

- Textbooks are included in supplies: Unrestricted - \$514K, Restricted - \$459K
- Restricted Services include \$2.3 million contract for ASES and ELOP After-school services

Student 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	4.3	\$ 428,675	1.1	\$ 133,073			2.4	\$ 283,505	7.7	\$ 845,253
Hrly, Sub & Stipend		\$ 62,783		\$ 29,474				\$ 5,295		\$ 97,552
Longevity Stipend		\$ 11,663		\$ 3,248				\$ 5,187		\$ 20,098
Classified										
FTE	10.8	\$ 725,910					1.0	\$ 56,790	11.8	\$ 782,700
Hrly, Sub & Stipend		\$ 44,160						\$ 3,660		\$ 47,820
Benefits		\$ 500,277		\$ 42,727				\$ 106,745		\$ 649,749
Supplies		\$ 37,000						\$ 6,000		\$ 43,000
Services		\$ 236,361		\$ 365,000				\$ 417,500		\$ 1,018,861
Total	15.1	\$ 2,046,829	1.1	\$ 573,522	0.0	\$ -	3.4	\$ 884,682	19.5	\$ 3,505,033

Notes:

- Unrestricted 10.8 FTE includes 7.3FTE Licensed Vocational Nurses (LVN)
- Supplies includes \$30K for medical supplies and \$6K for bus tickets under McKinney Vento program
- Services includes \$755K for contracts related to providing mental health services for students (LCFF/S, One-time, and County Grant)

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		\$ 28,000								\$ 28,000
Longevity Stipend										\$ -
Classified										
FTE	2.0	\$ 152,830	1.0	\$ 184,100					3.0	\$ 336,930
Hrly, Sub & Stipend		\$ 29,833		\$ 6,169						\$ 36,002
Benefits		\$ 71,340		\$ 70,433						\$ 141,773
Supplies		\$ 10,000								\$ 10,000
Services		\$ 117,400						\$ 165,000		\$ 282,400
Total	2.0	\$ 409,403	1.0	\$ 260,702	0.0	\$ -	0	\$ 165,000	3.0	\$ 835,105

Notes:

- \$282K in Services includes Star, SchoolZilla, Renaissance, and Illuminate software applications

Equity & Inclusion

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			0.9	\$ 173,460			0.2	\$ 30,611	1.0	\$ 204,071
Hrly, Sub & Stipend				\$ 10,321				\$ 105,747		\$ 116,068
Longevity Stipend										\$ -
Classified										
FTE			3.0	\$ 288,726			1.0	\$ 835	4.0	\$ 289,561
Hrly, Sub & Stipend				\$ 6,500						\$ 6,500
Benefits				\$ 172,866				\$ 80,047		\$ 252,913
Supplies				\$ 10,000				\$ 1,680		\$ 11,680
Services				\$ 77,826				\$ 130,668		\$ 208,494
Total	0.0	\$ -	3.85	\$ 739,699	0.0	\$ -	1.2	\$ 349,588	5.0	\$ 1,089,287

Notes:

- Hourly budget includes Summer School Math and Professional Development for teachers & paraprofessionals
- Services budget includes contracts with XXXXXXXX

Summary

Description	Unrestricted General Fund	LCFF Supplemental	Parcel Tax	Restricted Funds	Total
Educational Services	\$ 348,287				\$ 348,287
Teaching & Learning	1,743,036	516,603		4,472,146	6,731,785
Student Services	2,046,829	573,522		884,682	3,505,033
Research & Assessment	409,403	260,702		165,000	835,105
Equity & Inclusion		739,699		349,588	1,089,287
Total	\$4,547,555	\$2,090,526	\$ -	\$5,871,416	\$12,509,497

Equity & Inclusion, Teaching & Learning, Student Services, and Research & Assessment

By Major Program

Program	Unrestricted General Fund Amount	LCFF Supplemental Amount	Parcel Tax Amount	Restricted General Fund Amount	Total Amount
Additional Site Support				\$ 175,630	\$ 175,630
After School Programs				\$ 2,679,490	\$ 2,679,490
A-G Completion Improvement				\$ 25,768	\$ 25,768
Anti-Bias				\$ 72,333	\$ 72,333
AP Exam Fee Set Aside				\$ 29,258	\$ 29,258
Assessment (Core Department)	\$ 409,403	\$ 260,702		\$ 165,000	\$ 835,105
Career Technical Education				\$ 228,152	\$ 228,152
Credit Recovery				\$ 67,484	\$ 67,484
Crossing Guards (City of Alameda)	\$ 98,711				\$ 98,711
Ed. Services (Core Department)	\$ 348,287				\$ 348,287
Elementary Music, PE and Media	\$ 15,000				\$ 15,000
English Language Support		\$ 218,753		\$ 75,000	\$ 293,753
Equity and Inclusion		\$ 373,983			\$ 373,983
Ethnic Studies Implementation				\$ 25,056	\$ 25,056
Grading Policy Training				\$ 40,000	\$ 40,000
Health Services (10.3FTE RN & LVN)	\$ 1,054,301				\$ 1,054,301
Home / Hospital Instruction	\$ 50,333				\$ 50,333
Sub-Total	\$ 1,976,035	\$ 853,438	\$ -	\$ 3,583,171	\$ 6,412,644

Equity & Inclusion, Teaching & Learning, Student Services, and Research & Assessment

By Major Program

Program	Unrestricted General Fund Amount	LCFF Supplemental Amount	Parcel Tax Amount	Restricted General Fund Amount	Total Amount
Sub-Total from Previous Slide	\$ 1,976,035	\$ 853,438		\$ 3,583,171	\$ 6,412,644
Immigrant Services				\$ 14,634	\$ 14,634
Instructional Technology Program				\$ 11,274	\$ 11,274
Literacy Framework				\$ 41,250	\$ 41,250
Math Initiative		\$ 297,850		\$ 30,688	\$ 328,538
McKinney Vento Set Aside				\$ 8,500	\$ 8,500
Mental health - General Ed.	\$ 36,674	\$ 402,182		\$ 700,552	\$ 1,139,408
Multi Tier System of Support		\$ 171,340			\$ 171,340
Multiyear Tutoring Pool				\$ 50,000	\$ 50,000
Parent Involvement		\$ 332,716			\$ 332,716
Professional Development T & L				\$ 127,790	\$ 127,790
School Smart		\$ 33,000			\$ 33,000
Significant Disproportionality (CCEIS)				\$ 306,177	\$ 306,177
STEAM	\$ 33,794				\$ 33,794
Student Services Department (Core Department)	\$ 806,810				\$ 806,810
Teaching and Learning (Core Department)	\$ 1,094,047			\$ 94,189	\$ 1,188,236
Textbooks	\$ 514,574			\$ 459,922	\$ 974,496
Universal Collaboration				\$ 299,012	\$ 299,012
Universal TK Implementation				\$ 229,878	\$ 229,878
Total	\$ 4,461,934	\$ 2,090,526	\$ -	\$ 5,957,037	\$ 12,509,497

LCFF – Supplemental Fund

Program	Amount	FTE	Program	Amount	FTE
Targeted Intervention	\$ 1,670,320	11.15	Discretionary Funds for Schools	327,796	1.80
Instructional Coaches	1,030,839	7.50	Math Initiative	297,850	2.00
Attract & Retain High Quality Staff	1,000,000		Data Research Dept	260,702	1.00
Equity and Inclusion			EL Professional Development	218,753	1.00
Scholar Staff & Student Advisors	607,772	3.40	Differentiated Prof. Learning (186th Day)	368,272	
Additional Support at Paden & Love	166,263	1.60	Parent Involvement	108,927	0.45
Teen Parenting Program at Island High	142,531	1.00	Increased FTE to support Eng. Learners	418,617	3.40
Additional Support at Encinal Jr/Sr	137,020	1.40	Mental Health Services (AFS)	402,182	0.40
TSA Special Education	73,405	0.50	Indirect Cost Transfer	610,918	
AVID	40,000		School Smart	23,000	
Vice Principals at Ruby & Love	323,184	2.00	Total	\$8,228,351	38.60

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	\$ 191,946							1.0	\$ 191,946
District-wide Sub-teachers		\$ 1,630,000								\$ 1,630,000
Employees on Leave		\$ 785,000								\$ 785,000
Classified										\$ -
FTE	6	\$ 878,969							6.0	\$ 878,969
Hrly, Sub & Stipend		\$ 160,648								\$ 160,648
Benefits		\$ 1,141,812								\$ 1,141,812
Supplies		\$ 12,500								\$ 12,500
Services		\$ 342,750								\$ 342,750
Total	7.0	\$ 5,143,625	0.0	\$ -	0.0	\$ -	0.0	\$ -	7.0	\$ 5,143,625

Notes:

- Services includes \$100K for recruitment and \$85K for negotiations

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							3.6	\$ 416,061	3.6	\$ 416,061
Hrly, Sub & Stipend								\$ 41,612		\$ 41,612
Longevity Stipend								\$ 7,894		\$ 7,894
Classified										\$ -
FTE										\$ -
Hrly, Sub & Stipend										\$ -
Benefits								\$ 130,374		\$ 130,374
Supplies										\$ -
Services								\$ 95,000		\$ 95,000
Total	0.0	\$ -	0.0	\$ -	0.0	\$ -	3.6	\$ 690,941	3.6	\$ 690,941

Notes:

- 3.6 FTE Teacher on Special Assignment to assist new teachers.

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	\$ 399,878							2.0	\$ 399,878
Hrly, Sub & Stipend		\$ 12,122								\$ 12,122
Benefits		\$ 159,560								\$ 159,560
Supplies		\$ 5,000								\$ 5,000
Services		\$ 2,427,800				\$ 214,394				\$ 2,642,194
Total	2.0	\$ 3,004,360	0	\$ -	0.0	\$ 214,394	0.0	\$ -	2.0	\$ 3,218,754

Notes:

- Services include: \$1.5M for insurance (all except Worker’s Comp), \$250K for Board elections, 425K for Parcel Tax Processing, \$100K for legal, \$215K for historical legal claims (School Excess Liability Fund), and other contracts as needed, including 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	\$ 1,234,242			0.5	\$ 63,638			12.1	\$ 1,297,880
Hrly, Sub & Stipend		\$ 53,579								\$ 53,579
Benefits		\$ 515,436				\$ 27,877				\$ 543,313
Supplies		\$ 40,000								\$ 40,000
Services		\$ 588,313				\$ 381,803				\$ 970,116
Total	11.6	\$ 2,431,570	0.0	\$ -	0.5	\$ 473,318	0.0	\$ -	12.1	\$ 2,904,888

Notes:

- \$588K in services includes \$356K in licensing and support cost for the financial system. Services also include cost of financial audit, ASB financial system for secondary schools, district-wide postage and other miscellaneous contracts such as armored cash service, and actuarial study etc.
- \$381K in Parcel Tax services is for transfer to Adult Education, WCDC, and Food Services.
- 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	\$ 122,943							1.0	\$ 122,943
Hrly, Sub & Stipend		\$ 2,254								\$ 2,254
Longevity Stipend		\$ 1,914								\$ 1,914
Classified										
FTE	6.37	\$ 757,371			3.43	\$ 323,074	0.2	\$ 24,291	10.0	\$ 1,104,736
Hrly, Sub & Stipend		\$ 36,909				\$ 9,150		\$ 476		\$ 46,535
Benefits		\$ 349,929				\$ 139,265		\$ 9,943		\$ 499,137
Supplies		\$ 713,860				\$ 87,070				\$ 800,930
Services		\$ 1,397,704				\$ 75,000				\$ 1,472,704
Capital Exp.										\$ -
Total	7.37	\$ 3,382,884	0	\$ -	3.4	\$ 633,559	0.2	\$ 34,710	11.0	\$ 4,051,153

Notes:

- 1FTE Certificated is Teacher on Special Assignment (TSA)
- Supplies are primarily computers, chromebooks, projectors, document cameras, servers, and networking equipment
- \$1.3 million in services include \$550K for internet, \$350K 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		Parcel Tax		Restricted General Fund		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Certificated										
FTE										
Hrly, Sub & Stipend										
Longevity Stipedn										
Classified										
FTE	9.7	\$ 933,616					21.2	\$ 2,389,812	30.9	\$ 3,323,428
Hrly, Sub & Stipend		\$ 548,594					\$ 111,948		\$ 660,542	
Benefits		\$ 599,528					\$ 1,059,708		\$ 1,659,236	
Supplies		\$ 510,000					\$ 230,548		\$ 740,548	
Services		\$ 4,048,500					\$ 1,015,000		\$ 5,063,500	
Capital Exp.		\$ 160,000							\$ 160,000	
Total	9.7	\$ 6,800,238	0.0	\$ -	-	\$ -	21.2	\$ 4,807,016	30.9	\$ 11,607,254

Notes:

- Maintenance staff is included on this slide in the restricted general fund, whereas custodial staff is by site
- \$4.0M in unrestricted services includes \$3.5 million in district-wide utilities and services
- Supplies are primarily district-wide maintenance and operations supplies for electrical, plumbing, carpentry, painting, HVAC, and gardening

Community Affairs and Parcel Tax Accountability

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	0.5	\$ 92,050			0.5	\$ 92,050	1.0	\$ 81,224	2.0	\$ 265,324
Hrly, Sub & Stipend		\$ 2,956				\$ 2,956		\$ 3,660		\$ 9,572
Benefits		\$ 35,314				\$ 35,314		\$ 33,591		\$ 104,219
Supplies										\$ -
Services										\$ -
Total	0.5	\$ 130,320	0	\$ -	0.5	\$ 130,320	1.0	\$ 118,475	2.0	\$ 379,115

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	\$ 315,332							1.0	\$ 315,332
Hrly, Sub & Stipend		\$ 3,153								\$ 3,153
Longevity Stipend										\$ -
Classified										\$ -
FTE	1.0	\$ 121,555							1.0	\$ 121,555
Hrly, Sub & Stipend										\$ -
Benefits		\$ 143,378								\$ 143,378
Supplies		\$ 2,000								\$ 2,000
Services		\$ 30,500								\$ 30,500
Total	2.0	\$ 615,918	0.0	\$ -	0.0	\$ -	0.0	\$ -	2.0	\$ 615,918

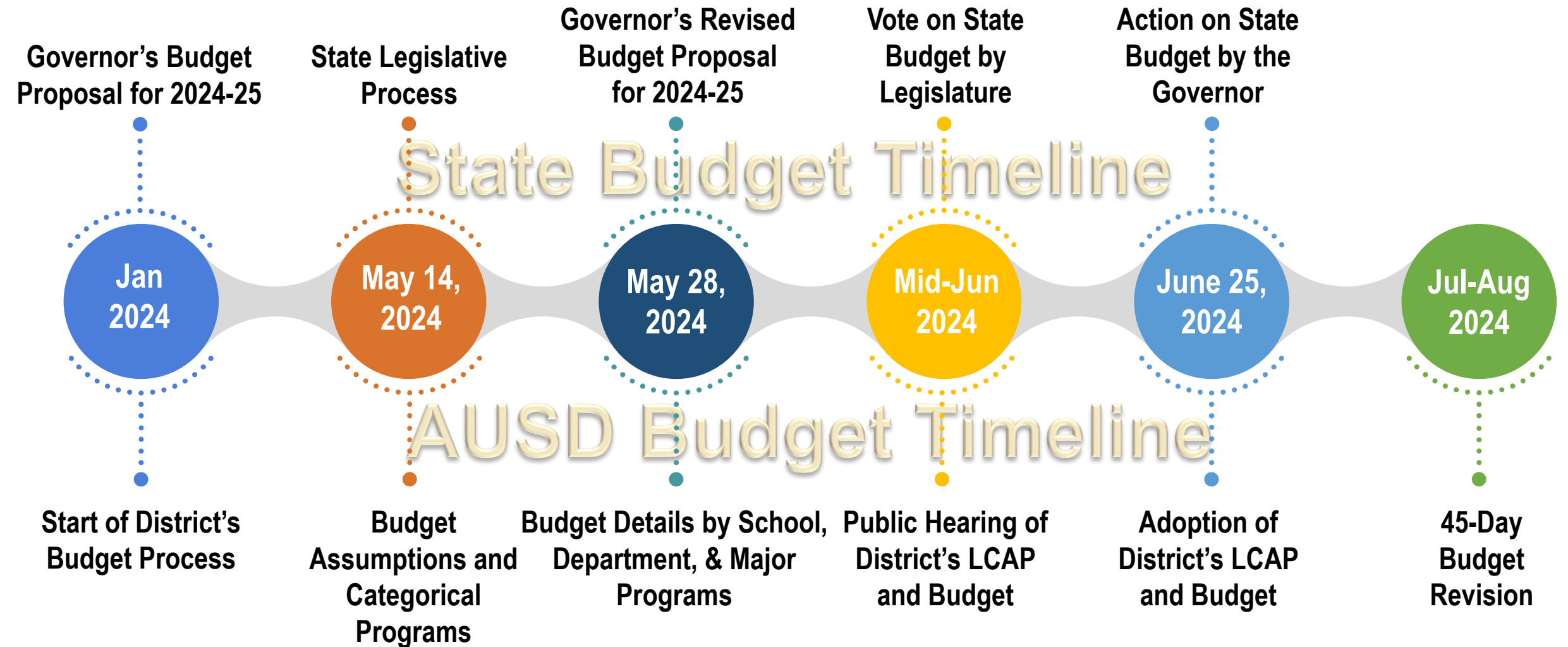
Board of Education

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		\$ 30,000								\$ 30,000
Benefits		\$ 6,951								\$ 6,951
Supplies		\$ 1,000								\$ 1,000
Services		\$ 71,000								\$ 71,000
Total	0.0	\$ 108,951	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ 108,951

Notes:

- Services includes Novus license, CSBA contract to host Board policies, and attendance to the CSBA annual conference

Timeline



Board Discussion & Guidance

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Strategic Plan Update: Collaboration Implementation 2023-24 (15 Mins/Information)

Item Type: Information

Background: In Fall of 2022, the District and the Alameda Education Association (AEA) came to a tentative agreement for the fiscal years 2022-2025 which included language on "Collaboration" under Article 8.

Collaboration is designed by the site leadership team to support the process of working together to achieve the goals and actions in the school site plan. The structure will support time for teachers to plan, problem solve together and participate in inquiry together. Sites shall have four days per month for no less than 55 minutes and no more than 60 minutes of collaboration within the workday on Wednesdays. Site Leadership teams will create a schedule for collaboration.

Tonight, staff will update the Board on the first year of implementation of collaboration.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information 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.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
▢	Presentation: Collaboration Implementation 23-24_5.28.24	5/24/2024	Presentation



Strategic Planning Update: Collaboration Implementation 2023-24

Kirsten Zazo, Assistant Superintendent, Educational Services

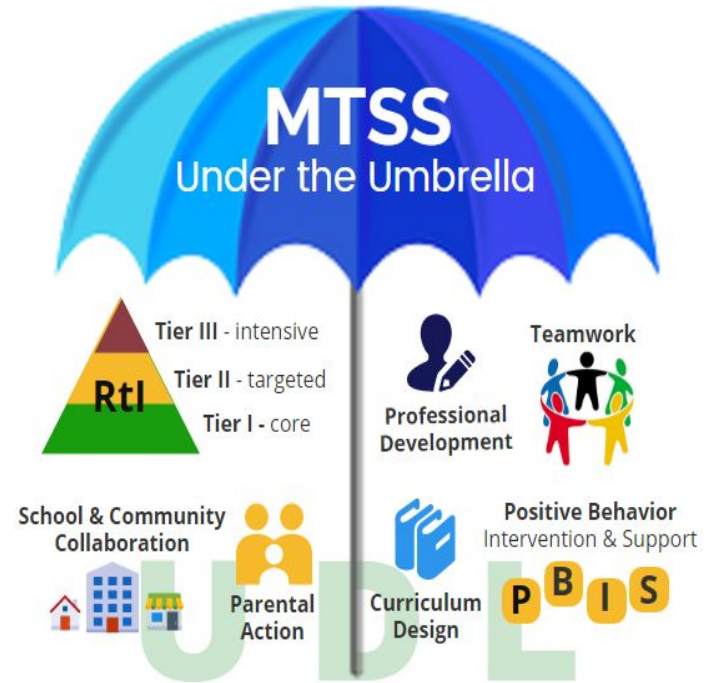
May 28, 2024

Multi-Tiered System of Support (MTSS)

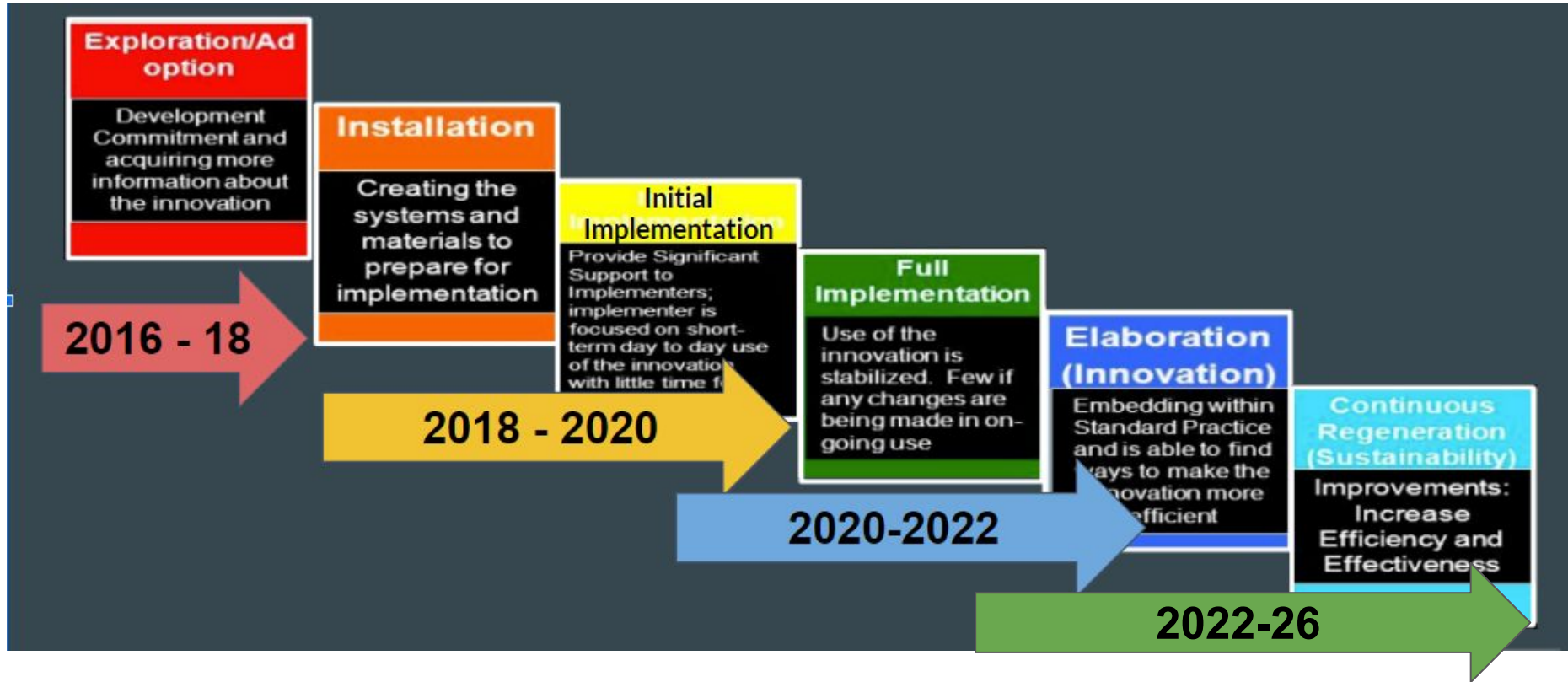
What is MTSS?

A Multi-Tiered System of Support is not a separate program, class, or intervention. It is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.

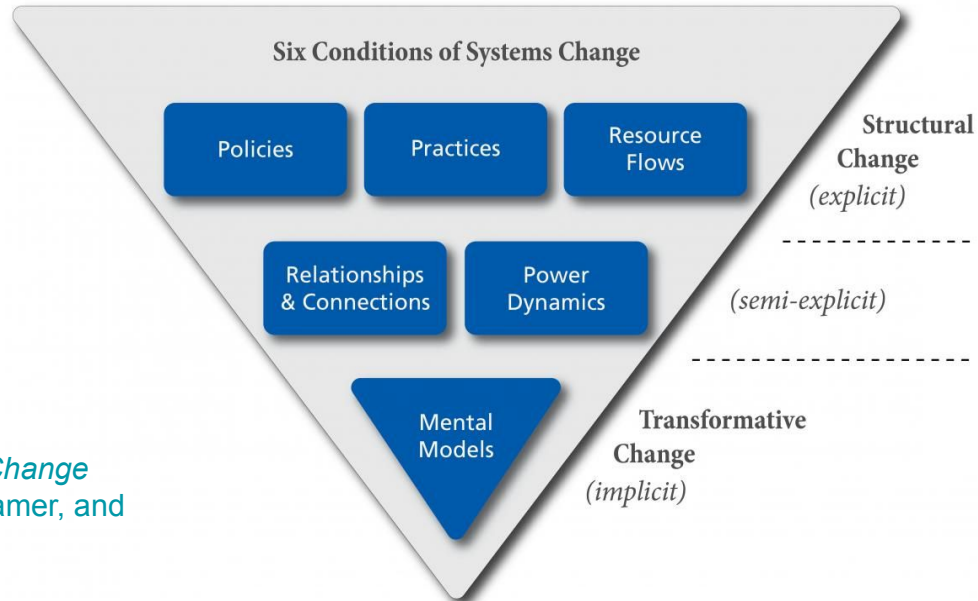
This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services.



Implementation Science - Stages of Implementation



"Quick fixes are an oxymoron," says Margaret Wheatley. "If leaders would learn anything from the past many years, it's that there are no quick fixes. For most organizations, meaningful change is at least a five-year process — though this seems impossibly long. Yet multiyear change efforts are the hard reality we must face."



The Water of Systems Change
by John Kania, Mark Kramer, and
Peter Senge 892

Key Components of a Multi-Tiered System of Support (2016-2018 Exploration)

Team-Driven Shared Leadership Teaming structures and expectations distribute responsibility and shared decision-making across school, district

- Efficient collection and use of data (all domains; all levels)
- Teams are informed by data and make decisions based on available information
- Protocol(s) for effective analysis of data is/are established

Layered Continuum of Supports (Academic & Behavioral)

- Universal/Targeted/Intensive

Evidence Based Practices

- Long history of demonstrated success informed by a large body of research

Universal Screening/Assessment

- The practice of assessing all students to identify those who are not making academic or behavioral progress at expected rates

Progress Monitoring

- The practice of assessing students to determine if academic or behavioral interventions are producing desired effects

Family and School Partnering

- The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

Master Scheduling

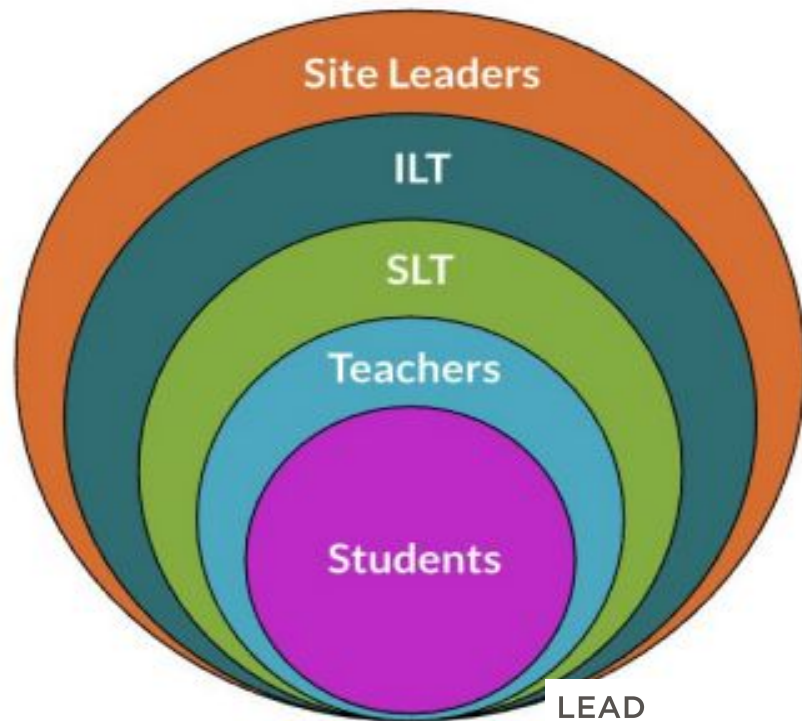
- All students engage in curriculum that is aligned with the curriculum frameworks; all students participate in robust and responsive core instruction (Tier 1)
- All students have a schedule that will permit Tier 2 or Tier 3 interventions/supports or enrichment opportunities in addition to the core instruction
- All students are able to move seamlessly out of and into Tier 2 and 3 interventions/supports

Equity and Culturally Responsive Pedagogy

- All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in the school
- Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximize learning opportunities and make instruction relevant for students





Continuous Improvement and Flexibility

- What are we trying to do and why does it matter?
- What's happening for our learners and how do we know?
- What are the gaps in our understanding and how can we learn more?
- How are we shifting our practices based on what we are learning?
- How are we supporting teachers at our site to shift their practices based on what they're learning?



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Key Levers for Improvement

	<p>Facilitation & Leadership: Foster a set of leadership and facilitation skills to maximize leaders' ability to support continuous data driven implementation in their grade level/department team.</p>
	<p>Collaborative Team Culture: Develop leaders' ability to build a collaborative team culture (with a focus on vulnerability-based trust) to support continuous data-driven improvement.</p>
	<p>Continuous Data-Driven Improvement Cycle: Build leaders' ability to facilitate a continuous data-driven improvement cycle around instruction in which teams are engaged in answering: (1) What standards-based knowledge and skills should every student acquire as a result of this unit/task/grade? Where are students now? (2) How will we know when each student has acquired the standards-based essential knowledge and skills? (3) How will we respond when some students do not learn the standard-based essential knowledge and skills?</p>
	<p>Improved Instruction: Develop and refine our collective understanding around the AUSD vision for instruction in MTSS diving deeply into Tier 1.</p>

Collaboration: The Missing Lever

What will success look like in 3 years?	Theory of Action	Why/How/What
<p>Collaboration is a sacred, safe time in which adult learning is centered around some below shared beliefs:</p> <ul style="list-style-type: none"> • Collaboration time has a laser focus on students and instruction. • Shared belief that all students are able to meet high expectations and the rigor of the standards. • Shared belief that all students are our students, and therefore all staff in the organization have agency in ensuring the above. • Collaboration is described as being safe space where participants can productively challenge practice • There is a shared belief that in order to effectively learn new/improved instructional moves, participants must be grounded in common evidence such as common assessments and work samples. • Shared belief that Collaboration not only improves instruction, but it builds staff capacity to continuously improve. Through collaboration we will get better at getting better. 	<p>If we implement collaboration, teachers will be able to work together in a way that focuses their attention on a common instructional goal, best practices, related to their sites instructional focus.</p> <p>If teachers focus their collaboration on 4 core questions:</p> <ol style="list-style-type: none"> 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? <p>If asked, reflected on and acted on, this will lead to better instruction, learning, and support for students in the classroom.</p>	<p>Why: Students deserve access to high quality, meaningful, and culturally responsive educational experiences that open up multiple pathways for them to choose from later on in life.</p> <p>How: AUSD wants to support building spaces for educators to grapple with equity issues, learn from each other, share best practices and refine their instructional practices in support of student learning.</p> <p>Educators have dedicated time to support continuous data driven improvement in their grade level/department team centered on 4 questions:</p> <ol style="list-style-type: none"> 1. What standards-based knowledge and skills should every student acquire as a result of this unit/task/grade? 2. Where are students now? 3. How will we know when each student has acquired the standards-based essential knowledge and skills? 4. How will we respond when some students do not learn the standards-based essential knowledge and skills? <p>What: So that students have access to instruction that is culturally responsive, standards based, engaging and joyful.</p>

Key Areas of Focus

In this year's launch of system-wide PLC collaboration, a primary focus has been on refining a shared vision for distributive leadership at each level of the system. As the following graphic illustrates, each component of the teaming structure is an essential role in contributing to the whole system success.



PRINCIPAL

I hold our site's instructional goals and distribute leadership so we can work toward these goals together.

SLT

We identify how our PLCs support forward progress toward our goals.

PLC LEADERS

We design PLCs that enable teachers to learn about their students and teaching practice in relation to our goals.

PLC PARTICIPANTS

We inquire about our practice and make instructional moves based on data and collaborative conversations.

In an ideal world, information passes up and down and across sites and district.

ED Services

We hold a systems view of adult learning and provide sites with appropriate resources and support to enact their site visions.

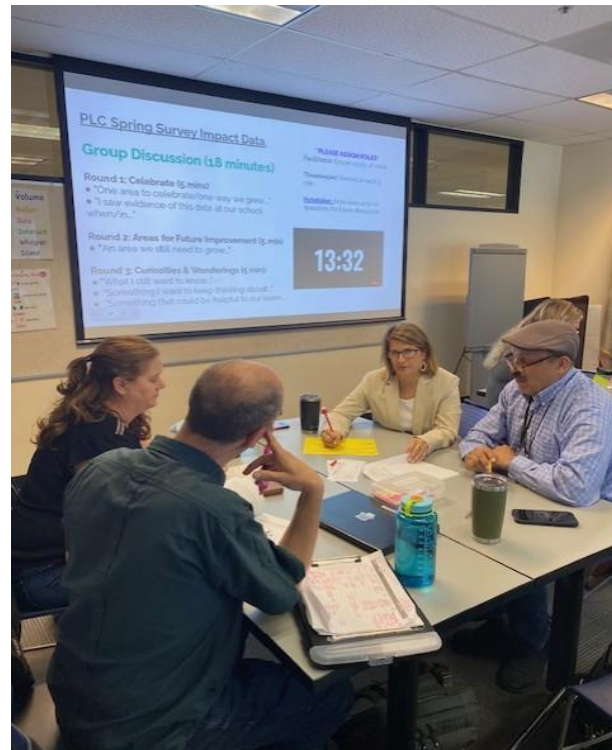
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Support Structures

Supportive Spaces for Implementation

Principal (COP)	District ALT - Alignment Leadership Team	SLT Coaching and Observation	TSA COP	Grade level and Department Lead (COP)	PLC Participants
Site Principals (Site principals)	Alignment Leadership Teams (Principal, coach, teacher leader)	SLT Teams (Principal, coach, teacher leader)	Sie Intervention Leads and Instructional Coaches	Grade level and department leads	Teachers and Support Staff
Instructional rounds to facilitate continuous learning cycles and improve instruction	Planning and facilitating activities to reflect on actions in the school plan to support continuous learning cycles and improved instruction	Participating and giving feedback in activities to reflect on and adjust school wide actions in the SPSA to support better outcomes for students	Support and participate in PLC's with protocols to look at student data, tier I best instructional strategies, content knowledge, and provide student interventions	Implementing protocols to support building conditions for adult learning to support better student outcomes	Participate in data-driven improvement cycles to improve outcomes for students and examine and reflect on instruction



Key Markers of Success

In this year's launch of system-wide PLC collaboration, a primary focus has been on refining a shared vision for distributive leadership at each level of the system.

- A key marker of progress toward system-wide coherence is that at every level of the system, **student and adult learning goals are grounded in a shared instructional vision and drive instructional change.**
- Another key marker of progress toward system-wide coherence is that at every level of the system, **district, site, and/or teacher leader teams work in partnership to vision for, design, and lead learning for adults.**
- A third marker of progress toward system-wide coherence is that at every level of the system, **adults collect and analyze data that uncovers learners' daily experiences to drive instructional and cultural change.**

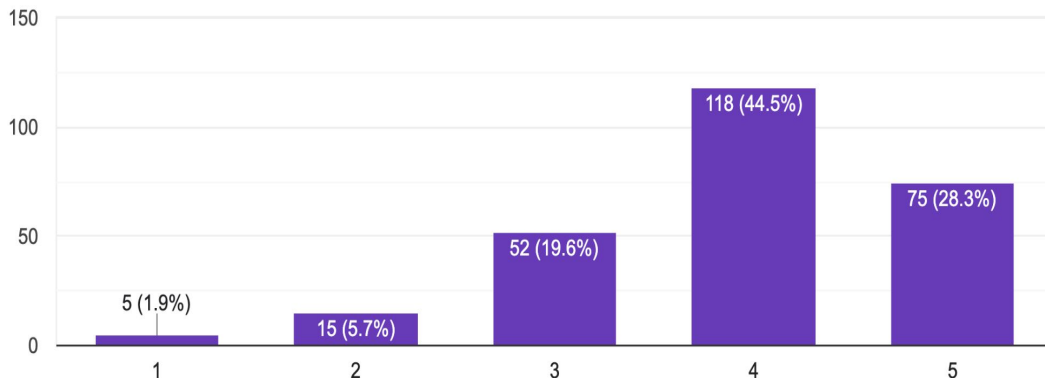
Successes: Impact on Collaboration

PLC Collaboration Impact Survey	Fall 2023 <i>160 teacher respondents</i>	Spring 2024 <i>265 teacher respondents</i>
Survey Item: In my PLC, we have shared goals for our students so that we can support each other to create impact.	Average on a scale of 1-5 (1 = Strongly Disagree and 5 = Strongly Agree) 4.16	Average on a scale of 1-5 (1 = Strongly Disagree and 5 = Strongly Agree) 4.29
Survey Item: In my PLC, we discuss equity issues within our school community, including issues of bias and racism in the classroom and the experiences of our most marginalized students .	Average on a scale of 1-5 (1 = Strongly Disagree and 5 = Strongly Agree) 3.59	Average on a scale of 1-5 (1 = Strongly Disagree and 5 = Strongly Agree) 3.83
Survey Item: I vulnerably share data with colleagues that helps me examine the growth edges of my practice and identify ways to change my instruction .	Average on a scale of 1-5 (1 = Strongly Disagree and 5 = Strongly Agree) 3.88	Average on a scale of 1-5 (1 = Strongly Disagree and 5 = Strongly Agree) 4.00

Successes: Impact on Collaboration

We support each other to question biases or assumptions that are getting in the way of equitably serving all students.

265 responses



Equity Traps

Deficit Thinking

- Our students can't...
- This student never...
- Most students don't...

Excuse the Data

- My data isn't ready...
- We had a bad day in class, so...
- This assessment is not valid because...

Blame Game

- If only the student...
- If only their guardian/parent...
- If only their community...

Relinquish Responsibility

- That's not my job...
- I've tried everything possible...
- If only our school/district/program had...

"The common equity traps examples led me to think about the Discourse 1 and 2 models we recently learned about and discussed as a staff, and helps me think that this connection could help staff members be more open to Public Learning processes and sharing data/asking questions."

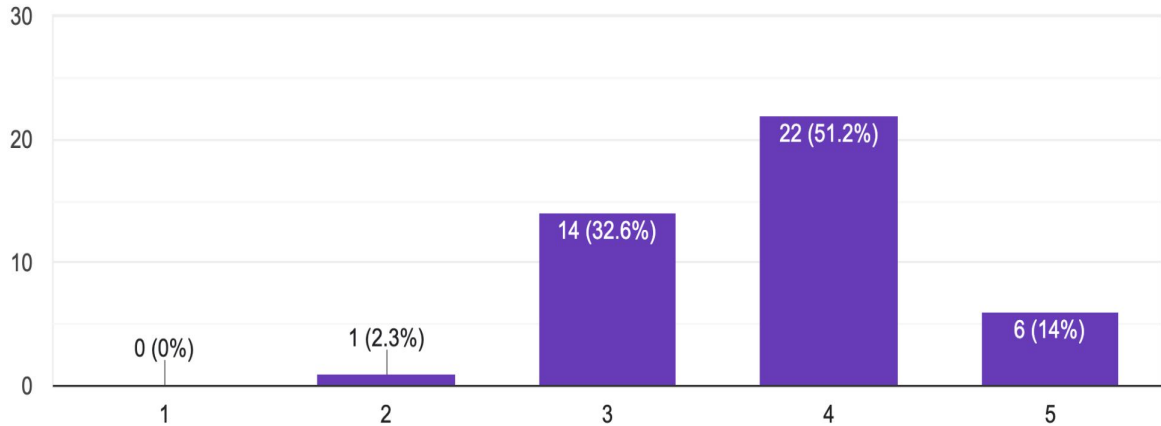
265 teacher respondents, Apr 2024

Successes: Teacher Leadership

PLC Leader Quote “I am proud that we have established a strong culture in our PLC’s, we come together to work and are sincerely working towards our goals.” January PLC Leader Survey

So far this year, I have developed my leadership and facilitation skills of my PLC.

43 responses

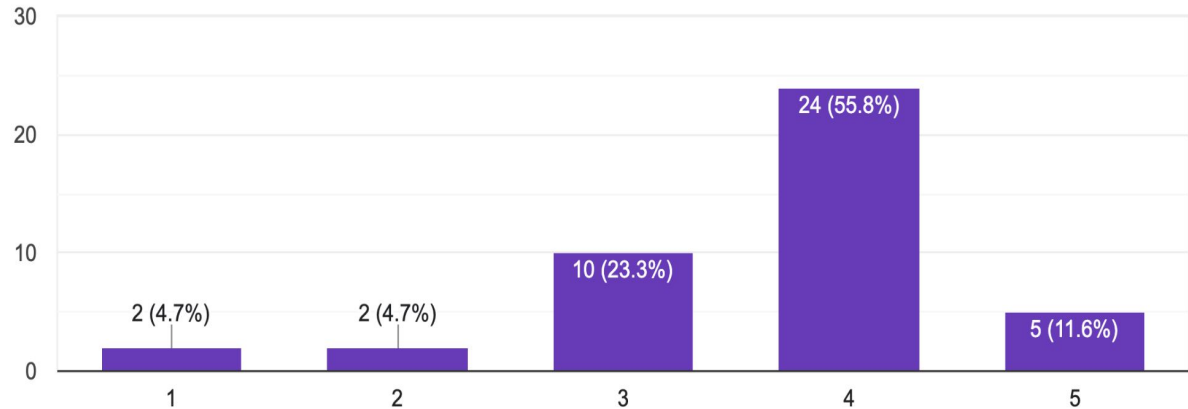


43 PLC Leader respondents, Jan 2024

Successes: Teacher Leadership, *cont...*

***PLC Leader, "I am proud of building a collaborative culture based on equitable instruction."
January PLC Leader Survey***

So far this year, I have developed my ability to build a collaborative team culture in my PLC.
43 responses

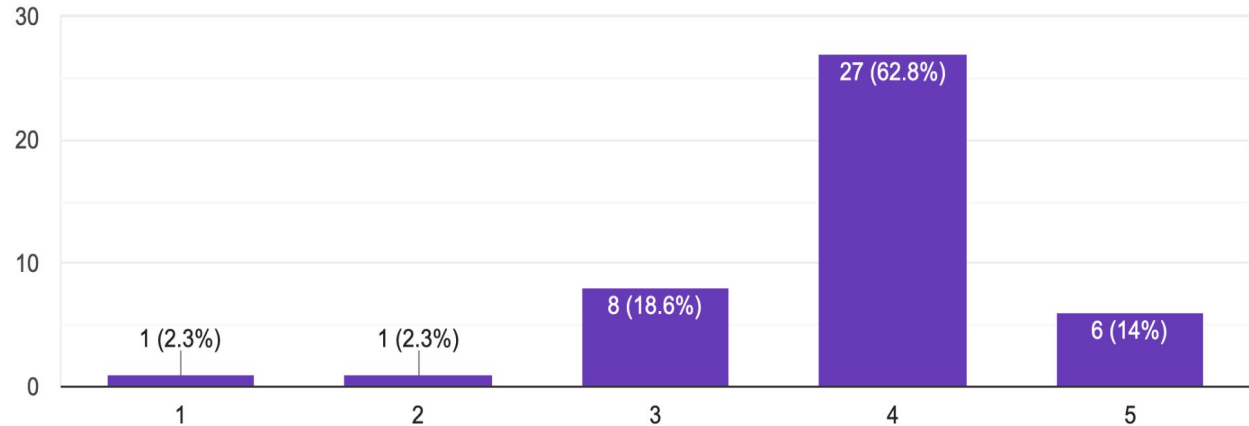


43 PLC Leader respondents, Jan 2024

Successes: Teacher Leadership, *cont...*

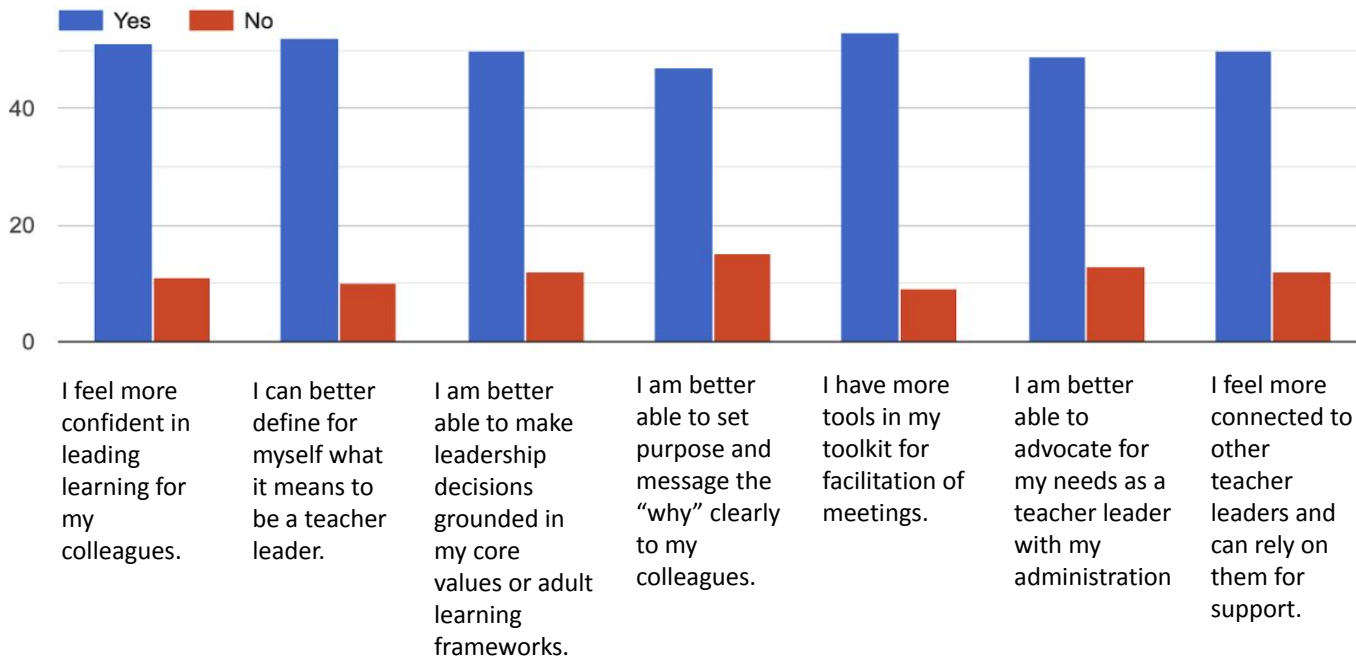
So far this year, I have developed a stronger understanding of AUSD's vision for equity.

43 responses



Successes: Teacher Leadership, *cont...*

Have you grown in the following ways as a teacher leader this year?



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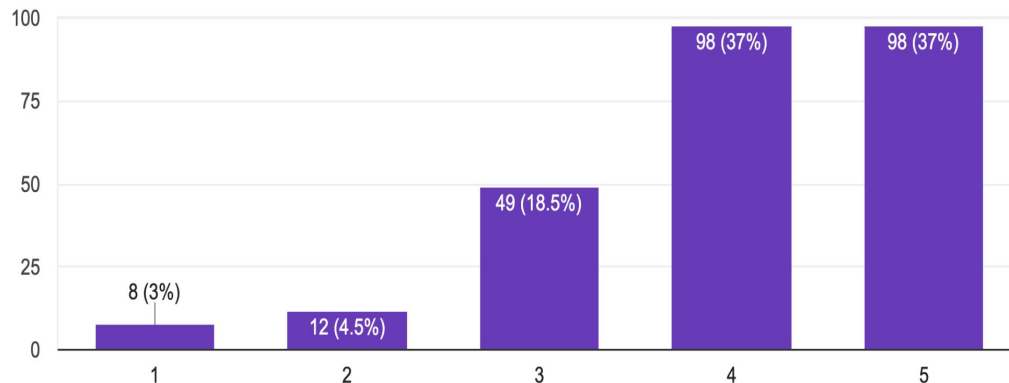
*66 PLC
Leader
respondents,
April 2024*

Successes: Teacher Leadership, *cont...*



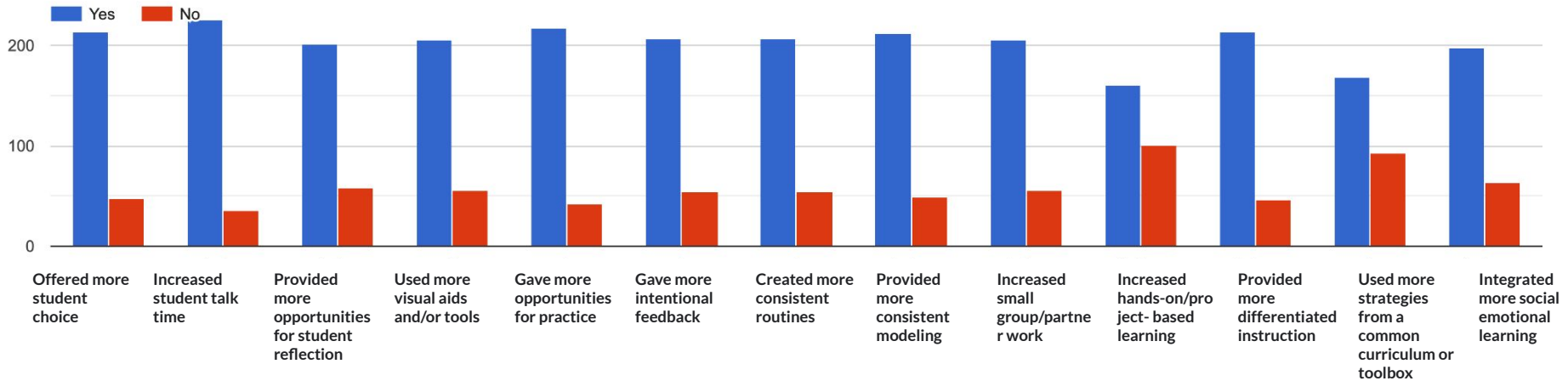
Administrators and teacher leaders work in partnership to design and lead professional learning.

265 responses



Successes: Impact on Classroom Instruction

Based on what you've learned about your students this year, did you change your instruction in the following ways?

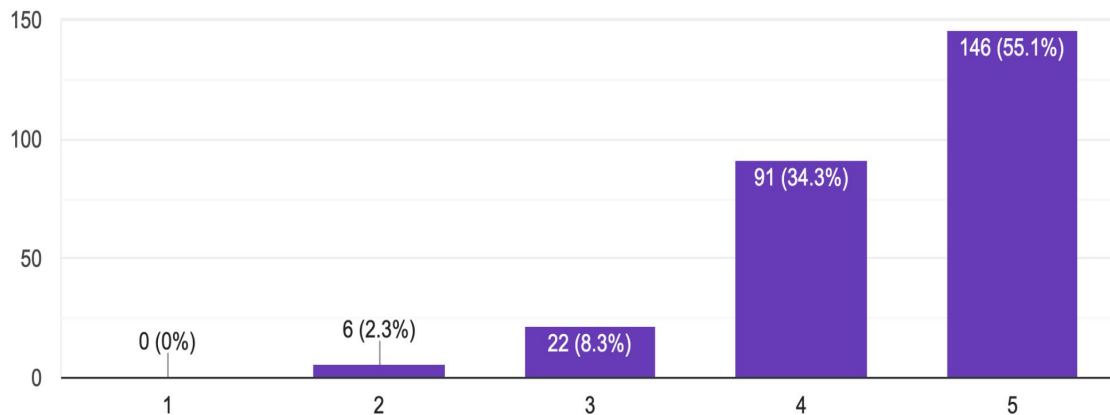


Successes: Collective Teacher Efficacy



I believe that my colleagues and I can make a difference for our historically marginalized students.

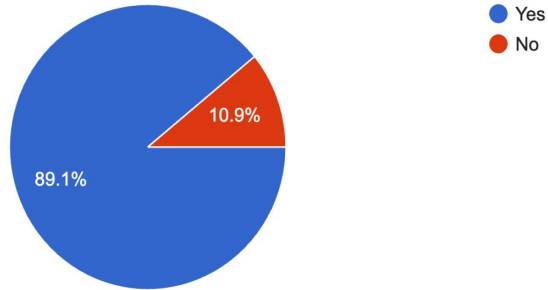
265 responses



Successes: Focal Student Learning

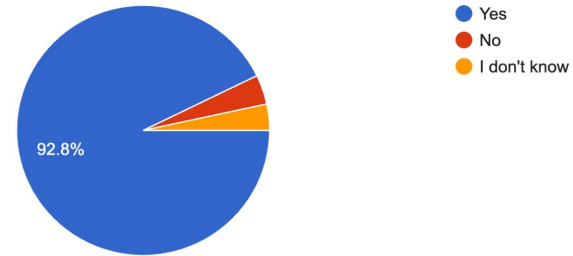
Did you follow at least one focal student's learning this year?

265 responses



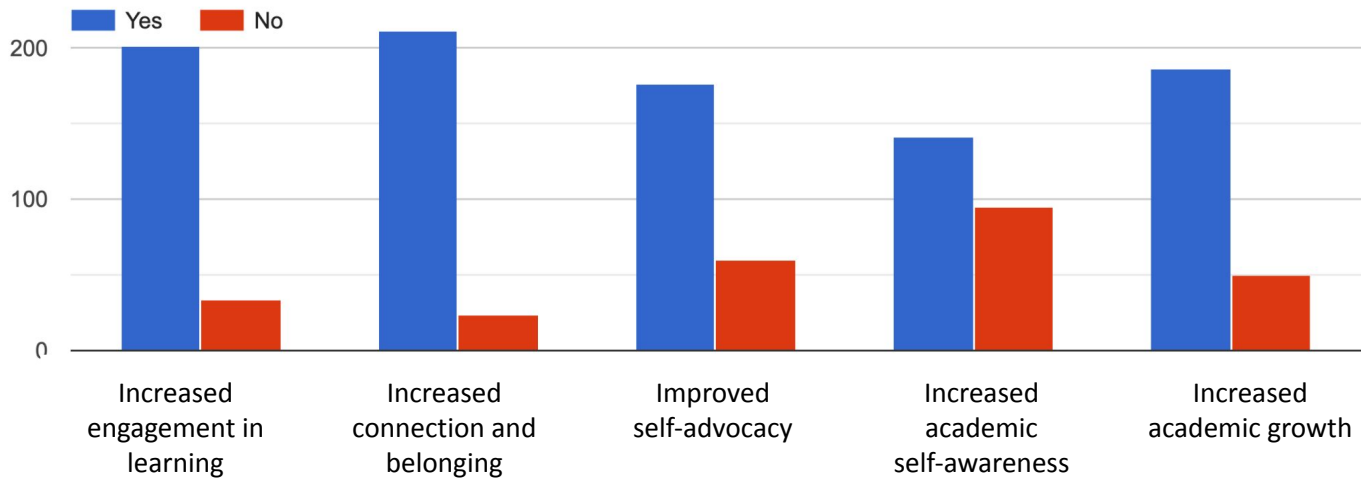
Think about one focal student. Is this student a member of a historically marginalized population (e.g., English Learner, SPED, BIPOC, etc)?

236 responses



Successes: Focal Student Learning, *cont...*

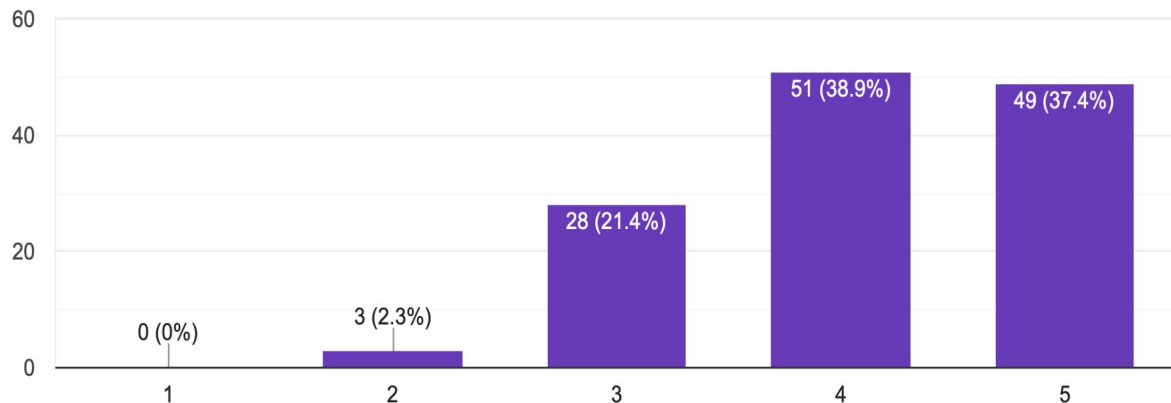
Has this student's experience of learning changed in the following ways this year?



Successes: Focal Student Learning, cont...

Our collaborative efforts positively impacted the learning outcomes of our focal student group(s).

131 responses

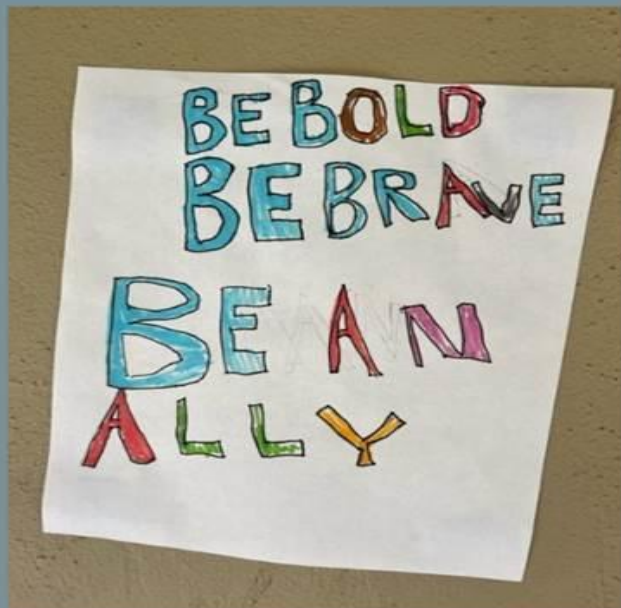


***PLC Leader, "I am proud of how my PLC is focusing on focal students and what can be done across the grade levels to help students."
January PLC Leader Survey***

Measuring MTSS Growth and Implementation

AUSD TFI AVERAGES 2016-2024

The TFI measures the fidelity of implementation of the structures at Tier 1, 2, and 3.



School Year	Tier 1 Average	Tier 2 Average	Tier 3 Average
2016-2017	72%	38%	N/A
2017-2018	81%	44%	N/A
2018-2019	88%	65%	N/A
2019-2020	89%	67%	49%
<i>*No TFIs were completed in 2020-2021 due to Distance Learning*</i>			
2021-2022	77%	77%	71%
2022-2023	82%	87%	79%
2023-2024	90%	81%	81%

Questions

1. What system-wide improvements do we want to focus our attention on next year in regards to the AUSD's MTSS approach? Specifically what do we want to make progress on by June of 2025? What data do we want to collect to measure progress?
2. What system-wide progress within AUSD's MTSS approach, specifically PLCs, do we want to be able to make by June 2025? What data do we want to collect in order to measure progress?
3. Where is the most alignment currently happening between various collaborative spaces (Districtwide ALT, Principal COP, PLC Leader CoP, SLTs, principal support, thought partnership)? What has contributed to that alignment? Where are areas that need better alignment and what might it take to bring that about?

Board Discussion