

BOARD OF EDUCATION AGENDA

REGULAR MEETING
September 26, 2023 - 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. Public Comment on Closed Session Topics: The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes. For members of the public who are unable to log in or attend in person, please send public comments related to Closed Session agenda items to: publiccomments@alamedaunified.org. Public comments received prior to 5:00 PM on September 25, 2023 will be distributed to the Board of Education prior to the meeting.

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

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

2. 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 Labor Negotiators – (Govt. Code, §54957.6, subd. (a))
Agency designated representative: Timothy Erwin, Assistant Superintendent, Human Resources:

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

Student Discipline, Student Suspension, Student Expulsion, or Student Expulsion Readmittance Govt. Code § 35146, 48918 (one case):

- 1) Student ID #93944

3. *****

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.**

4. Call to Order - 6:30pm - City Council Chambers - Introduction of Board Members and Staff
5. Pledge of Allegiance - Board of Education President Heather Little will lead the Pledge of Allegiance
6. Closed Session Action Report

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Minutes from the June 13, 2023 Regular Board Meeting will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. Public Comments - Participants who would like to make comments can join the meeting in person (Regular Board of Education meetings are held in City Hall - 2263 Santa Clara Avenue) or from their computer, tablet or smartphone. The Board President will announce the opportunity for public comment on items that are not on the agenda but are under the Board's jurisdiction. Speakers may fill out a speaker slip (for in person public comments) or use the "raise your hand" feature to make comments via Zoom. Speakers will be allowed to make their statement for up to 2 minutes, depending on the number of speakers who wish to make a comment. Once the Board starts their discussion, additional public comments will not be accepted. If a member of the public is unable to join the meeting via Zoom, they may send their public comment to: publiccomments@alamedaunified.org. Emails received by 5:00 PM on Monday, September 25, 2023 will be distributed to Board members prior to the meeting.
2. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
3. 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).
4. 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)
5. 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)
6. 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.
7. Student Board Members' Report - Student Board Members may make announcements or

provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items.(5 Mins Each/Information)

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval of Special Education Local Plan Area Master Contracts
4. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: Dominican University of California and University of Massachusetts Global
5. Approval of New Job Description: Licensed Vocational Nurse (LVN)
6. Approval of Updated Job Description: Assistive Technology Specialist
7. Final Approval of Out-of-State Field Trip Request: EJSHS's Radio Broadcast Program to Orlando, Florida
8. Proclamation: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning History Month - October
9. Proclamation: National Domestic Violence Awareness Month - October
10. Proclamation: World Teachers' Day - October 5, 2023

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. Enrollment Report: 20th Day of School (10 Mins/Information)
2. Development of a New Three-Year Local Control and Accountability Plan (LCAP): AUSD's Strategic Plan Foundational Program and LCAP Goals 1 and 2 (20 Mins/Information)
3. Resolution No. 2023-2024.14 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for the 23-24 SY (5 Mins/Public Hearing/Information)
4. Designation of Board Liaison for Local Revenue Measures (5 Mins/Action)

G. 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 Labor Negotiators – (Govt. Code, §54957.6, subd. (a))
Agency designated representative: Timothy Erwin, Assistant Superintendent,
Human Resources:

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

Student Discipline, Student Suspension, Student Expulsion, or Student Expulsion Readmittance Govt. Code § 35146, 48918 (one case):

1) Student ID #93944

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: Minutes from the June 13, 2023 Regular Board Meeting will be considered (5 Mins/Action)

Item Type: Action

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Minutes coming to the Board for approval are:

- June 13, 2023 Regular Board Meeting

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

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

ATTACHMENTS:

Description	Upload Date	Type
☐ Unadopted minutes from June 13, 2023	9/26/2023	Backup Material

UNADOPTED MINUTES

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

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:
Steve Paul, AUSD parent: Mr. Paul urged the Board to consider the appeal he had filed on Complaint 23-007.

2. Adjourn to Closed Session - 6:00 PM
Board of Education Members present: Board President Heather Little, Board Vice President Megan Sweet, Board Clerk Gary K. Lym, Board Trustee Jennifer Williams, and Board Trustee Ryan LaLonde.

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent - Human Resources, Timothy Erwin, Assistant Superintendent - Business Services, Shariq Khan, Assistant Superintendent – Educational Services, and Shamar Edwards, Senior Director for Equity, African America, and Multi-Ethnic Student Achievement.

Items discussed in Closed Session:

Request to Hear Appeal of Uniform Complaint Against Employee (Govt. Code, §54957, subd. (b) (1)) (1 Case):

- 1) Complaint Appeal #23-007

3. Reconvene to Public Session - 6:30PM
Board President Little reconvened the meeting at 6:30PM.
4. Call to Order - Pledge of Allegiance
Board of Education President Heather Little led the Pledge of Allegiance

5. Introduction of Board Members and Staff:
Board of Education Members present: Board President Heather Little, Board Vice President Megan Sweet, Board Clerk Gary K. Lym, Board Trustee Jennifer Williams, and Board Trustee Ryan LaLonde.

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan; Assistant Superintendent, Educational Services, Kirsten Zazo; Senior Director of

Equity and African American/Multicultural Achievement, Shamar Edwards; Senior Manager of Community Affairs, Susan Davis and Senior Executive Assistant to the Superintendent, Kerri Lonergan.

6. Closed Session Action Report:

Based on expressed language in the complaint, the Board voted 5-0 to not hear the appeal of complaint number 23-007. The family is welcome to amend their complaint to make it more consistent with the AUSD complaint process.

B. MODIFICATION(S) OF THE AGENDA:

There were no modifications of the agenda.

C. APPROVAL OF MINUTES

The minutes from the April 25th Board meeting were considered for approval.

Motion to approve the minutes from the April 25, 2023 Board of Education meeting.

MOTION: Member Sweet **SECONDED:** Member Williams

BOARD MEMBER VOTES

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

NOES:

ABSENT:

MOTION APPROVED

D. COMMUNICATIONS

1. Resolution 2022-2023.074 Recognizing Juneteenth Day in Alameda Unified School District

Wood Middle School student Sumaiya McCoy read the Resolution recognizing Juneteenth Day in Alameda Unified School District. The Board thanked Shanti Croom for helping to identify a student reader for tonight's Resolution.

Motion to approve Resolution 2022-2023.074 Recognizing Juneteenth Day in Alameda Unified School District.

MOTION: Member Sweet **SECONDED:** Member Lym

BOARD MEMBER VOTES

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

NOES:

ABSENT:

MOTION APPROVED

2. Public Comments on Non-Agenda Items:

Steve Paul, parent of AUSD student: Mr. Paul asked the Board why they voted not to hear his complaint appeal. Mr. Paul stated he didn't understand how the complaint process works. Mr. Paul gave information about his complex relationship with the principal of his child's school.

Angel Gillison, parent of AUSD student: Ms. Gillison stated her child had trouble with two students in his Kindergarten classroom. Ms. Gillison stated her child was called a racial slur. Ms. Gillison gave the Board information about the racial situation with her child and how it caused her child to become depressed.

Jennifer Daniel, parent of AUSD student: Ms. Daniel stated her child was pushed and punched after school while playing basketball with other students at her child's school. Ms. Daniel stated her child was very impacted by this incident, which Ms. Daniel says was ignored by the principal of the school. Ms. Daniel stated her child threatened to self-harm and this incident has been very damaging to her child and the whole family.

3. Written Correspondence:

The Board did not receive any emails related to tonight's agenda.

4. Report from Employee Organizations:

Charlie Satterfield, President of AEA: Mr. Satterfield shared this was his last meeting as AEA President. Next year's Board is Nancy Read and Martha Zenk as Co-Presidents, Vice President is Matthew Giles, Secretary is Veronica Rylander, Treasurer is Frank Beering, PreK – 5 Director is Paizley Spencer, 6-8 Director is Veronica Huntsberry, and 9-Adult Director is John Dalton. Mr. Satterfield expressed his personal appreciation to Board members, Superintendent Scuderi, Timothy Erwin and his team,

5. Report from PTA Council:

Gabriella Badilla, PTA Council President: Ms. Badilla announced she will be the PTAC President for the next year. Ms. Badilla read off the officers for the PTA Council for the 2023-2024 school year.

6. Board Members' Report:

Board Member Gary K. Lym: Board Member Lym congratulated all the graduates and students and families who made another great year at AUSD. Board Member Lym stated he is very proud of all AUSD graduates.

Board Member Ryan LaLonde: Board Member LaLonde stated this was his first-time attending graduation ceremonies as a Board member and he very much enjoyed being with students and families for such a happy occasion. Board Member LaLonde was very impressed with students supporting one another. Board Member LaLonde stated he was proud to attend the State Superintendent's raising of the Progressive Flag at the very first state building in California on June 1st. Board Member LaLonde thanked the families who came to tonight's meeting to talk about subject matter that is not always easy to talk about.

Board President Heather Little: Board President Little stated she also wanted to acknowledge how important mental health is, and with the pandemic we need to do more to ensure our students are safe and that we have what we need at our school sites to help our students.

7. Superintendent's Report:

Superintendent Pasquale Scuderi: Superintendent Scuderi congratulated all graduates and their families. Superintendent Scuderi thanked the parents who spoke tonight on a difficult topic. Superintendent Scuderi thanked Kirsten Zazo and Susan Davis for attending a recent meeting of school librarians/media center teachers to discuss accessibility to books at our schools.

E. ADOPTION OF THE CONSENT CALENDAR

- 1) Certificated Personnel Actions
- 2) Classified Personnel Actions
- 3) Approval and Acceptance of Donations
- 4) Approval of Adoption of K-5 History Social Science Curriculum
- 5) Approval of Bill Warrants and Payroll Registers
- 6) Approval of California Interscholastic Federation Representatives to League for 2023-24 School Year
- 7) Approval of District-Wide High School Scholarship Awards
- 8) Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
- 9) Approval of Increase in Daily Substitute Teacher Rate
- 10) Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: California State University's CalState TEACH Program
- 11) Approval of New Course Description for Grades 6-8: Choir
- 12) Approval of Proposed Paid Student Meal Price Adjustment
- 13) Proclamation: Rhythmix Cultural Works Appreciation Day
- 14) Ratification of Contracts Executed Pursuant to Board Policy 3300
- 15) Resolution No. 2022-2023.58 Approval of Budget Transfers, Increases, Decreases
- 16) Resolution No. 2022-2023.59 Authorization to Dispose of Surplus Property
- 17) Resolution No. 2022-2023.60 Approval to Change the Name of Woodstock Child Development Center to Alameda Child Development Center
- 18) Resolution No. 2022-2023.61 Adoption of Updated Procedures and Criteria for Evaluating Lease-Leaseback Contractor Qualifications and Proposals

Public Comments

Eduardo Caballero, co-founder of Camp Edmo: Mr. Caballero let the Board know he was unhappy that the Board choose Right at School for their ELOP provider instead of Camp Edmo.

Motion to adopt the Consent Calendar.

MOTION: Member Williams **SECONDED:** Member Lym

BOARD MEMBER VOTES

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

NOES:

ABSENT:

MOTION APPROVED

F. GENERAL BUSINESS

1. Challenges and Choices: A Primer on the Future of Resources, Revenue, and Programs in AUSD

Superintendent Scuderi gave the Board and community an update on a number of high-level challenges and choices that the District will have to consider and address over the next two to three school years.

While the focus areas of the strategic plan have now been articulated, and near-term priority actions and projects have been defined in relation to those overall goals, understanding the resource, revenue, and potential financial challenges and choices we will face over the next 2-3 years is crucial. Those challenges and choices are critical to understanding the context in which we will be operating and staffing schools over the next few years, as well as forecasting as well as possible the constraints and variables that may impact our improvement efforts during that time frame.

Where our goals have become increasingly sharpened, the conditions in which we will be pursuing them are less clear and warrant an ongoing and open exploration. Those challenges, some of which will be outlined this evening include:

- Economic and enrollment fluctuation at the state and local level
- The pending need to renew or extend local revenue for our overall operation as a school district
- The challenge of recruiting educators in general, along with increasing the compensation that plays a priority role in that effort
- Forthcoming choices that may require us to consider and again discuss the trade-offs involved in maintaining all of our current schools and how that may soon limit the staffing and support levels we will be able to provide at those schools if the community's preference is to sustain all current schools and programs.

A Board member took note of the fact that there were more staff members than members of the public or community who were tuned into the Board meeting. The Board member asked the community to come and help AUSD.

2. Approval of Measure B Kofman Auditorium at Alameda High School Schematic Design

March Quattrocchi from Quattrocchi Kwok Architects (QKA) and Assistant Superintendent of Business Services, Shariq Khan, gave the Board and community information on the schematic design for the Kofman Auditorium Stage Upgrades Project which is coming to the Board for approval. The schematic design for the Kofman Auditorium Stage Upgrades Measure B project follows the district's updated Facilities Master Plan, the Measure B approved project list, the critical facility needs identified per Measure I, as well as established priorities as acknowledged at site committee and community meetings held on October 17, 2022, November 30, 2022, January 18, 2023, and June 1, 2023.

The Kofman Auditorium Stage Upgrade project provides replacement production lighting with new fixed battens, new lighting controls, an improved AV system, backstage dressing rooms with an accessible toilet room, and a new proscenium curtain. Safety upgrades include a replacement fire curtain, replacement door hardware, new balcony guardrails at stairs, and strengthened balcony lighting positions.

If the Board approves tonight, QKA will prepare detailed designs for submission to the Division of the State Architect. Construction on this project is estimated to begin after DSA approval.

Motion to Approve the Schematic Design and Budget for Kofman Auditorium at Alameda High School.

MOTION: Member LaLonde **SECONDED:** Member Williams

BOARD MEMBER VOTES

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

NOES:

ABSENT:

MOTION APPROVED

3. Approval of Measure B Field at Encinal Junior & Senior High School Project Schematic Design

March Quattrocchi from Quattrocchi Kwok Architects (QKA) and Assistant Superintendent of Business Services, Shariq Khan, gave the Board and community information on the schematic design for the Field and Stadium at Encinal Jr & Sr High School. The schematic design for Encinal Jr & Sr High School Measure B project follows the district's updated Facilities Master Plan, the Measure B approved project list, the critical facility needs identified per Measure I, as well as established priorities as acknowledged at site committee meetings held on March 27, 2023, and April 18, 2023.

This project includes but is not limited to a new turf Track & Field Stadium, new bleachers with an announcers' box, a new stadium lighting system, landscaping, and site work.

If the Board approves tonight, QKA will prepare detailed designs for submission to the Division of the State Architect. Construction on this project is estimated to begin in June 2024.

A Board member talked about the current field at Encinal and the state of the field and how this was a topic of conversation during the recent graduation ceremonies held at the site.

Motion to Approve the Schematic Design and Budget for Field at Encinal Junior & Senior High School.

MOTION: Member Williams **SECONDED:** Member Sweet

BOARD MEMBER VOTES

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

NOES:

ABSENT:

MOTION APPROVED

4. Presentation of 2023-24 Local Control and Accountability Plan (LCAP) and Budget Overview for Parents

Kirsten Zazo, Assistant Superintendent of Educational Services presented Alameda Unified School District's 2023-24 Local Control and Accountability Plan (LCAP) for public hearing. The full 2023-24 LCAP is included as an attachment. Approval for the final LCAP will be sought at the June 27, 2023 Board of Education meeting. Following approval, a copy of the AUSD's LCAP will be submitted to the Alameda County Office of Education (ACOE) for county approval. Also included in this item is the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Public Hearing Opened: 8:23pm

Public Comments:

Eduardo Caballero, co-founder of Camp Edmo: Mr. Caballero let the Board know he was unhappy that the Board choose Right at School for their ELOP provider instead of Camp Edmo.

Public Hearing Closed: 8:24pm

A Board member thanked Ms. Zazo for the work she has done on the LCAP. The Board member asked why there is a goal for Ruby Bridges specifically. Ms. Zazo stated when a school in three places on the dashboard are two different levels different than the rest of the District, a District will need to create a goal for the school so that we can monitor and support the school to increase the performance of students there.

5. Presentation of 2023-24 Single Plan(s) for Student Achievement (SPSAs)

Kirsten Zazo, Assistant Superintendent of Educational Services presented the Single Plan for Student Achievement (SPSA). The SPSA is an annual site plan created by a school team including the principal, teachers, parents, and where

applicable, community partners. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and the community. It lays out each school's plan for achieving its goals, and it articulates the relationship between the school's goals and actions and the District's Strategic Plan and Local Control Accountability Plan (LCAP), which lays out goals for the entire district.

Tonight, staff present the SPSAs for the 2023-24 school year for public hearing.

Public Hearing Opened: 8:31pm

No public comments

Public Hearing Closed: 8:32pm

The SPSAs will be brought back for final approval on June 27, 2023.

6. Budget Adoption Process: Public Hearing of Budget Proposal 2023-2024
Shariq Khan, Assistant Superintendent of Business Services presented the Public Hearing on the Budget Proposal for 2023-2024. Education Code 42127 (a) and (b) require that school districts file an adopted operating budget for all funds with the County Superintendent of Schools by July 1 of each fiscal year and that a Public Hearing be held prior to the adoption of the budget.

Public Hearing Opened: 8:50pm

Public Comments:

Charlie Satterfield, president AEA: Mr. Satterfield asked the Board what the long-term commitments were for Fund 1 shown in the Budget.

Public Hearing Closed: 8:52pm

A Board member asked what the long-term commitments were for Fund 1?

The Adoption of the Budget for Fiscal Year 2023-2024 is scheduled for the June 27, 2023 Board of Education meeting.

7. Budget Adoption Process: Public Hearing of 2023-2024 Education Protection Account (EPA) Spending Plan and Draft Resolution No. 2022-2023.73
Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012 (sunset in 2017), and Proposition 55, The California Extension of the Proposition 30 Income Tax Increase Initiative, approved by the voters on November 8, 2016, temporarily increase the state's sales tax and the personal income tax rates. Alameda Unified School District will receive funds from the Education Protection Account (EPA) based on the District's proportionate share of the statewide revenue limit amount. The State of California will make a corresponding reduction to Alameda Unified's Local Control Funding Formula (LCFF) entitlement. As the State will reduce LCFF funding by the amount of EPA revenue, the district will move corresponding expenditures to the EPA.

Proposition 55 required that the use of EPA funds be determined by the governing board at an open public meeting. EPA funds are restricted and may not be spent on administrative expenditures. It is staff's recommendation that certificated salaries and benefits from unrestricted general fund (resource 0000) be transferred to unrestricted general fund (resource 1400).

Public Hearing Opened: 8:54pm

No public comments

Public Hearing Closed: 8:55pm

- G. ADJOURNMENT** – Board President Heather Little adjourned the meeting at 8:56pm

Respectively Submitted,

Kerri Lonergan
Senior Executive Assistant
Alameda Unified School

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background: *Note: Personnel Actions get posted in this space once they are approved by the Board.*

September 27 Update: Certificated Actions are approved and posted.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2023-2024 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	9/27/2023	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background: *Note: Personnel Actions get posted in this space once they are approved by the Board.*

September 27 Update: Classified Actions are approved and posted.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2023-2024 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	9/27/2023	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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

Item Type: Consent

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

(Fund 01) Agreement between AUSD and BXM Solutions for a total value of \$73,962.00.
(Fund 01) Agreement between AUSD and Speech Pathology Group for a total value of \$209,655.50.

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

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): \$283,617.50

Recommendation: Approve as submitted.

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

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ SELPA Contracts_9.26.23	9/20/2023	Backup Material

Meeting Date: September 26, 2023

Item Title: Approval of Special Education Local Plan Area Contracts

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

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

- **BXM Solutions**
 - Behavior Tech #1 \$73,962.00

- **Speech Pathology Group**
 - Ed. Tech #1 \$71,040.00
 - Ed. Tech #2 \$71,040.00
 - Speech and Language Services \$67,130.00
 - AAC Speech Services (Amendment) \$445.50 (for a new total of \$15,823.50)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: Dominican University of California and University of Massachusetts Global

Item Type: Consent

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

- Dominican University of California
- University of Massachusetts Global

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
<input type="checkbox"/> Alameda Unified School District SFA Renewal	9/20/2023	Backup Material
<input type="checkbox"/> Alameda Unified School District SIA Renewal	9/20/2023	Backup Material
<input type="checkbox"/> Dominican MOU_Alameda UPDATED	9/20/2023	Backup Material
<input type="checkbox"/> Dominican STMOU_Alameda	9/20/2023	Backup Material

TRADITIONAL CLINICAL PRACTICE AGREEMENT

Please check below all the applicable supervised practicum and/or fieldwork in which in your District will be participating with University of Massachusetts Global.

TEACHER EDUCATION	<input checked="" type="checkbox"/>	SCHOOL PSYCHOLOGY	<input type="checkbox"/>
SCHOOL COUNSELING	<input type="checkbox"/>	EDUCATION ADMINISTRATION	<input type="checkbox"/>
EARLY CHILDHOOD EDUCATION	<input type="checkbox"/>		

THIS AGREEMENT is made and entered into by and between University of Massachusetts Global hereinafter called the "UNIVERSITY," and the Alameda Unified School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of certificate of clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.
- G. The parties mutually agree each shall provide and maintain commercial general liability

insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501
Attn: Sandy Wong
Phone: 510-537-7000 ext. 77027

UNIVERSITY CONTACT INFORMATION:

University of Massachusetts Global
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Fax: (800) 775-0128

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 09/01/2023 and shall continue in full force and effect through 09/01/2026. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.

B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
 Name: _____
 Title: _____
 Date: _____

UNIVERSITY: Signature: _____
 Name: Phillip L. Doolittle
 Title: Executive Vice Chancellor of Finance and
 Administration and Chief Financial Officer
 Date: _____

Appendix A
Payment for Cooperating Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ 200 Cooperating Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Cooperating Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Cooperating Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, COOPERATING TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the COOPERATING TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, COOPERATING TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the COOPERATING TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNIVERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Payment for Supervisors at Fieldwork Site for Early Childhood Education
Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ for the supervising professional stipend per eight (8) week session of observation. Requires a total of 60 supervised contact hours for the student

METHOD OF PAYMENT: Stipend is to be paid directly to the supervisor professional at Fieldwork Site.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been at the assignment for a minimum of two weeks, Supervisor at the FIELDWORK SITE shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

At the end of the practicum session of the UNIVERSITY, the supervisor professional at the FIELDWORK SITE shall submit an invoice, by email, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid clear teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their Cooperating Teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or

other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

- H. School Site-employed supervisors for multiple and single subject candidates must complete an orientation to the program's expectations to be knowledgeable regarding program curriculum and assessments, including the TPEs and the California Teaching Performance Assessment (CAL TPA). School Site employed supervisors are required to complete a minimum of 10 hours of initial orientation provided through University of Massachusetts Global on the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, program curriculum and assessments, including the TPEs and the CAL TPA. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations. Eight hours of the ten-hour orientation may be met via experience and professional development pertaining to cognitive coaching, adult learning theory, instructional practices, and inclusion. Two hours of the ten-hour orientation are specific to University of Massachusetts Global and take place via the shared candidate supervision process.
- I. School Site with Student Teachers must have a fully qualified administrator.
- J. University may request use of video capture (GoReact) for candidate reflection and CAL TPA completion to reflect to the extent possible Student Teacher's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards for their program. School Site shall inform Credential Student Teachers of video recording policies in place for the CAL TPA video capture requirement. If the site does not have a video request form or permission slip a generic form is available to the candidate via the CTC webpage.
- K. The UNIVERSITY shall complete formal observations and/or evaluations of the student approximately every 3 weeks regarding his/her performance at the FIELDWORK SITE. This may be conducted in person or via secure video (GoReact).

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. The program assigns qualified supervisors and provides training based on the program's design.

Qualifications for supervisors must include, but are not limited to:

- a. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
- b. The University will provide materials for supervisors on training in models of supervision, the SCPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Candidates are required to:

- c. Complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.
 - d. Meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is always also accessible to the candidate while the candidate is accruing fieldwork hours.
- C. University Supervision Requirements include:
- e. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
 - f. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
- a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school-based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years' experience in school counseling to serve as the primary supervisor. The candidate may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two candidates.
- G. The FIELDWORK SITE shall ensure that the candidate receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to

attend professional development experiences or professional association meetings.

Specific Supervision Requirements School Psychology Fieldwork:

There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
 2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
-
- J. Provide an average of two (2) hours of individual or small group supervision per week from an experienced school psychologist.
 - K. Assigned practicum supervisors must meet the following qualifications for practicum/fieldwork supervisors must include but are not limited to:
 - Minimum of 3 years of experience as professional in the field
 - Possession of a PPS School Psychology Credential
 - Knowledge of context and content appropriate to the practicum experience. A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision.
 - L. Provide experiences with a diverse student population.
 - M. Provide experiences with a variety of educational programs.
 - N. A minimum of twelve hundred (1,200) clock hours of field experience is required as part of the culminating fieldwork or internship according to the following guidelines:
 - i. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
 - ii. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool –grade 12 school setting providing direct and indirect services to pupils.
 - iii. Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
 - iv. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised by the University Supervisor along with input from the site supervisor. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.

- O. Provide opportunities for candidates to gain a broad range of experiences, including experiences in:
 - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
- P. Learning about Individual differences and student diversity.
- Q. The University will provide materials for supervisors on training in models of supervision, the SPPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- R. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- S. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least three years' experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- T. The FIELDWORK SITE shall ensure that the student receives an average of two hour of individual or two hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- U. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- V. The FIELDWORK SITE shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at

least one written evaluation of the student's performance near the end of each university session.

- D. The FIELDWORK Site shall support the Administration of the California Administrator Performance Assessment (CalAPA) Video.
 - a. For purposes of implementing any video requirement, candidates must be able to record interactions with faculty, staff, and PK-12 students.
 - b. The program assures that each school or district where the candidate is completing fieldwork has a media release for all who are videotaped on file.
 - c. The program requires candidates to affirm that the candidate has followed all applicable video policies for any CalAPA task requiring a video, and maintains records of this affirmation for a full Accreditation cycle
- E. The FIELDWORK Site shall provide a range of activities in educational settings. The settings must:
 - a. support the candidate's ability to complete the CalAPA;
 - b. demonstrate commitment to collaborative student-centered practices and continuous program improvement.
 - c. have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
 - d. create a learning culture that supports all students;
 - e. understand and reflect socioeconomic and cultural diversity;
 - f. support the candidate to access data, work with other educators, and observe teaching practice; and
 - g. permit video capture, where designated, for candidate reflection and CalAPA task completion.

Early Childhood Education Fieldwork:

- A. During the initial meeting with the school site employed supervisor, the candidate and the University Supervisor will collaborate to complete the Orientation Checklist and Fieldwork Plan. The Orientation Checklist will review fieldwork requirements and expectations. The Plan addresses the dates and times when the candidate will visit the practicum classroom, the candidate's goals for practicum, and the plan for increased responsibility.
- B. A minimum number of 60 hours of fieldwork is required for this course. At each visit, the candidate will spend no fewer than three (3) hours in the classroom. To document the hours spent engaged in fieldwork, the candidate must use a Fieldwork Log. The Fieldwork Log documents the dates and times spent engaged in specific activities. The school site employed supervisor will initial and sign the log to verify the candidate is in the classroom.
- C. Candidates must teach and reflect upon a minimum of three (3) lessons that will be observed by the University Supervisor. The exact number of lessons a candidate teaches is left to the school site employed supervisor's discretion. The practicum is based on gradual release of responsibility and needs to be individualized for each candidate while meeting course requirements. The candidate will plan foundations-based lessons that are developmentally, culturally and linguistically appropriate. Candidates are required to submit these plans to the school site employed supervisor prior to implementation.
- D. University may request use of video capture (GoReact) for candidate reflection.
- E. The candidate will adhere to the following professional standards:
 - a. Except in cases of serious illness and approved excused absence the candidate will attend as per the schedule established at the initial meeting with the Supervising Professional.
 - b. The candidate will personally contact the Supervising Professional and the University Supervisor in advance to obtain permission for absences.
 - c. In cases of a one-day illness, the candidate must provide immediate notice to the site, Supervising Professional, and University Supervisor.

- d. The candidate will be punctual for all professional obligations including arrival at the site and other extra-curricular functions.
- e. The candidate will always dress professionally. This may include following any additional requirements set by the Supervising Professional or site.

SUPERVISED INTERNSHIP AGREEMENT

Please check below all the applicable supervised internship programs in which your District will be participating with University of Massachusetts Global.

SINGLE SUBJECT	<input checked="" type="checkbox"/>	SCHOOL PSYCHOLOGY	<input type="checkbox"/>
MULTIPLE SUBJECTS	<input checked="" type="checkbox"/>	SCHOOL COUNSELING	<input type="checkbox"/>
SPECIAL EDUCATION	<input checked="" type="checkbox"/>	EDUCATION ADMINISTRATION	<input type="checkbox"/>

THIS AGREEMENT is made and entered into by and between University of Massachusetts Global hereinafter called the "UNIVERSITY," and the Alameda Unified School District, hereinafter called "FIELDWORK SITE."

WHEREAS, an INTERN, as defined in Appendix A, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and FIELDWORK SITE professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing, (hereinafter the "COMMISSION").

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork. For intern teachers, this includes the minimum number of preservice hours required by the CTC for issuance of the Intern Credential.
- B. Each Intern shall apply for the Internship Credential through the Teacher Accreditation Department at University of Massachusetts Global, upon verification of employment from the School District.
- C. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- D. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- C. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or

agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.

- D. To notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- E. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- F. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE's supervision of UNIVERSITY students.
- G. The FIELDWORK SITE acknowledges that each INTERN under this Agreement shall be a paid employee of the FIELDWORK SITE and thus covered under the FIELDWORK SITE'S insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of University of Massachusetts Global while performing services for the District.

III. THE PARTIES MUTUALLY AGREE

- A. Neither party shall discriminate in the assignment of INTERNS on the basis of race, color, disability, gender, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- B. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- C. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501
Attn: Sandy Wong
Phone: 510-337-1182 x 77027

UNIVERSITY CONTACT INFORMATION:

University of Massachusetts Global
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Fax: (800) 775-0128

- D. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- E. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- F. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.

- G. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 09/01/2023 and shall continue in full force and effect through 09/01/2026. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
 Name: _____
 Title: _____
 Date: _____

UNIVERSITY: Signature: _____
 Name: Phillip L. Doolittle
 Title: Executive Vice Chancellor of Finance and
 Administration and Chief Financial Officer
 Date: _____

Appendix A
Definition of Internship

- A. "INTERN" is defined according to the COMMISSION as a person who is enrolled in a COMMISSION-approved internship program and is serving with an Internship Credential issued upon the recommendation of the UNIVERSITY.
- B. INTERNS shall not displace certificated FIELDWORK SITE employees. FIELDWORK SITE further agrees to provide written certification that no person with the appropriate credential, background and qualifications is interested and/or available in the position that is the subject matter of this Agreement.
- C. The internship may continue for a period of up to two years and the credential may be renewed upon a showing of good cause.
- D. The internship program is being implemented in order to provide the INTERN with an opportunity to gain field experience on a paid basis. In the event that the internship is being developed to meet an employment shortage, FIELDWORK SITE agrees to provide a statement regarding the availability of qualified, certificated individuals holding the appropriate credential.
- E. The Internship Credential is issued for service only in the FIELDWORK SITE District and the UNIVERSITY shall notify the COMMISSION of the FIELDWORK SITE'S participation.

Appendix B
Specific Supervision Requirements for Each Program

Intern Teachers:

- A. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least **one academic year**, subject to the District's personnel policies and State law(s).
- B. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at University of Massachusetts Global.
- C. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.
- D. Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. **General Support and Supervision Provided to All Intern Teachers**

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.
- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
 - 1. valid corresponding Clear or Life credential in a subject area comparable to that of the intern's subject area,
 - 2. three years successful teaching experience, and
 - 3. the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed

and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The UNIVERSITY provides the 10 hour CTC mandatory mentor training.
- vii. The DISTRICT requires mentors complete the CTC mandatory 10 hour training. Experienced mentors may be eligible to waive up to 8 hours of this training based on prior experience and professional development.
- viii. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- ix. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- x. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.
- xi. University may request use of video capture for candidate supervision, reflection, and CAL TPA completion to reflect to the extent possible Intern's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards. School Site shall inform Teacher Education Credential Interns of video recording policies in place for the CAL TPA task video capture requirement.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. The program assigns qualified supervisors and provides training based on the program’s design.

Qualifications for supervisors must include, but are not limited to:

- a. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate’s fieldwork setting.
- b. The University will provide materials for supervisors on training in models of supervision, the SCPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Candidates are required to:

- c. Complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.
- d. Meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is always also accessible to the candidate while the candidate is accruing fieldwork hours.

C. University Supervision Requirements include:

- e. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.

- f. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
- a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school-based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years' experience in school counseling to serve as the primary supervisor. The candidate may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two candidates.
- G. The FIELDWORK SITE shall ensure that the candidate receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. Specific Supervision Requirements School Psychology Fieldwork:

There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs.

- A. Provide an average of two (2) hours of individual or small group supervision per week from an experienced school psychologist.
- B. Assigned practicum supervisors must meet the following qualifications for practicum/fieldwork supervisors must include but are not limited to:
 - Minimum of 3 years of experience as professional in the field
 - Possession of a PPS School Psychology Credential

- Knowledge of context and content appropriate to the practicum experience. A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision.

- C. Provide experiences with a diverse student population.
- D. Provide experiences with a variety of educational programs.
- E. A minimum of twelve hundred (1,200) clock hours of field experience is required as part of the culminating fieldwork or internship according to the following guidelines:
 - i. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
 - ii. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool –grade 12 school setting providing direct and indirect services to pupils.
 - iii. Up to two hundred (200) hours of field experience may be acquired in other settings such as(a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
 - iv. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised by the University Supervisor along with input from the site supervisor. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
- F. Provide opportunities for candidates to gain a broad range of experiences, including experiences in:
 - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- A. The University will provide materials for supervisors on training in models of supervision, the SPPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- B. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.

- C. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least three years' experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- D. The FIELDWORK SITE shall ensure that the student receives an average of two hour of individual or two hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- E. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- F. The FIELDWORK SITE shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration Fieldwork:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall provide student with experiences with a diverse student population.
- C. The FIELDWORK SITE shall provide student with experiences with a variety of educational programs.
- D. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- E. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- F. The FIELDWORK SITE shall ensure that the student will be treated by the FIELDWORK SITE as part of the professional staff and is provided a supportive work environment and adequate supplies. In addition, it shall see that the INTERN is encouraged to participate in district or county committees and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

DOMINICAN UNIVERSITY *of* CALIFORNIA

Department of Education

Memorandum of Understanding

July 1, 2023 – June 30, 2025

A. General

Alameda Unified School District (“District”) and Dominican University of California (“University”) agree to be partners in Dominican University of California’s Internship Credential Program, which has been approved by California Commission on Teacher Credentialing (“CTC”). As a condition of our partnership, Alameda Unified School District and Dominican University of California must adhere to the following requirements of state law:

- (a) Candidates admitted to internship programs must comply with all the provisions of Education Code section 44453.
- (b) In an internship program, the participating institutions shall provide for the supervision of all interns. No intern’s salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated teacher. (Education Code Section 44462). If the intern salary is reduced, no more than eight interns may be advised by one school support person. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (c) The participating institutions shall assign the candidates in an internship program to assume the functions that are authorized by the regular standard credential (Education Code Section 44454). The institution stipulates that the interns’ services meet the instructional or service needs of the participating district(s) (Education Code Section 44458).

B. Purpose

The purpose of this Agreement is to establish a formal working relationship between the parties to this Agreement and to set forth the operative conditions, which will govern this partnership. District and University will form a partnership to provide coordinating services as part of the Intern Program, serving multiple subject, single subject, and education specialist interns, hereafter referred to as the “Intern Program.” The purpose of the Intern Program is to support interns in full or part time (40% or more) teaching jobs with the District while the interns take

courses offered by the University that lead to a California Preliminary Credential.

Interns must meet all applicable prerequisites required by the CTC before participating in the Intern Program. Each intern shall possess a valid California Intern Credential.

C. Responsibilities

The District agrees to:

1. Assign interns to teaching positions authorized by the appropriate credential to ensure the intern is placed in a position that matches the identified subject matter competency area and grade level.
2. Provide services and support consistent with those provided to all other credentialed teachers in similar circumstances.
3. Assign a Mentor (Support Teacher) to each eligible intern. A Support Teacher must meet the Commission's identified criteria, including a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and hold an English learner authorization. Support Teachers should be recognized by the principal as a competent and experienced classroom teacher, should understand and be in agreement with the aims, structure, and mode of the operation of the Professional Education (Intern) program, should have a teaching assignment that reasonably matches that of the intern. These qualifications may be modified by mutual agreement of the University and the District. (see Coded Correspondence 14-04)
4. Utilize defined selection criteria to identify high-quality, experienced Support Teachers who demonstrate effective coaching, interpersonal, and communication skills and:
 - Are committed to attend coaching trainings and meetings and to meet weekly with interns;
 - Display willingness to work collaboratively;
 - Embrace a positive attitude towards students and teaching;
 - Develop a sustained and thoughtful collegial relationship with new teachers;
 - Demonstrate leadership skills, curriculum expertise, and knowledge of district resources;
 - Serve as a role model for the teaching profession.
5. Communicate and collaborate regularly with the University Intern program (e.g., University Supervisor) to ensure that a qualified mentor is selected and appropriately trained.
6. Provide an administrator to perform administrative duties needed for the Intern Program.
7. Communicate to all site administrators the Program requirements.
8. Provide interns release time for observations and one-to-one consultations with the Support Teacher to ensure the intern completes credential coursework.
9. Provide the intern release time to attend classes at the teacher preparation institution

- and observe teachers as required for their coursework and fieldwork obligations.
10. Provide special education candidates with required release time to complete their general education requirement.
 11. Make every effort to assign interns to classrooms appropriate to their novice status, avoiding whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites and multiple adjunct duties.
 12. Provide interns with a District Orientation.
 13. Ensure that interns do not displace certified employees and are evaluated on an annual basis.
 14. Provide Support Teachers release time to participate in the Support Provider training and in observations and one-to-one consultations with interns.
 15. Ensure that a minimum of **144 hours** of general support/mentoring and supervision is provided to each intern teacher per school year, including coaching, modeling, and demonstrating within the classroom; assistance with course planning; and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.
 16. Ensure that an additional **45 hours** of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Cross-cultural, Language and Academic Development (CLAD) Certificate. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
 17. Collaborate in tracking the hours of support and supervision provided to the intern teacher. (Form 12B: Sample Intern Support and Supervision Log, <http://www.dominican.edu/academics/education/departement-of-education/assets/teacher-preparation-program-handbook>)

Proposed Supervision Responsibilities	District Responsibility/ University Responsibility
General Support and Supervision	120 /24 (12 per semester)
EL Specific Support and Supervision (if required)	30 /15 (7.5 per semester)
Combined Support and Supervision Hours	150 /39 (19.5 per semester)

18. Participate in the Intern Program evaluation and the CTC Accreditation Cycle, as needed.

For more information on teachers serving on an intern credential, see Coded Correspondence 14-04: <https://www.ctc.ca.gov/docs/default-source/commission/coded/2014/1404.pdf> and PSA 13-06

The University’s Department of Education agrees to:

1. Designate a member of the faculty in teacher preparation to work with the Intern Program as a liaison.
 - This liaison will serve on the advisory committee, inform appropriate University personnel of Intern Program activities, and participate in appropriate concerns of local intern projects.
 - The University will assume the cost of a faculty member as a liaison.
2. Ensure that a minimum of **144 hours** of general support/mentoring and supervision is provided to each intern teacher per school year, including coaching, modeling, and demonstrating within the classroom; assistance with course planning; and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.
3. Ensure that an additional **45 hours** of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Cross-cultural, Language and Academic Development (CLAD) Certificate. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher’s development of knowledge and skills in the instruction of English learners.
4. Collaborate in tracking the hours of support and supervision provided to the intern teacher.
(Form 12B: Sample Intern Support and Supervision Log)

Proposed Supervision Responsibilities	District Responsibility /University Responsibility
General Support and Supervision	120 /24 (12 per semester)
EL Specific Support and Supervision (if required)	30 /15 (7.5 per semester)
Combined Support and Supervision Hours	150/ 39 (19.5 per semester)

5. Participate in Intern Program evaluation activities.
6. Evaluate the prospective intern’s program prerequisites and determine if they have been met, including training in teaching English Learners, pedagogy, classroom management, literacy, human development and special populations (Form 12D: Documentation of Intern Pre-Service Training Requirements).
7. Upon completion of the internship requirements and coursework, make a formal recommendation to the CTC for a California Multiple- or Single-Subject Internship Credential, or Education Specialist: Mild/Moderate Credential.
8. Ensure the University supervisor provides classroom guidelines/mentoring of the intern

and works with the district assigned Support Teacher in providing the intern consistent direction and support, within the contexts of the University's professional preparation program and School's policies and procedures.

9. Schedule a series of professional education courses that will allow the intern to meet the requirements of the professional preparation program.
10. Provide informational/orientation materials for the appropriate credential program to the intern, the Support Teacher, and the Site Administrator.

D. Other Terms and Conditions

As between the Parties hereto, it is understood and agreed that:

1. Certificate of Clearance:

In accordance with California Education Code Section 44320, each candidate must complete Live Scan service and obtain fingerprint clearance prior to beginning their assignment. Live Scan will be administered through the District. University will advise candidates of their obligation to submit to fingerprinting and to obtain clearance in advance of beginning their assignment.

2. Tuberculosis Clearance:

In accordance with California Education Code Section 49406, each candidate prior to assignment to the District must obtain at the candidate's sole expense an examination by a licensed physician or surgeon within the past 60 days to determine that they are free of active tuberculosis, prior to beginning their assignment in the District. University shall advise candidates of their obligation to provide at their own expense evidence of tuberculosis clearance by a medical professional to the District prior to their assignment start date.

3. Indemnification:

The parties shall assume full responsibility for its officers, directors, agents, contractors, employees or representatives to the fullest extent permitted by law, defend, hold harmless and indemnify one another from and against any claim, demand, action or cause of action that may be asserted by any Program participant arising out of or relating to any of the obligations undertaken in connection with this Agreement, including but not limited to (i) Any breach of the Agreement; (ii) Any misrepresentation made; (iii) Any willful or negligent act, or failure to act, its officers, directors, agents, contractors, employees or representatives; and (iv) any actual or alleged injury or death

to a person and/or loss of or damage to property caused directly or indirectly, wholly or in part by officers, directors, agents, contractors, employees or representatives regardless of the sole or concurring negligence of the indemnified party.

4. Maintenance of records:

District agrees to keep and maintain adequate and current written records in accordance with Program requirements during the term of the Agreement. The records will insure confidentiality of the intern's records and comply with Family Educational Rights and Privacy Act (FERPA) regulations. Family Educational Rights and Privacy Act: To the extent the District generates or maintains educational records related to the participating Student, the District agrees to comply with the Family Educational Rights and Privacy Act (FERPA), to the same extent as such laws and regulations apply to the University and shall limit access to only those employees or agents with a need to know. For the purposes of this Agreement, pursuant to FERPA, University hereby designates District as a University official with a legitimate educational interest in the educational records of the participating Student(s) to the extent that access to the University's records is required by District to carry out the program.

5. Severability:

The provisions of this Agreement are divisible; if any such provisions shall be deemed invalid or unenforceable. That provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

6. Legal Compliance and Non-discrimination:

Compliance with Laws and Regulations. In connection with the performance of work under this contract, both parties agree to comply with applicable federal and state laws, including but not limited to laws governing taxation, employment, wages and hours, workplace safety, workers' compensation, non-discrimination and civil rights.

7. Entire Agreement:

This Agreement supersedes all prior agreements, understandings, and communications between University and District, whether written or oral, express or implied, relating to the subject matter of this Agreement and is intended as a complete and final expression of the terms of the Agreement between University and District and shall not be changed or subject to change orally. The parties further agree and acknowledge that neither they nor anyone on their behalf made any inducements, agreements, promises, or

representations other than those set forth in this Agreement.

8. Insurance:

District shall maintain in force at all times during the Terms of this Agreement the following insurance on an occurrence basis: (1) Commercial general liability (“CGL”) insurance, including bodily injury, property damage, premises and contractual liability, with minimum limits of \$2,000,000; and (2) Sexual Misconduct/Abuse liability insurance of an amount of not less than \$1 million per occurrence. Coverage endorsed onto the General Liability policy is acceptable. The CGL insurance policy must: (1) name Dominican University of California and its affiliates, trustees, directors, officers, partners, principals, employees and agents (collectively the “Additional Insureds”) as additional insureds pursuant to an endorsement that provides coverage for all claims or lawsuits arising out of or related to this Agreement, including claims alleging independent acts or omissions of the Additional Insureds; (2) contain a waiver of subrogation rights as to University, and (3) contain cross-liability and severability of interests coverage and be primary and non-contributory. District must furnish to University before the effective date of this Agreement certificates of insurance for all insurance policies required under this section showing the Additional Insureds as additional insureds. District must also provide at least 30 days written notice to University before any cancellation or restrictive endorsement to any of the required coverages.

9. Choice of Law: This Agreement shall be interpreted in accordance with the laws of the State of California. Venue for any action to enforce or interpret the provisions of this Agreement shall be in Marin County, California.

Authorized signatures below indicate understanding and acceptance of the terms of this Memorandum of Understanding.

Representative Date _____ Signature, School District

Name/Title, School District Representative


Mojgan Behmand
Vice President for Academic Affairs/Dean of the Faculty
Dominican University of California

07/18/23

Date

DOMINICAN UNIVERSITY *of* CALIFORNIA

Department of Education

Student Teaching Memorandum of Understanding

July 1, 2023 – June 30, 2025

I. General

In consideration of the mutual promises herein, Alameda Unified School District (“District”), located in Alameda, California, and Dominican University of California (“University”), located in San Rafael, California, agree to partner in Dominican University of California’s Teacher Training Curricula.

Whereas, University desires to place students enrolled in teacher training curricula (collectively, “Students”), in appropriate locations whereby Students may gain practical teaching, an experience as an important element of Students’ education and training by the University School of Education; and

Whereas, pursuant to the provisions of Section 1095 of the Education code, the governing board of any district is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through student teaching to students enrolled in teacher training curricula of such institutions.

II. Purpose

The purpose of this Agreement is to establish a formal working relationship between the parties to this Agreement and to set forth the operative conditions, which will govern this partnership. District and University will form a partnership to provide coordinating services as part of the Student Teaching Program, serving multiple subject, single subject, and education specialists, hereafter referred to as the “Student Teaching Program.” The purpose of the Student Teaching Program is to support Student Teachers.

Student Teachers must meet all applicable prerequisites required by the California Commission on Teacher Credentialing (“CTC”) before participating in the Student Teacher Program.

III. Responsibilities

As a condition of our partnership, Alameda Unified School District and Dominican University of California agree to adhere to the following general responsibilities:

A. **The District agrees to:**

Provide the University with the following information related to the Student Teaching Program:

- 1) Learning Environment: The District has a responsibility to maintain a positive, respectful, and sufficiently resourced learning environment so that sound educational experiences can occur.
- 2) District Liaison: The District shall identify a liaison(s) from among its teaching staff who will communicate and cooperate with the University to ensure student teacher access to appropriate resources for the Student Teaching experience.
- 3) Directing Teachers: Directing Teacher shall hold a Clear Credential in the content area for which they are providing supervision. They shall have a minimum of three years of content area K-12 teaching experience and have demonstrated exemplary teaching practices.
- 4) On Campus Emergencies: The District will ensure that there are written policies and procedures for handling emergencies, which might involve Student Teachers and their Directing Teachers. The District will ensure that these policies and procedures will be disseminated to the student teachers.
- 5) Teaching Experience: The District shall provide teaching experience through student teaching in schools and classes of the District.

The District may, for good cause, refuse to accept any student of the University assigned to student teaching in the District. Upon request of the District, made for good cause, the University shall terminate the student teaching assignment in the District for any student of the University.

- 6) "Student teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the California Commission on Teacher Credentialing, other than emergency permits or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

District employees who provide supervision for field experiences are selected, oriented, supervised, evaluated, and rewarded in ways that optimize the development of each candidate. Candidates are supervised in field placements by practitioners who have an appropriate credential, three or more years of teaching experience in California, knowledge of state-adopted student academic content standards and/or the common core standards, and expertise in the fields of elementary or secondary teaching, depending on the candidate's preliminary credential.

- 7) Student Teaching Assignment: An assignment of a student of the University to student teaching in schools or classes of the District shall be, at the discretion of the University, for approximately fifteen (15) weeks. A student may be given more than one (1) assignment by the University to student teach in such schools or classes.

The assignment of a student of the University to student teaching in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the document given her/him by the University affecting such assignment, but not earlier than the date of such assignment as shown on the document. Before assigning students to School districts, Dominican University will instruct such students on applicable state and federal law relating to unlawful discrimination and sexual harassment.

- 8) Administrator: District site will have a fully qualified administrator.
- 9) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place.
- 10) Method of Evaluation: There is a clear method for oral and written evaluation per semester that will be conveyed to the Student Teacher. An open communication exchange between District and University is always welcomed. At the end of the fieldwork experience, the Student Teacher evaluates the Directing Teachers and University Supervisor.
- 11) Safety, Laws and Regulations: The District agrees to comply with applicable state and federal workplace safety laws and regulations.

- 12) Family Educational Rights and Privacy Act (FERPA): To the extent the District generates or maintains educational records related to the participating Student, the District agrees to comply with the Family Educational Rights and Privacy Act (FERPA), to the same extent as such laws and regulations apply to the University and shall limit access to only those employees or agents with a need to know. For the purposes of this Agreement, pursuant to FERPA, University hereby designates District as a University official with a legitimate educational interest in the educational records of the participating Student(s) to the extent that access to the University's records is required by District to carry out the Program.
- 13) Claim against Student Teacher: The District will provide written notification to the University promptly if a claim arises involving a Student Teacher. The District and University agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

B. The University's Department of Education agrees to:

- 1) Assign to the District only those Student Teachers who have satisfactorily completed the prerequisites of the University's curriculum.
- 2) retain ultimate responsibility for the education and assessment of its Student Teachers. The University Supervisor for this Agreement shall be appointed and assigned by the University.
- 3) advise Student Teachers that they are required to comply with District's rules, regulations and procedures.
- 4) provide new university supervisors with an orientation at Dominican University

C.. Other Terms and Conditions

As between the Parties hereto, it is understood and agreed that:

- 1) Legal Compliance and Non-discrimination:

In connection with the performance of work under this contract, both parties agree that all Students receiving teacher training experience pursuant to this Agreement shall be selected and trained in an environment without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age, veteran status or any other basis protected by law. These same principles apply in the event the Student is withdrawn from the teacher training experience.

2) Health Insurance Portability and Accountability Act:

Students participating in the Student Teaching Program pursuant to this Agreement are members of the District's workforce for purposes of the Health Insurance Portability and Accountability Act (HIPAA) within the definition of "health care operations" and therefore may have access to client information as provided for in the Privacy Rule of HIPAA. Therefore, additional agreements are not necessary for HIPAA compliance purposes. This paragraph applies solely to HIPAA privacy and security regulations applicable to the District and does not establish an employment relationship.

3) No District Relationship:

Nothing in this Agreement is intended to or shall be construed to constitute or establish a District, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

4) Severability:

The provisions of this Agreement are divisible; if any such provisions shall be deemed invalid or unenforceable, the remaining provisions shall remain in force. That provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

5) Term and Termination:

This Agreement is effective upon execution by both parties to the Student Teaching Program and will continue through the published expiration date or until terminated. This Agreement may be terminated at any time and for any reason by either party upon not less than ninety (90) days prior written notice to the other party. Should notice of termination be given under this Section, Students already scheduled to train at District will be permitted to complete any previously scheduled teacher training assignment at District.

6) Entire Agreement:

This Agreement supersedes all prior agreements, understandings, and communications between University and District, whether written or oral, express or implied, relating to the subject matter of this Agreement and is intended as a complete and final expression of the terms of the binding Agreement between University and District and shall not be changed or subject to change orally. The

parties further agree and acknowledge that neither they nor anyone on their behalf made any inducements, agreements, promises, or representations other than those set forth in this Agreement.

7) Indemnification:

District agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, students and employees against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from District's negligence, or in proportion to the District's comparative fault.

University agrees to indemnify, defend, and hold harmless District and its affiliates, directors, trustees, officers, agents, students and employees against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from the University's negligence, or in proportion to the University's comparative fault. However, the University does not agree to indemnify for the actions of a student while following the direction(s) of the District.

8) Insurance:

District shall maintain in force at all times during the Terms of this Agreement the following insurance: (1) Commercial General Liability ("CGL") insurance, including bodily injury, property damage, premises and contractual liability, with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate; and (2) Sexual Misconduct/Abuse liability insurance of an amount of not less than \$1 million per occurrence. Coverage endorsed onto the CGL policy is acceptable. The Professional Liability and CGL insurance policies must: (1) name Dominican University of California and its affiliates, trustees, directors, officers, partners, principals, employees and agents (collectively the "Additional Insureds") as additional insureds pursuant to an endorsement that provides coverage for all claims or lawsuits arising out of or related to this Agreement. District must furnish to University before the effective date of this Agreement certificates of insurance for all insurance policies required under this section showing the Additional Insureds as additional insureds. District must also provide at least 30 days written notice to University before any cancellation or restrictive endorsement to any of the required coverages. If the above-mentioned policies of insurance are claims-made coverage, District agrees to purchase claims-made coverage for three (3) years following termination of the agreement.

University shall maintain in force at all times during the Terms of this Agreement the following insurance (1) Professional Liability insurance with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate; (2) Commercial general liability ("CGL") insurance, including bodily injury, property

damage, premises and contractual liability, with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate; and (3) Sexual Misconduct/Abuse liability insurance of an amount of not less than \$1 million per occurrence. Coverage endorsed onto the CGL policy is acceptable. The Professional Liability and CGL insurance policies must: (1) name District and its affiliates, trustees, directors, officers, partners, principals, employees and agents (collectively the "Additional Insureds") as additional insureds pursuant to an endorsement that provides coverage for all claims or lawsuits arising out of or related to this Agreement. University must furnish to District before the effective date of this Agreement certificates of insurance for all insurance policies required under this section showing the Additional Insureds as additional insureds. University must also provide at least 30 days written notice to District before any cancellation or restrictive endorsement to any of the required coverages. If the above-mentioned policies of insurance are claims-made coverage, University agrees to purchase claims-made coverage for three (3) years following termination of the agreement.

9. Choice of Law.

This Agreement shall be interpreted in accordance with the laws of the State of California. Unless waived by both parties, venue for any action to enforce or interpret the provisions of this Agreement shall be in Marin County, California.

The authorized signatures below indicate understanding and acceptance of the terms of this Memorandum of Understanding.

Signature, District Administrator Representative Date

Name/Title, District Administrator Representative



07/18/2023

Mojgan Behmand Date
Vice President for Academic Affairs/Dean of the Faculty
Dominican University of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of New Job Description: Licensed Vocational Nurse (LVN)

Item Type: Consent

Background: Licensed Vocational Nurse:
This is a brand new job description which staff has negotiated with CSEA #27. As it becomes harder to find school nurses, districts are turning to LVN's who can work under school nurses and provide some services outlined in student's Individualized Health Care Plans.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Licensed Vocational Nurse (LVN)	9/20/2023	Backup Material

Title:	Licensed Vocational Nurse (LVN)	Reports To:	Assigned Administrator	
Department:	Student Services	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input checked="" type="checkbox"/> CSEA 27 <input type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	Varies	No. of Work Days:	185	
FLSA Classification:	<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input type="checkbox"/> Update of job description <input checked="" type="checkbox"/> New job description	
Salary Schedule:	<input type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input checked="" type="checkbox"/> CSEA 27 – Range 41 <input type="checkbox"/> CSEA 860	

JOB SUMMARY

Under the general supervision of an Administrator/Supervisor and the direction of the Credentialed School Nurse, perform nursing procedures relating to care and treatment of students with special medical needs. The individual in this position performs Specialized Physical Health Care Procedures and implements student Individualized Health Care Plans throughout the school day to ensure the health and safety of assigned student(s). Work as a team member with the Credentialed School Nurse, school staff, and parent(s) to provide services to assigned student(s), independently.

ESSENTIAL FUNCTIONS

- Collaborate with Credentialed School Nurse to perform Specialized Physical Health Care Procedures as directed, such as administering emergency medication to students with severe allergic reactions and seizure disorders, monitoring students with diabetes, including checking blood glucose, insulin administration, and insulin pump management.
- Attend to specific details and be precise in applying health care needs, care instructions, and administering medications, handle and treat medically fragile students, and attend to students' physical needs as required.
- Participate as a team member to identify health problems and concerns regarding assigned student(s).
- Foster communication between school staff, parents, and Credentialed School Nurse regarding the care of the assigned student(s), maintain excellent documentation on observation and treatment, and maintain medical confidentiality and integrity of records.
- Provide input for the Individual Health Care Plan to Credentialed School Nurse as needed.
- Assist with school health office needs related to direct student health care.
- Travel with the student from class to class to be available for any health related needs.
- May be called to other sites to meet student's needs (if/when primary student is absent).
- Consult and collaborate with School Nurses/Administrators regarding a variety of issues, including emergency situations, neglect/abuse, assessment needs, and infectious/contagious diseases; assist to

resolve immediate safety and health care concerns and minimize infections in accordance with healthcare compliance directives.

- Comply with standard precautions and infection control procedures; maintain appropriate procedures to minimize risk of transmitting contagious and infectious disease.
- Operate a computer and a variety of specialized health service office equipment; ensure medical equipment is calibrated according to established timelines and standards.
- Perform related duties within the scope of the job classification as assigned.

QUALIFICATIONS

Knowledge of:

- Modern medical terminology, equipment, techniques, and application of medical treatment instructions; medication effects and proper administration procedures.
- Gastrostomy Tube feedings
- Proper operation of specialized health assessment instruments.
- Appropriate educational and developmental needs of school age children.
- Special Education mandates, timelines and requirements.
- Accepted methods and principles of personal hygiene.
- Diagnostic methods for medical conditions and diseases.
- Oral and written communication skills and strong interpersonal skills.
- Operation of a computer and assigned software.
- Public health agencies and local health care resources.
- Health and safety regulations, basic first aid and CPR procedures.
- Modern office practices, procedures, and equipment.
- Record-keeping techniques.
- Proper English usage, grammar, spelling, punctuation, and vocabulary.

Ability to:

- Provide specialized assistance in health services for students.
- Conduct physical examinations to assess students' physical condition.
- Administer first aid/CPR as necessary.
- Analyze and respond to stressful medical situations effectively and efficiently and implement the appropriate course of action during routine and emergency situations.
- Organize and prioritize work to meet deadlines, timelines, and schedules; set/adapt to changing work priorities.
- Communicate and work collaboratively with staff, peers, students and parents.
- Advise teachers regarding the needs of students.
- Establish and maintain files, records, and prepare comprehensive reports and maintain confidentiality.
- Relate comfortably in a one-to-one student assignment in a classroom setting.
- Communicate effectively, both orally and in writing.
- Work with detailed information and data.
- Work independently with little direction and under minimal supervision.
- Operate a computer and assigned software.
- Operate a variety of specialized health service equipment.
- Work as part of a team.
- Perform basic math, including calculations using fractions, percentages, and/or ratios.

Education and Experience:

- Associate degree or (2) years of college preferred.
- Work as an LVN and six months of working in acute care setting in pediatrics.

Licenses and Certifications:

- Licensed Vocational Nurse (LVN) or Registered Nurse (RN) in California
- Valid CPR/First Aid certificate issued by an authorized agency.
- Valid driver’s license.
- Experience in a school setting with medically fragile students meeting their medical needs desired.

PHYSICAL DEMANDS

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency		Activity	Frequency
Bend	F		Lift/carry 0-10 lbs	F
Twist	I		Lift/carry 11-25 lbs	I
Squat	F		Lift/carry 26-40 lbs	O
Kneel	F		Lift/carry 41-100 lbs	N
Climb	O		Stand	F
Reach above shoulder	I		Walk	F
Grip/Grasp	F		Sit	F
Extend/Flex Neck	O		Drive	O
Use Dominant Hand	F		Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	O		Keyboarding/Mouse Work	F
Ability to See	F		Ability to Hear	F

ENVIRONMENTAL ELEMENTS

Classroom and general school campus environment.
Potential contact with blood and other bodily fluids.
Potential contact with blood-borne pathogens and communicable diseases.

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Updated Job Description: Assistive Technology Specialist

Item Type: Consent

Background: Assistive Technology Specialist:
This job description is being revised to recognize a change in departments and adding some additional job functions. Staff have worked with CSEA #27 on these changes.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
□ Assistive Technology Specialist	9/20/2023	Backup Material

Title:	Assistive Technology Specialist	Reports To:	Director of Technology or designee	
Department:	Technology	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input checked="" type="checkbox"/> CSEA 27 <input type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	8 hours	No. of Work Days:	261	
FLSA Classification:	<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input checked="" type="checkbox"/> Update of job description <input type="checkbox"/> New job description	
Salary Schedule:	<input type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input checked="" type="checkbox"/> CSEA 27 - Range 37 <input type="checkbox"/> CSEA 860	

DEFINITION

Under general supervision, provides support services to students with special needs, including evaluation, collaboration with Special Education teams, and acquisition of assistive technology equipment and/or software; provides individual instructional support to students, teachers, and parents/guardians using assistive technology to ensure general curriculum is accessible for students with special needs; observes, monitors, and records student performance; performs a variety of technical tasks that support other technology operations; and performs related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from Director of Technology or designee.

ESSENTIAL FUNCTIONS

- Observes, monitors, and documents student performance and learning styles; evaluates student’s assistive technology needs and progress; collaborates with teachers and special education specialists in regard to student specific recommendations; attends Individualized Education Plan (IEP) meetings and in collaboration with case manager, provides input into goal development.
- Supports students and staff with use of assistive technology by providing training on use of specialized equipment and software, troubleshooting technical difficulties, and customizing equipment and software for student access and use.
- Perform simple installations and configurations for a variety of computer hardware, software, and peripherals.
- Perform simple hardware and software troubleshooting, diagnostics, maintenance, cleaning and repairing technology devices.
- Installs and software and hardware; ensures maintenance of student equipment;_develops and presents short tutorials to and user documentation for students and faculty.
- Reviews student files and writing samples; designs writing templates; creates and designs overlays for adaptive keyboards.
- Provides lists and resources of appropriate software for students use at home and to their families.

- Collaborates with teachers on developing and implementing strategies for integrating assistive technology in the classroom.
- Collects assistive technology equipment and software and distributes to students/classrooms; maintains inventory.
- Utilizes principles of differentiated learning to ensure equal access to curriculum for students with special needs.
- Prepares, organizes, and maintains student records and files.
- Researches, compiles, and organizes information and data on topics related to assigned programs and/or projects; prepares and assembles reports and other informational materials.
- Stays abreast of current trends and developments in the field of assistive technology equipment, software, and programs.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices of differentiated learning.
- Principles, practices, and service delivery needs related to the development and implementation of assistive technology support programs, including specialized equipment and software.
- Applications and functions of computer hardware, software, and peripheral devices.
- Methods and practices of child guidance and instruction, especially as they relate to special education students.
- Principles and practices of data collection and report preparation.
- Applicable Federal, State, local, and District policies, codes, regulations, technical processes, and procedures related to the program to which assigned.
- Office practices, methods, and computer equipment and applications, including word processing, database, and spreadsheet applications.
- Record keeping principles and procedures.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Effective practices in dealing with parents/guardians, students, and District staff.

Ability to:

- Implement assistive technology support programs for students with special needs, including specialized equipment and software.
- Create a positive learning environment.
- Recognize individual student learning needs and adapt assistive technology equipment and software to facilitate learning.
- Interpret, apply, explain, and ensure compliance with applicable Federal, State, local, and District policies, procedures, and regulations.
- Conduct research; analyze, interpret, summarize, and present technical information and data in an effective manner.
- Respond to and effectively prioritize workload.
- Compose and prepare basic reports, correspondence, and other written materials independently or from brief instructions.
- Establish and maintain a variety of filing, record keeping, and tracking systems.
- Organize work, set priorities, and meet deadlines.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Adapt to changing work priorities; communicate with diverse groups; foster positive relationships; maintain confidentiality; work as part of a team;

- Establish, maintain, and foster positive, effective, and respectful working relationships with the school community.

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying.

- High School Diploma or equivalent to the completion of the twelfth (12th) grade;
- Two (2) years of instructional support experience; OR
- Specialized training in assistive technology or a related field;
- Completion of 2 years of college-level coursework preferred.

Licenses and Certifications:

- Possession of a valid California Driver’s License by time of appointment.
- Possession of Assistive Technology Applications Certificate.

PHYSICAL REQUIREMENTS:

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency	Activity	Frequency
Bend	F	Lift/carry 0-10 lbs	F
Twist	F	Lift/carry 11-25 lbs	I
Squat	F	Lift/carry 26-40 lbs	O
Kneel	F	Lift/carry 41-100 lbs	N
Climb	F	Stand	F
Reach above shoulder	O	Walk	F
Grip/Grasp	I	Sit	F
Extend/Flex Neck	O	Drive	O
Use Dominant Hand	F	Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	O	Keyboarding/Mouse Work	I
Ability to See	F	Ability to Hear	F

ENVIRONMENTAL ELEMENTS

Employees work in an office environment with moderate to loud noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff, students, parents/guardians, and/or the public in interpreting and enforcing departmental policies and procedures.

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Final Approval of Out-of-State Field Trip Request: EJSHS's Radio Broadcast Program to Orlando, Florida

Item Type: Consent

Background: On June 27, 2023, EJSHS Radio teacher, Kevin Gorham, sought pre-approval from the Board to proceed with planning the out-of-state field trip from October 17-22, 2023 to Orlando, Florida. If approved, the Radio Broadcasting students from Mr. Gorham's advanced class will attend the 2023 National Electronics Conference, hosted by the College Broadcasting, Inc. Tonight, the final itinerary and travel details are being submitted to the Board for final approval.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Other

Pre-approval is being requested to begin the process of fundraising, registration, and travel arrangements. The final itinerary and travel details will be submitted to the Board in September 2023 for approval.

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

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

ATTACHMENTS:

Description	Upload Date	Type
Final Approval of Out-of-State Field Trip Request: EJSHS's Radio Broadcast Program to Orlando, Florida	11/14/2023	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
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Educational Services
2060 Challenger Drive
Alameda, CA 94501

Out-of-State/Out-of-Country Field Trip Request

School: Encinal Jr. Sr. High School

Lead teacher (attending field trip): Kevin Gorham

Additional teacher(s) attending field trip: _____

Grade(s): 10 - 12

Number of students: 4

Number of chaperones*: 2

*There must be a minimum of 1 adult for every 15 students.

Date(s) of field trip: 10/17/23 - 10/22/23 *Overnight trips must work with COVID team to develop a testing plan

Time of departure (leaving from school): 5 AM

Time of arrival (returning to school): 6 PM

Destination/venue name: Rosen Plaza Hotel - Orlando, FLA

Venue contract is attached. *Contract must be processed through Business Services

Destination/venue phone number: 800-627-8258

Destination/venue address (include city & state): 9700 International Drive, Orlando FLA 32819

Lead teacher's signature: [Signature]

Date: 6/8/23

Principal's signature: [Signature]

Date: 6/8/23

Pre-approval

Denied Reason: _____

Curriculum & Instruction Office Use Only

Director of Elementary/Secondary's signature: _____ Date: _____

Conditional Approval

Denied Reason: _____

Required forms received for final approval:

Out-of-State/Out-of-Country Field Trip Request

Field Trip Chaperone List

Roster of Field Trip Participants / class roster from Aeries AND all parent/guardian consent forms

Director of Elementary/Secondary's signature: [Signature] Date: _____

Conditional Approval (pending Board of Education approval)

Denied Reason: _____

Board Approved Date: 6.27.23

FINAL BOE APPROVAL 9/26/23

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Alameda, CA 94501

Check this box if the field trip is NOT instructional. Review the examples below, and check the box that applies:

<ul style="list-style-type: none"> <input type="checkbox"/> Aviation activities (i.e. aircraft or helicopter rides from school property) <input type="checkbox"/> Hot air balloon rides <input type="checkbox"/> Parasailing <input type="checkbox"/> Sky-diving <input type="checkbox"/> Any other aviation or aircraft related activity <input type="checkbox"/> Excursions requiring the use of non-commercial aircraft (i.e. private planes) <input type="checkbox"/> Automobile Activities (i.e. demolition derbies, auto races) <input type="checkbox"/> Excursions to natural disaster areas (i.e. earthquakes, floods, hurricane, tornado zones) <input type="checkbox"/> Excursions to war zones (imminent or existing) <input type="checkbox"/> Excursions to regions with political or civil instability <input type="checkbox"/> Dunk tanks <input type="checkbox"/> Mechanical bulls <input type="checkbox"/> Diving into or sliding on foam, mud, ice or snow <input type="checkbox"/> Demolition of derelict vehicles, equipment or buildings <input type="checkbox"/> Ice climbing / mountain climbing <input type="checkbox"/> Use of fireworks or other pyrotechnic devices <input type="checkbox"/> Use of air-filled "Fun Structures" (jump houses) <input type="checkbox"/> Bungee jumping 	<ul style="list-style-type: none"> <input type="checkbox"/> Archery <input type="checkbox"/> Cliff rappelling / rappelling towers <input type="checkbox"/> Climbing walls <input type="checkbox"/> Downhill skiing <input type="checkbox"/> Firing ranges <input type="checkbox"/> Gymnastics <input type="checkbox"/> Ice skating <input type="checkbox"/> Ice hockey <input type="checkbox"/> In-line skating <input type="checkbox"/> Mountain biking <input type="checkbox"/> Paintball warfare games <input type="checkbox"/> Scuba diving <input type="checkbox"/> Skateboarding <input type="checkbox"/> Snowboarding / snow blading <input type="checkbox"/> Tobogganing <input type="checkbox"/> Whitewater rafting / kayaking <input type="checkbox"/> Winter camping
---	--

Instructional Purpose*

**All staff must state the purpose of the field trip below.*

What is the purpose of this trip?

Provide exposure for advanced radio broadcasting students to high-quality media training

List activities:

Attend broadcasting workshops

Exposure to high-quality college broadcasting programs

Network with media professionals

List anticipated student outcome:

Gain understanding of high quality media programs

Learn about broadcasting trends

Gain exposure to podcasting



List state standards/content to be addressed:

1. CTE industry exposure
2. Learn all aspects of the broadcasting industry

Describe pre-activities:

Submit recordings for review by panelists

Research workshops/speakers

Prep for sessions

Describe post-activities:

Debrief with other radio classes

Share highlights with Encinal community

Reasons for excluding any student(s)*:

**All students must be allowed to participate regardless of ability to pay associated fees.*

NA

Provision made for student(s) not participating:

Students will attend scheduled classes

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Mode of Transportation

- Airplane
- Chartered bus
- Commercial transport (city bus/BART/ferry/etc.) **Increased chaperone requirements*
- District vehicle
- Private vehicle

Flight #1 Information (leaving from California)

Confirmation #: TBD UA 2407
Airline: United # ~~UA 2288~~
Name of contact: _____
Airport (departure): SFO
Airport (arrival): MCO
Airline phone #: 1 800-864-8331

Flight #2 Information (returning to California)

Confirmation #: TBD
Airline: United # UA 2288
Name of contact: _____
Airport (departure): SFO MCO
Airport (arrival): MIA SFO
Airline phone #: 1 800 864-8331

Chartered Bus Information

- Bus contract is attached. **Bus contracts must be processed through Business Services.*

PO #: NA

Confirmation #: _____

Bus company: _____

Name of contact: _____

Company address (include city & state): _____

Company phone #: _____

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Alameda, CA 94501

Transportation costs will be paid for by:

**PTA/Music Boosters/etc. cannot directly pay for chartered buses. Buses must be paid for through a donation & PO.*

- School
- District
- Individual student
- Student body
- PTA
- Other _____

Lodging Information

Confirmation #: _____

Hotel name: Rosen Plaza Hotel

Name of contact: _____

Hotel address (include city & state): 9700 International Drive Orlando FLA 32819

Hotel phone #: 800-627-8258

Lodging costs will be paid for by:

- School
- District
- Individual student
- Student body
- PTA
- Other _____



Itinerary and Daily Schedule (includes departure and arrival times from and to each location)		
Date	Time	Activity/Event
10/17/23	8 am	Students meet at SFO (transported by parents)
		Flight to Orlando
		Check into hotel
10/18/23	7 am	Disney World excursion
	5 pm	Attend conference
10/19/23	9 am - 5 pm	Attend conference
10/21/23	9 am - 5 pm	Attend conference
10/22/23	8 am	Depart for Orlando airport
		Flight to SFO
		Parents transport students home



Roster of Field Trip Participants

(form is not required if substituted with class roster from Aeries)

School: Encinal Jr Sr. HS

Teacher: Kevin Gorham

Room #: 6111

Grade(s): 11 - 12

Date(s) of field trip: 10/17/23 - 10/22/23

Destination/venue name: Electronic Media Conference - Orlando FL

	Student Name (please print first name and last name)	Student ID #	Student Age	C&I Office Use Only: Consent forms ✓
1.	Giuliana Means	90176	17	
2.	Mirabelle Kruger	81796	17	
3.	Christopher Setera	96851	17	
4.	Samuel Smith	83850	16	
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				



Adult Voluntary Waiver, Release, and Indemnity Agreement
(form is required to be completed for Out of State/Out of Country Field Trips)

(read carefully before signing)

I, Kevin Gorham, hereby affirm that I have voluntarily enrolled in
(adult's first name and last name)

2023 Electronics Conference : conducted from 10/17/2023 through 10/22/2023
(description of field trip)

by College Broadcasting : in Orlando FLA
(name of company conducting trip) *(location)*

Mode of Transportation (District Approved)

I will use the District approved transportation by airplane, chartered bus, commercial transport (city bus/BART/ferry/etc.), district vehicle and/or private vehicle.

Mode of Transportation (Privately Arranged by Adult)

I will not use the District approved transportation. I will be providing my own transportation.

(Transportation to/from this event is on your own. The District shall NOT be responsible for and shall NOT assume liability for any injury or loss which may result from such non-District provided transportation.)

I certify that I am cognizant of all the inherent dangers associated with my voluntary participation in this program including but not limited to accidents, illness, civil and/or international strife, terrorism, breaches of airport and/or airline security, and any other harm, injury, illness or damage which may befall me. I also understand that neither the Alameda Unified School District ("the District"), the members of its Board of Education, its officers, employees, instructors nor any of its agents serve as guardians or insurers of my safety. In the event of illness or injury, I hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be the responsibility of the participant.

I further acknowledge and understand that my participation in the trip is not an educational requirement for any course of study which I or the student is presently pursuing or may pursue in the future.

As stated in California Education Code Section 35330, I understand that I waive all claims against the District, its officers, agents, volunteers, and employees for any injury, accident, illness, or death occurring during or by reason of this field trip or excursion, including acts of negligence by the District, its officers, agents, volunteers, or employees.

The supervising teacher or sponsor will discuss field trip rules and safety requirements with students and adult chaperones prior to the field trip, which may include dangerous or hazardous conditions or circumstances exposing the students and adults to potential harm or injury, potentially including death. Students and adults are required to obey all rules and safety requirements of the field trip, as well as Codes of Conduct and general standards for respect of persons and property and good behavior.

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2060 Challenger Drive
Alameda, CA 94501

I fully understand and agree that my failure to follow field trip rules or safety requirements may result in myself being sent home, at my expense, and that I may be barred as a result from future field trips.

Adult's signature: Kei Akah

Date: 8/17/23

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Adult Voluntary Waiver, Release, and Indemnity Agreement
(form is required to be completed for Out of State/Out of Country Field Trips)

(read carefully before signing)

I, Scott Means, hereby affirm that I have voluntarily enrolled in
(adult's first name and last name)

Electronic Media Conference : conducted from 10/17/2023 through 10/29/2023
(description of field trip)

by College Broadcasters, Inc. in Orlando FL
(name of company conducting trip) (location)

Mode of Transportation (District Approved)

I will use the District approved transportation by airplane, chartered bus, commercial transport (city bus/BART/ferry/etc.), district vehicle and/or private vehicle.

Mode of Transportation (Privately Arranged by Adult)

I will not use the District approved transportation. I will be providing my own transportation.

(Transportation to/from this event is on your own. The District shall NOT be responsible for and shall NOT assume liability for any injury or loss which may result from such non-District provided transportation.)

I certify that I am cognizant of all the inherent dangers associated with my voluntary participation in this program including but not limited to accidents, illness, civil and/or international strife, terrorism, breaches of airport and/or airline security, and any other harm, injury, illness or damage which may befall me. I also understand that neither the Alameda Unified School District ("the District"), the members of its Board of Education, its officers, employees, instructors nor any of its agents serve as guardians or insurers of my safety. In the event of illness or injury, I hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be the responsibility of the participant.

I further acknowledge and understand that my participation in the trip is not an educational requirement for any course of study which I or the student is presently pursuing or may pursue in the future.

As stated in California Education Code Section 35330, I understand that I waive all claims against the District, its officers, agents, volunteers, and employees for any injury, accident, illness, or death occurring during or by reason of this field trip or excursion, including acts of negligence by the District, its officers, agents, volunteers, or employees.

The supervising teacher or sponsor will discuss field trip rules and safety requirements with students and adult chaperones prior to the field trip, which may include dangerous or hazardous conditions or circumstances exposing the students and adults to potential harm or injury, potentially including death. Students and adults are required to obey all rules and safety requirements of the field trip, as well as Codes of Conduct and general standards for respect of persons and property and good behavior.

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I fully understand and agree that my failure to follow field trip rules or safety requirements may result in myself being sent home, at my expense, and that I may be barred as a result from future field trips.

Adult's signature: Scott Means

Date: 09/19/2023

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Field Trip Chaperone Agreement

(form is required to be completed by parents/guardians)

School: Grand ISHS
Teacher: KEVIN CORHAM Room #: 6111
Grade(s): 11-12
Date(s) of field trip: 10/17/23 - 10/22/23
Destination/venue name: College Broadcasters Inc / ORLANDO FL
Chaperone's last name: MEANS
Chaperone's first name: SCOTT
Chaperone's cell phone #: 510-647-4016
Chaperone's work phone #: _____
Chaperone's home phone #: _____
Chaperone's email address: _____

IF Parent/Guardian Chaperone:

Student Name (please print first and last name): Giuliana Means
Relationship to student: FATHER

- I will be a driver during this field trip. I will be transporting my student in addition to other students.
 I will not be a driver during this field trip. I will not be transporting any students.
 I will be a driver during this field trip. I will only be transporting my student.

All chaperones are required to do the following:

- Supervise all students assigned to them at all times for the entire duration of the activity.
- Follow and enforce all school rules and AUSD policies and immediately report any violation of school rules/policies to the supervising teacher.
- Immediately report any unsafe incident or situation to the supervising teacher.
- Immediately report any disciplinary incident to the supervising teacher.

Chaperones are not permitted to consume alcohol or be under the influence of any controlled substance while participating in a school function.

I certify that I am cognizant of all the inherent dangers associated with my voluntary participation in this program including but not limited to accidents, illness, civil and/or international strife, terrorism, breaches of airport and/or airline security, and any other harm, injury, illness or damage which may befall me. I also understand that neither the Alameda Unified School District ("the District"), the members of its Board of Education, its officers, employees, instructors nor any of its agents serve as guardians or insurers of my safety. In the event of illness or injury, I hereby

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consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or

under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be the responsibility of the participant.

I further acknowledge and understand that my participation in the trip is not an educational requirement for any course of study which I or the student is presently pursuing or may pursue in the future.

As stated in California Education Code Section 35330, I understand that I waive all claims against the District, its officers, agents, volunteers, and employees for any injury, accident, illness, or death occurring during or by reason of this field trip or excursion, including acts of negligence by the District, its officers, agents, volunteers, or employees.

The supervising teacher or sponsor will discuss field trip rules and safety requirements with students and adult chaperones prior to the field trip, which may include dangerous or hazardous conditions or circumstances exposing the students and adults to potential harm or injury, potentially including death. Students and adults are required to obey all rules and safety requirements of the field trip, as well as Codes of Conduct and general standards for respect of persons and property and good behavior.

I fully understand and agree that my failure to follow field trip rules or safety requirements may result in myself being sent home, at my expense, and that I may be barred as a result from future field trips.

I have read the chaperone agreement and will adhere to the above expectations while chaperoning students on a school trip.

Parent's/guardian's name (please print first name and last name): SCOTT MEANS

Parent's/guardian's signature: Scott Means Date: 9/19/23

School Office Use Only

School office manager has:

- received Annual Transportation of Students in Privately Owned Vehicles Certificate and Authorization for drivers who are transporting their students in addition to other students
- received a copy of driver's license
Driver's license expiration date: _____
- verified that the insurance is in the driver's name
- verified that the driver has met the minimum insurance requirements as listed above
Insurance expiration date: _____
- received Field Trip Chaperone Agreement
- received Volunteer Information/Agreement
- received a copy of TB Results
- confirmed Live Scan clearance via Human Resources

I have confirmed that the above individual has been approved as a district chaperone for this field trip.

Principal's signature: [Signature] Date: 9-20-23

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2060 Challenger Drive
Alameda, CA 94501

Parent/Guardian Informed Consent for Field Trip

School: Encinal Jr. Sr. High School

Teacher: Kevin Gorham

Room #: 6001

Date(s) of field trip: 10/17/23 - 10/22/23

Time of departure (leaving from school): 5 am (est)

Time of arrival (returning to school): 6 pm (est)

Destination/venue name: Orlando, FLA - Electronic Media Conference

Destination/venue phone #: 407-996-9700

Destination/venue address (include city & state): Rosen Plaza Hotel 9700 International Drive, Orlando FLA 32819

Student's last name: _____

Student's first name: _____

Student's cell phone #: _____

Student's home address (include city & state): _____

Transportation Mode

Chartered bus

Commercial transport (city bus/BART/ferry/etc)

District vehicle

Private vehicle

COMMERCIAL AIRPLANE & SHUTTLE VAN

Lodging Information

Hotel name: Rosen Plaza Hotel

Hotel address (include city & state): 9700 International Drive Orlando, FLA 32819

Hotel phone #: 407 996-9700

In the event of illness or injury, I hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services as deemed necessary for the student's safety and welfare. It is understood that the resulting expenses will be the responsibility of the participant.

It is recommended that all students have medical or student accident insurance. If you do not have student accident insurance, it is available through SI. More information regarding this coverage is included in your parent handbook. You can enroll online at www.studentinsuranceusa.com.

(page 1 and page 2 must be completed prior to submitting this form)

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A special note to Parents/Guardians regarding prescription medication/drugs:

1. All prescription medication/drugs must be registered on this form;
2. All prescription medication/drugs, except those which must be kept on the student's person for emergency use, must be kept and distributed by the staff;
3. _____ Check and initial here if there are health/medical concerns that the staff should be aware of, and if any prescription medication/drugs are required during the field trip*;
**If your student has a health/medical concern, kindly attach a description of that concern to this form.*
4. If prescription medication/drugs are to be taken by the student, list them here:

As stated in California Education Code Section 35330, I understand that I waive all claims against the District, its officers, agents, volunteers, and employees for any injury, accident, illness, or death occurring during or by reason of this field trip or excursion, including acts of negligence by the District, its officers, agents, volunteers, or employees.

I understand that COVID-19 is a highly contagious virus. I understand that my student must adhere to the protocols of Alameda Unified as well as County, State and Federal COVID-19 guidelines when participating in a District event. I further understand that as a parent/guardian, I fully assume all risks related in any way to COVID-19 for my students attendance or participation in District events, and hereby agrees to indemnify, defend, and hold harmless the district, its officers, employees, and agents (collectively "AUSD") from and against any and all injuries, losses or damages, costs, expenses, claims, lawsuits, judgments, and/or liabilities (including attorney fees) arising directly or indirectly from, or related in any way to, any claims made by or on behalf of any individual(s) for bodily injury, death, loss of use, monetary loss, or any other injury from or related to COVID-19. Users themselves also hereby release, waive and discharge any claims, demands, damages, expenses, losses or liabilities (including attorney fees) against AUSD for any injury, illness, death or monetary loss relating in any way to COVID-19 in connection with participation in this event.

I fully understand and agree that failure of the student to follow field trip rules or safety requirements may result in the student being sent home, at my expense, and that the student may be barred as a result from future field trips.

Parent's/guardian's name (please print first name and last name): _____

Parent's/guardian's cell phone #: _____

Parent's/guardian's work phone #: _____

Parent's guardian's home phone #: _____

Parent's guardian's email address: _____

Medical Insurance Carrier: _____

Medical Policy #: _____

Emergency contact's name (please print first name and last name): _____

Emergency contact's cell phone #: _____

Parent's/guardian's name (please print first name and last name): _____

Parent's/guardian's signature: _____ Date: _____

Parent's/guardian's signature reflects their knowledge and approval of the field trip described above. This form must be returned to the school before the student can participate in the activity.



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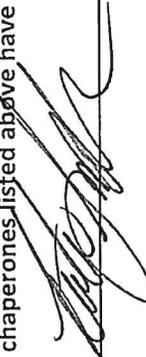
Field Trip Chaperone List

(form must include all parents/guardians/staff chaperones)

School: Encinal High School Teacher: Kevin Gorham Room #: 6111
 Grade(s): 11-12 Date(s) of field trip: Oct 17 - 22, 2023 Destination/venue name: 2023 National Electronics Conference - Orlando FLA

Last Name	Gorham	Scott		
First Name	Kevin	Mearns		
Cell Phone #	510-387-5406	510-847-4016		
Field Trip Chaperone Agreement <input checked="" type="checkbox"/>				
Adult Voluntary Waiver, Release, and Indemnity Agreement (Out of State/Out of Country Trips Only) <input checked="" type="checkbox"/>				
Will chaperone be driving students in a private vehicle?				
If Chaperone will be driving students in a private vehicle...				
Annual Transportation of Students in Privately Owned Vehicles Certificate and Authorization <input checked="" type="checkbox"/>				
Copy of Driver's License <input checked="" type="checkbox"/>				
Insurance is in Driver's Name <input checked="" type="checkbox"/>				
Driver Has Met Minimum Insurance Requirements <input checked="" type="checkbox"/>				
HR Required Forms				
Volunteer Information/Agreement <input checked="" type="checkbox"/>				
Copy of TB Results (not required for 1-time occurrence) <input checked="" type="checkbox"/>				
Live Scan Clearance via HR <input checked="" type="checkbox"/>				

I have verified that all chaperones listed above have been approved as district chaperones for this field trip.

Principal's signature:  Date: 9-20-23



Field Trip Chaperone Agreement

(form is required to be completed by parents/guardians)

School: Encinal Jr. Sr. HS
Teacher: Kevin Gorham Room #: 6111
Grade(s): 11-12
Date(s) of field trip: Oct 17 - 22, 2023
Destination/venue name: 2023 National Electronics Conference
Chaperone's last name: Gorham
Chaperone's first name: Kevin
Chaperone's cell phone #: 510-387-5406
Chaperone's work phone #: _____
Chaperone's home phone #: _____
Chaperone's email address: kgorham@alamedaunified.org

IF Parent/Guardian Chaperone:

Student Name (please print first and last name): _____

Relationship to student: _____

- I will be a driver during this field trip. I will be transporting my student in addition to other students.
 I will not be a driver during this field trip. I will not be transporting any students.
 I will be a driver during this field trip. I will only be transporting my student.

All chaperones are required to do the following:

- Supervise all students assigned to them at all times for the entire duration of the activity.
- Follow and enforce all school rules and AUSD policies and immediately report any violation of school rules/policies to the supervising teacher.
- Immediately report any unsafe incident or situation to the supervising teacher.
- Immediately report any disciplinary incident to the supervising teacher.

Chaperones are not permitted to consume alcohol or be under the influence of any controlled substance while participating in a school function.

I certify that I am cognizant of all the inherent dangers associated with my voluntary participation in this program including but not limited to accidents, illness, civil and/or international strife, terrorism, breaches of airport and/or airline security, and any other harm, injury, illness or damage which may befall me. I also understand that neither the Alameda Unified School District ("the District"), the members of its Board of Education, its officers, employees, instructors nor any of its agents serve as guardians or insurers of my safety. In the event of illness or injury, I hereby

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consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or

under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be the responsibility of the participant.

I further acknowledge and understand that my participation in the trip is not an educational requirement for any course of study which I or the student is presently pursuing or may pursue in the future.

As stated in California Education Code Section 35330, I understand that I waive all claims against the District, its officers, agents, volunteers, and employees for any injury, accident, illness, or death occurring during or by reason of this field trip or excursion, including acts of negligence by the District, its officers, agents, volunteers, or employees.

The supervising teacher or sponsor will discuss field trip rules and safety requirements with students and adult chaperones prior to the field trip, which may include dangerous or hazardous conditions or circumstances exposing the students and adults to potential harm or injury, potentially including death. Students and adults are required to obey all rules and safety requirements of the field trip, as well as Codes of Conduct and general standards for respect of persons and property and good behavior.

I fully understand and agree that my failure to follow field trip rules or safety requirements may result in myself being sent home, at my expense, and that I may be barred as a result from future field trips.

I have read the chaperone agreement and will adhere to the above expectations while chaperoning students on a school trip.

Parent's/guardian's name (please print first name and last name): _____

Parent's/guardian's signature: *Karen M. Baker* Date: 09/20/23

School Office Use Only

School office manager has:

- received Annual Transportation of Students in Privately Owned Vehicles Certificate and Authorization for drivers who are transporting their students in addition to other students
- received a copy of driver's license
Driver's license expiration date: _____
- verified that the insurance is in the driver's name
- verified that the driver has met the minimum insurance requirements as listed above
Insurance expiration date: _____
- received Field Trip Chaperone Agreement
- received Volunteer Information/Agreement
- received a copy of TB Results
- confirmed Live Scan clearance via Human Resources

I have confirmed that the above individual has been approved as a district chaperone for this field trip.

Principal's signature: *[Signature]* Date: 9-20-23

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning History Month - October

Item Type: Consent

Background: A resolution was first approved in 2013-14 by the Alameda Unified Board of Education declaring October LGBTQ History Month. Tonight we continue the tradition and present a proclamation to recognize October as LGBTQ History Month in AUSD.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #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: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

	Description	Upload Date	Type
□	Proclamation_-_LGBTQ_History_Month_-_October	9/20/2023	Backup Material

PROCLAMATION
Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ)
History Month - October

WHEREAS, Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) Americans have made and continue to make lasting contributions to strengthen the fabric of American society; and

WHEREAS, October holds historically significant days such as the first National March on Washington and also Coming Out Day; and

WHEREAS, the month of October has been established to remind all cultures within our wider community of the important roles LGBTQ people have taken in creating the social, historical, legal, and political worlds we live in today; and

WHEREAS, the Alameda Board of Education appreciates and recognizes the importance of LGBTQ History Month as an effective means of educating and calling to action the citizens of the City of Alameda to work together by fighting prejudice and discrimination in their own lives; and

WHEREAS, a knowledge of LGBTQ history enables LGBTQ students, families, and educators to be supported to uphold affirmative lives with dignity and respect; and

WHEREAS, in 2017 the Alameda Unified School District (AUSD), the City of Alameda, the Alameda Collaborative for Children, Youth, and their Families (ACCYF), the Alameda Chamber of Commerce, the Alameda Education Foundation (AEF), Alameda Family Services (AFS), the Alameda Education Association (AEA), the local California School Employees Associations (CSEA) Chapters 27 and 860, the Alameda Parent Teachers Association (PTA), and other civic leaders joined together in an “Everyone Belongs Here” campaign created by AUSD’s students and AUSD’s LGBTQ Round Table to voice a common call to action for LGBTQ rights, uniting us all in a social justice platform to uphold the rights of all people;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education recognizes and supports October as Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) History Month.

PASSED AND ADOPTED by the following votes on this 26th day of September, 2023.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Heather Little, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: National Domestic Violence Awareness Month - October

Item Type: Consent

Background: Each year millions of children and youth are at risk of exposure to domestic violence. Learning disabilities and developmental delays in verbal, cognitive, and motor skills are common among children living in homes with domestic violence. Additionally children from violent homes have a high risk of alcohol/drug use, post-traumatic stress disorder, and juvenile delinquency.

On October 13, 2016 the Alameda Unified Board of Education approved a resolution declaring Alameda Public Schools Domestic Violence Free Zones. In support of that resolution, tonight the Alameda Unified School District's Board of Education proclaims October as National Domestic Violence Awareness Month.

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: 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.| #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
□ Proclamation - _National_Domestic_Violence_Awareness_Month_- _October	9/20/2023	Backup Material

PROCLAMATION
National Domestic Violence Awareness Month - October

WHEREAS, October is National Domestic Violence Awareness Month; and

WHEREAS, each year millions of children and youth are at risk of exposure to domestic violence; and

WHEREAS, many children witnessing domestic violence come to believe that violence is acceptable and begin to display various emotional, physical, and behavioral disturbances; and

WHEREAS, learning disabilities are common among children living in homes with domestic violence, and they often suffer developmental delays in verbal, cognitive, and motor abilities; and

WHEREAS, children from violent homes have a higher risk of alcohol/drug use, post-traumatic stress disorder, and juvenile delinquency; and

WHEREAS, schools often play a role in creating a more stable environment by modeling and teaching alternatives to violence and acting as a resource and support to families; and

WHEREAS, the citizens of Alameda recognize that domestic violence is incompatible with healthy relationships and that breaking the cycle of violence requires a focused and coordinated community response; and

WHEREAS, on October 13, 2016, the AUSD Board of Education declared all Alameda public schools as Domestic Violence Free Zones;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District's Board of Education recognizes October as National Domestic Violence Awareness Month.

PASSED AND ADOPTED by the following votes on this 26th day of September, 2023.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Heather Little, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: World Teachers' Day - October 5, 2023

Item Type: Consent

Background: World Teachers' Day, created in 1994 by UNESCO, is held annually on October 5th and celebrates teachers worldwide. Its aim is to mobilize support for teachers and to ensure that the needs of future generations will continue to be met by teachers. This day is also an opportunity to draw attention to their status, employment conditions, and the needs of countries where teacher recruitment is not keeping pace with increased student enrollment.

Tonight the Alameda Unified School District's Board of Education proclaims October 5, 2023 as World Teachers' Day.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

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

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

ATTACHMENTS:

Description	Upload Date	Type
□ Proclamation_-_World_Teachers__Day_-_October_5__2023	9/20/2023	Backup Material

PROCLAMATION
World Teachers' Day
October 5, 2023

WHEREAS, World Teachers' Day is an opportunity to mobilize support for teachers and to ensure that the needs of future generations will continue to be met by teachers; and

WHEREAS, this day is also an opportunity to draw attention to their status, employment conditions, and the needs of countries where teacher recruitment is not keeping pace with increased student enrollment; and

WHEREAS, World Teachers' Day shows appreciation, awareness, and understanding displayed for crucial contributions which teachers make to education;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education recognizes October 5, 2023 as World Teachers' Day.

PASSED AND ADOPTED by the following votes on this 26th day of September, 2023.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Heather Little, 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: Enrollment Report: 20th Day of School (10 Mins/Information)

Item Type: Information

Background: Tonight staff present enrollment data for elementary, middle, and high schools. Enrollment is monitored daily for the first 10 days of school. Classes must be balanced by the 20th day to meet class size maximums per the Alameda Education Association contract.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success. | #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Presentation: 20 Day Enrollment Report_9.26.23	9/26/2023	Presentation

20-Day Enrollment Report

**Kirsten Zazo, Assistant Superintendent
Educational Services**

September 26, 2023

Enrollment 2023-2024 – Day 20

Grade Level Comparisons - Totals *(minus Pre school and Adult Transition)*

Grade	Actual 2022-2023 (TK-12)	Actual Day 20 - September 11, 2023 (TK-12)	Difference
TK-5	3,965	4,092	+127
6-8	1,856	1,905	+49
9-12	2,976	3,049	+73
Total	8,797	9,046	+249

Enrollment 2023-2024 – Day 20

Elementary Schools

Year	Bay Farm (K-5)	Earhart (TK-5)	Edison (K-5)	Franklin (K-5)	Love (TK-5)
22/23 9/13/22	429	585	433	284	470
23/24 9/11/23	485	573	463	290	470
Difference	+56	-12	+30	+6	0

Enrollment 2023-2024 – Day 20

Elementary Schools

Year	Maya Lin (TK-5)	Otis (K-5)	Paden (TK-5)	Ruby Bridges (TK-5)
22/23 9/13/22	460	541	336	422
23/24 9/11/23	476	522	374	437
Difference	+16	-19	+38	+15

Enrollment 2023-2024 – Day 20

Middle Schools

Year	Lincoln (6-8)	Wood (6-8)	Jr. Jets (6-8)	Bay Farm (7-8)
22/23 9/13/22	877	608	227	46 (6) 47 (7) 44 (8) 91
23/24 9/11/23	918	607	288	38 (7) 46 (8) 84
Difference	+41	-1	+61	-7

Enrollment 2023-2024 – Day 20

High Schools

Year	Alameda (9-12)	ASTI (9-12)	Island (9-12)	Encinal (9-12)
22/23 9/13/22	1,778	167	67	938
23/24 9/11/23	1,843	168	82	929
Difference	+65	+1	+15	-9

Enrollment 2023-2024 – Day 20

Elementary Schools – Redirection

	TK	K	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Bay Farm	0	0	0	0	0	0	0
Earhart	0	0	1	0	0	0	0
Edison	0	0	0	0	0	0	0
Franklin	0	0	0	0	0	1	0
Love	0	0	1	0	0	0	0

Students who began at a school and had to be redirected away from their homeschool

Enrollment 2023-2024 – Day 20

Elementary Schools – Redirection

	TK	K	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Maya Lin	0	0	0	0	0	0	0
Otis	0	0	0	0	0	0	0
Paden	0	0	0	0	0	0	0
Ruby Bridges	0	0	0	0	0	0	0

Students who began at a school and had to be redirected away from their homeschool

Enrollment 2023-2024 – Day 20

Elementary Schools – Over/Under Capacity

	TK	K	1st grade	2nd grade	3rd grade	4th grade	5th grade
Bay Farm	0	0	1	0	4	5	9
Earhart	0	2	10	2	0	0	2
Edison	-	0	1	7	1	1	8
Franklin	-	4	0	1	3	6	1
Love	0	1	2	3	2	4	4

Green = space available.

Red = neighborhood students waiting to get back into their homeschool.

Purple = over enrolled with no place to re-direct.

Enrollment 2023-2024 – Day 20

Elementary Schools – Under/Over Capacity

	TK	K	1st grade	2nd grade	3rd grade	4th grade	5th grade
Maya Lin	-	1	2	6	2	1	3
Otis	-	6	0	8	6	1	0
Paden	2	2	2	2	7	8	4
Ruby Bridges	1	7 1	3 1	2	1	1	13

Green = space available.

Red = neighborhood students waiting to get back into their homeschool.

Purple = over enrolled with no place to re-direct.

Grade Level Comparisons

Grade	22-23	23-24	Difference
TK	118	234	116
K	563	610	47
1	614	596	-18
2	664	626	-38
3	666	661	-5
4	678	679	1
5	662	686	24
6	635	649	14
7	606	644	38
8	615	612	-3
9	711	726	15
10	782	743	-39
11	742	807	65
12	741	773	32
Grand Total	8,797	9,046	249

Next Grade Level Comparisons

Grade	21-22	22-23	Difference	Grade	22-23	23-24	Difference
TK	71	118	47	TK	118	234	116
K	585	563	-22	K	563	610	47
1	661	614	29	1	614	596	33
2	660	664	3	2	664	626	12
3	672	666	6	3	666	661	-3
4	652	678	6	4	678	679	13
5	664	662	10	5	662	686	8
6	601	635	-29	6	635	649	-13
7	596	606	5	7	606	644	9
8	599	615	19	8	615	612	6
9	778	711	112	9	711	726	111
10	717	782	4	10	782	743	32
11	674	742	25	11	742	807	25
12	733	741	67	12	741	773	31
Total	8,663	8,797		Total	8,797	9,046	

Changes this year include: Extended day Kindergarten, TK birthday extension and expanded aftercare options.

Affidavits and Interdistrict* Transfers

- Total Affidavits:
 - Total Affidavits that needed to be Renewed: **317**
 - Total Affidavits that were Renewed: **268**
 - Total Affidavit Tags Removed: **52**
 - Total Affidavits that were No Shows: **8**
 - Total Affidavits still Outstanding: **49**
- Currently we have **118** inter-district transfer students attending AUSD schools
- Out of the **118** inter-district transfers, **31** are employee's children
- **1,951** families enrolled for the 23/24 school year
- **36** new students with an IEP were enrolled
- **68** home checks completed in August and September (to date)

** Interdistrict Transfers are for students residing outside of Alameda who want to attend an AUSD school.*

Intradistrict* Transfers

We currently have 370 intra-district transfers students within AUSD:

- Total Requests for the 23/24 school year: **397**
- Total Approved for the 23/24 school year: **70**
- Total Priority 1 (Health and Safety) requests: **3**
 - 3 approved
 - 0 not attending AUSD
- Total Priority 2 (sibling) requests: **32**
 - 17 approved
- Total Priority 3 (all other) requests: **362**
 - 50 approved

** Intradistrict Transfers are for Alameda resident students who want to attend a school outside their “home” zone.*

New Enrollments (February – August 2021)

Schools	0	1	2	3	4	5	6	7	8	9	10	11	12	PK	TK	Grand Total
Edison	69	6	8	4	3	2										92
Earhart	75	7	4	3	2	1									43	135
Franklin	32	3	1	0	1	2										39
Love	59	5	2	1	4	0									22	93
Ruby Bridges	47	10	6	1	4	2									20	90
Bay Farm	48	5	3	1	6	3	2	1	3							95
Otis	63	3	0	1	2	5										74
Paden	51	2	6	2	2	1										64
Wood							15	10	10							35
Lincoln							20	8	7							35
Encinal							16			56	4	3	3			82
Alameda										69	6	8	6			89
Island												0	0			0
ASTI										25	0	0	0			8
Maya Lin	53	2	3	1	3	2										64
Other																2
Grand Total	497	43	33	14	27	18	53	19	20	150	10	11	9		85	989

New Enrollments (February – August 2022)

Schools	0	1	2	3	4	5	6	7	8	9	10	11	12	PK	TK	Grand Total
Edison	64	9	2	4	1	5										85
Earhart	50	10	6	2	4	5									22	98
Franklin	33	9	2	1	1	2										48
Love	52	5	10	5	8	7									21	118
Ruby Bridges	44	16	9	6	7	6									20	108
Bay Farm	51	15	8	2	9	0			1							86
Otis	62	14	3	7	2	4										92
Paden	34	8	4	6	3	1										56
Wood							13	6	6							25
Lincoln							12	7	2							21
Encinal							10	3	1	48	6	4	5			81
Alameda										62	5	8	6			81
Island												1	0			1
ASTI										20						20
Maya Lin	56	6	6	4	0	8										80
Other																
Grand Total	446	92	48	37	35	38	35	16	10	130	11	13	11		63	983

New Enrollments (February – August 2023)

Schools	0	1	2	3	4	5	6	7	8	9	10	11	12	PK	TK	Grand Total
Edison	66	10	0	5	3	5										89
Earhart	55	1	0	5	2	0									48	111
Franklin	47	2	4	1	0	0										54
Love	59	3	3	6	3	0									48	122
Ruby Bridges	34	6	14	2	14	6									45	96
Bay Farm	60	12	6	2	3	4	0	0	3						48	138
Otis	57	10	0	2	2	2										73
Paden	40	8	8	8	7	5									46	122
Wood							22	21	22							65
Lincoln							16	7	5							28
Encinal							8	0	0	79	14	17	10			128
Alameda										50	16	13	7			86
Island										0	1	1	0			2
ASTI										15	0	0	0			15
Maya Lin	65	7	4	5	6	2										69
Other														28		28
Grand Total	483	59	39	36	40	24	46	28	30	144	31	31	17	28	235	1,271

20-Day Enrollment Report

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Development of a New Three-Year Local Control and Accountability Plan (LCAP): AUSD's Strategic Plan Foundational Program and LCAP Goals 1 and 2 (20 Mins/Information)

Item Type: Information

Background: The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

AUSD's 2023-24 Local Control and Accountability Plan was approved by the Board on June 27, 2023. This was year three of a three-year plan that began in 2021-22. A new three-year plan needs to be put in place for 2024-25, 2025-26, and 2026-27.

At the August 8th Board of Education meeting, staff presented the process for development of this three-year plan and the timeline for engagement and implementation. Tonight's presentation will be focused around AUSD's Strategic Plan Foundational Program and LCAP Goals 1 and 2.

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
□ LCAP Three Year Plan: Goals 1 and 2_9.26.23 9/20/2023		Presentation

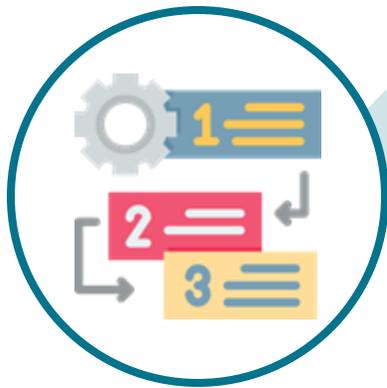


DEVELOPMENT OF A NEW THREE-YEAR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

SEPTEMBER 26, 2023

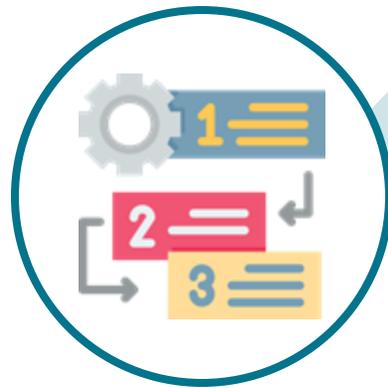
Welcome to the LCAP!

2023-24 will be Year 3 of the three-year plan



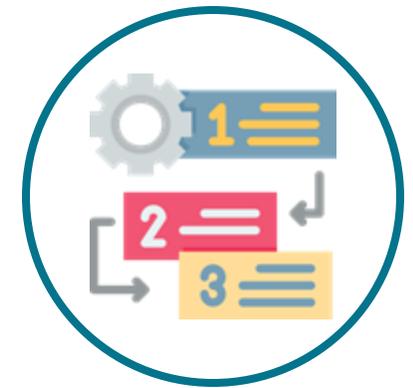
YEAR 1

2021-22



YEAR 2

2022-23



YEAR 3

2023-24

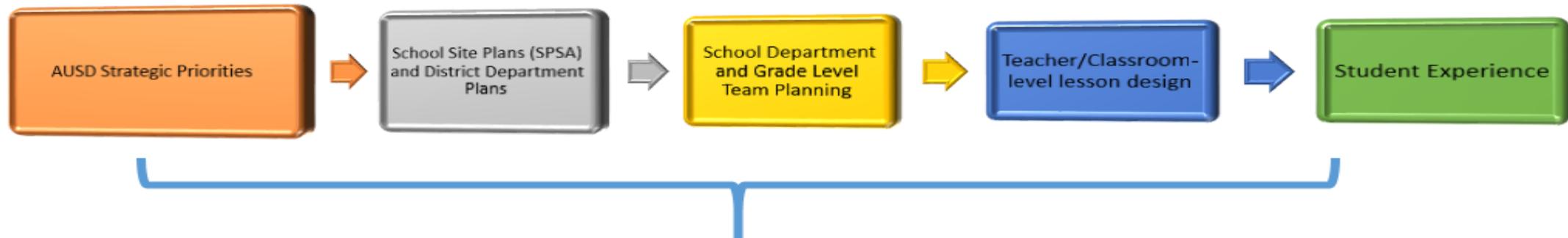


AUSD's Strategic Plan: Focal Areas

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<p>1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk</p> <p>1.2 Learning is aligned to and supported by grade-level standards and clear policies</p> <p>1.3 Relationships are built or improved to support learning and supportive environments</p>	<p>2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs</p> <p>2.2 Educators have time to collaborate and grow in service of student learning</p> <p>2.3 School teams consistently support equitable student outcomes</p> <p>2.4 School and student schedules create equitable access and learning opportunities</p>	<p>3.1 Finance: provide long-term financial stability necessary to maintain core programming and services</p> <p>3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel</p> <p>3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.</p>

How All Plans Work Together

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



Local Control Accountability Plan (LCAP)

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

LCAP District-wide Goals



Goal 1

Strategic Plan
Goals 1.1, 1.2



Goal 2

Strategic Plan
Goal 1.3



Goal 3

Strategic Plan
Goal 2.1



Goal 4

Strategic Plan
Goal 2.2



Goal 5

Strategic Plan
Goal 2.3



Goal 6

Strategic Plan
Goals 3.1, 3.2, 3.3

Goal 7 (Ruby Bridges) and **Goal 8** (Students experiencing Homelessness)

LCAP GOAL 1

Strategic Plan Goal 1.1:

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

Strategic Plan Goal 1.2:

Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

LCAP GOAL 2

LCAP Goal 2: Strategic Plan Goal 1.3:

We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.

Foundational Program

- A clear and coherent curriculum (what students learn)
- Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)

A good analogy for this is a house. Our current program is like a house that has some really nice rooms (i.e., school programs and services) but the foundation needs some cracks filled, some leveling, and some reinforcement. We want to strengthen the foundation of the district.

LCAP GOAL 1

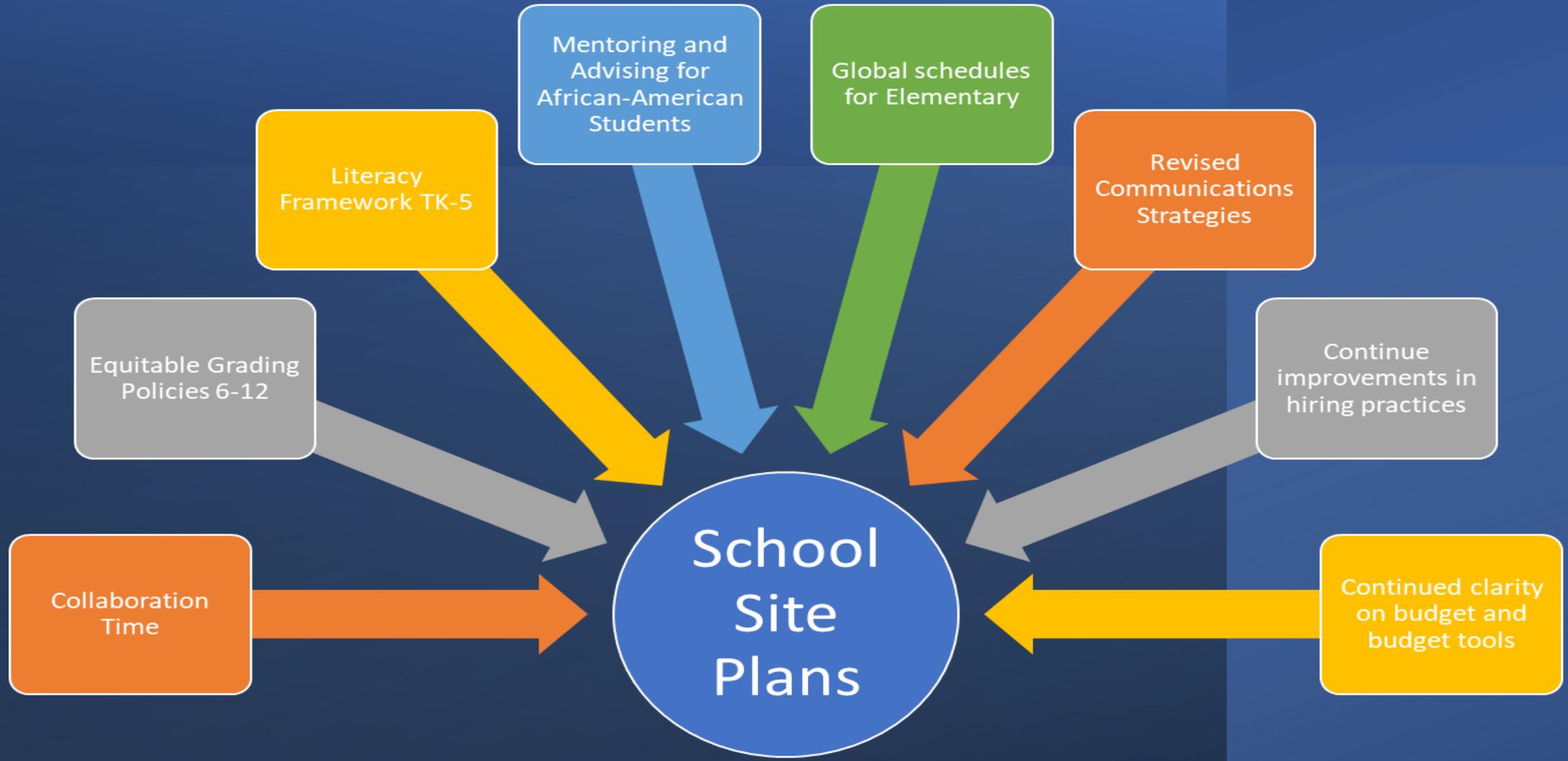
	Actions	Funding 23-24	What is resourced and what has changed
1.1	Maintain Teaching and Learning department staff to support core curriculum, instruction, and compliance needs within and across school sites. Includes those staff who are funded from non-supplemental and non-restricted resources.	\$925K	2 Directors, .6 Coordinator of Compliance, & 2.5 Clerical support
1.2	Maintain and expand existing Career Technical Education (CTE) programs at comprehensive and continuation high schools. Includes professional development time for teachers, materials/supplies/equipment for program operation, and staff to manage CTE programs districtwide.	\$459K	
1.3	Focal: Funds will provide for an extra day of professional development to the calendar of all 185 employees within the Alameda Education Association (AEA) have been budgeted. Focused topics on improving outcomes for unduplicated count students include grading for equity, literacy framework.	\$335K	One PD day funded by supplemental dollars
1.4	Focal: Instructional Coaches provide aligned and responsive professional development and support to staff in support of district implementation of content standards with a focus on our focal student groups.	\$1M	9FTE
1.5	Professional development and curriculum to support the implementation of Systematic ELD and integrated ELD program.	\$61K	
1.6	Maintain Coordinator of Language and Literacy position to manage implementation of ELD program, TK-12 literacy, Social Studies and coordinate work of instructional coaches.	\$200K	

LCAP GOAL 1

	Actions	Funding 23-24	What is resourced and what has changed
1.7	Focal: Maintain Assessment Services Department to support teachers monitoring student progress through common assessments. Support the evaluation of English Learners annually to determine proficiency and assess readiness to be reclassified as Fluent English Proficient.	\$736K	3 FTE (\$464K), \$95K for services
1.8	Provide credit recovery options for students at secondary schools to improve graduation rates for all students, and especially unduplicated students, via a districtwide license for Cyber High Unlimited and a limited license for Edmentum.	\$63K	Services using A-G Credit Recovery Block Grant
1.9	Provide students sufficient standards-aligned instructional materials to support high-quality teaching and learning. Includes annual replacement and adoption of core textbooks and instructional materials.	\$1.3M	\$375K for textbook adoptions, \$549K for textbook maintenance
1.10	Provide professional development and supplies to support CCSS aligned instruction at grades TK-12. Includes substitute release and hourly time for teachers.	\$420K	Math initiative coaches, grading for equity training, literacy framework, Mills teacher led PLC
1.11	Maintain comprehensive Special Education department resources to provide students with disabilities the necessary range of services. Includes certificated staff, classified staff, instructional materials, transportation, and other services. Supports district efforts to expand co-teaching, learning centers, and overall increase to the access students with disabilities have to the general education curriculum.	\$34M	\$20.7M in payroll (91 FTE teachers, 127 FTE Paraprofessionals, 8.8 FTE Admin) \$14.3 in services
1.12	Maintain and expand instructional technology resources and support for school sites. Includes professional development in Google and other district-supported software, districtwide software licenses. Annual review and modification of districtwide software decisions supported by Instructional Technology Work Groups.	1.9M	

LCAP GOAL 2

	Actions	Funding 23-24	What is resourced and what has changed
2.1	Provide culturally responsive family engagement including interactive workshops, listening sessions, support for parent led DEI Roundtable groups, and community events for various affinity groups.	\$220K	Current break down: FTE .85 Senior Director and materials and supplies
2.2	Maintain Family Involvement and Community Engagement.	\$96K	.5 Family Engagement Coordinator
2.3	Parent/Guardian engagement programs that teach parents/guardians strategies for helping their child(ren) and school(s) succeed and understand the path to college and career readiness.	\$33K	Licenses, contracts, materials, hourly and supplies



Feedback and Wonderings



- This new three-year LCAP is a hybrid of the Strategic Plan and the old LCAP.
- Input has been to streamline the actions to communicate what the district is truly working on in relation to improving the Strategic Plan Goals.

Essential Questions



- Which of these actions can be moved to more of an infrastructure goal?
- Which of these actions should be refined to better communicate how it is in service to the Strategic Plan Goal 1?
- How can we structure the next three-year LCAP to reflect the priorities of the Board and staff?

Community Advisory Purpose



Create a space to connect parent leaders, teachers, site administrators and district staff to advise on the ways to strengthen programming to support students.

Community Advisory Role



Provide input as a representative group of stakeholders to inform the District's goals, actions, and services as articulated in districtwide plans such as the Strategic Plan, and the Local Control Accountability Plan (LCAP).

Community Advisory Meetings and LCAP Engagement



LCAP Advisory Topics and Meetings:

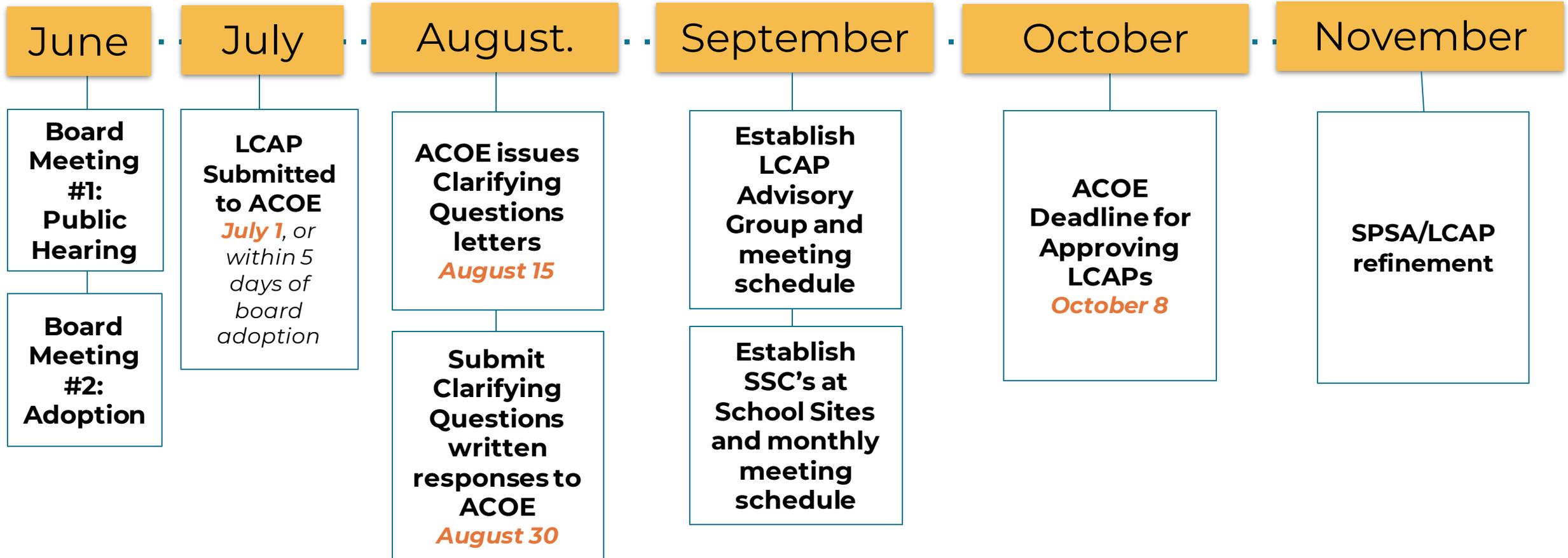
- October 17 - Purpose and Data
- December 19 - Foundational Program
- March 19 - Systems and Structures for Student Support
- April 16 - Resource, Talent Management, and Communications
- May 21 - DRAFT LCAP Goals and Actions
- June 4 - Final LCAP Review

Other Engagement :

- Student Focal Groups
- Meeting with Roundtables
- Special Education Listening Sessions
- Teacher Feedback Groups and Community of Practices
- Academic Committee
- PTA and PTAC meetings

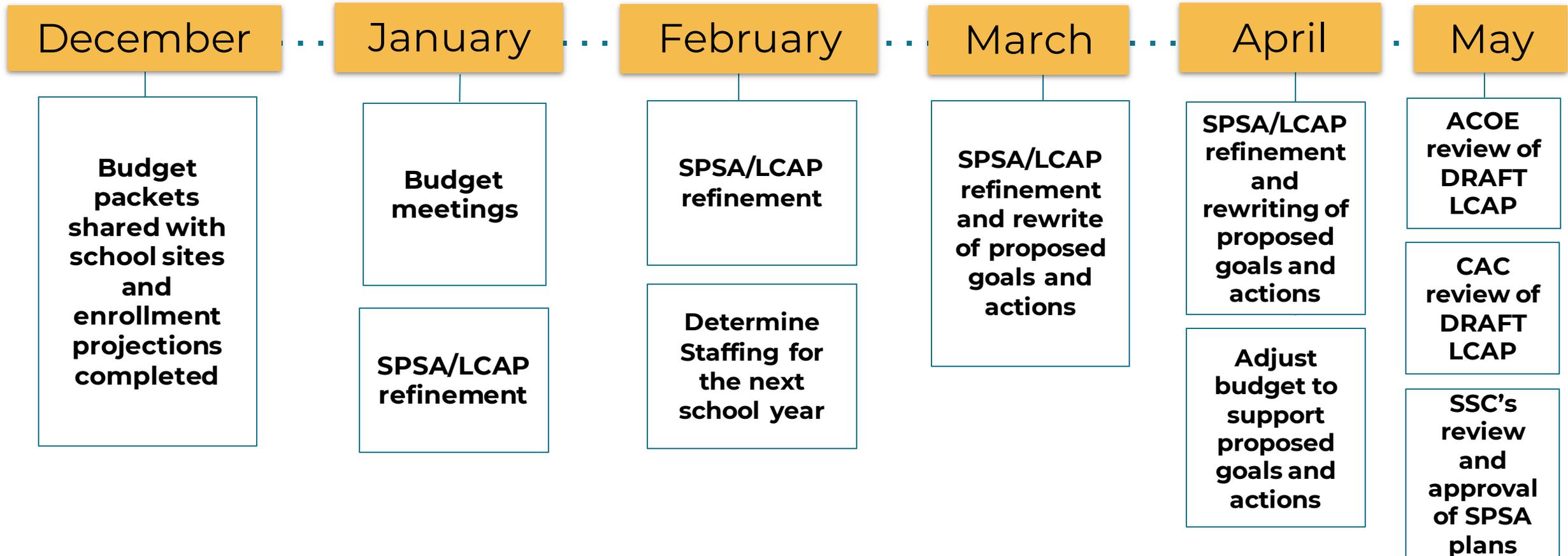
2023-24 LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW



2023-24 LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW



BOARD DISCUSSION

Kirsten Zazo



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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.14 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for the 23-24 SY (5 Mins/Public Hearing/Information)

Item Type: Public Hearing/Information

Background: This Public Hearing and Board Resolution are a required routine annual review of textbook sufficiency in AUSD schools. School districts must ensure that they have fully complied with the requirements of Education Code Section 60119. In order to be eligible to receive funds available for the purposes of this article, districts must conduct an annual public hearing to determine whether each pupil in the district has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Section 60605 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the state board:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Resolution No. 2023-2024.14 certifies that the District has adhered to all laws and to all State Board of Education rules, regulations, and policies regarding the purchase of instructional materials.

Staff will seek final approval of this Resolution at the October 10, 2023 Board of Education Meeting.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

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

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #2 - Teachers must challenge and support all students to reach their highest academic and personal potential. | #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success. | #5 - Accountability, transparency, and trust are necessary at all levels of the

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

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
▢	Resolution 2023-2024.14 Sufficiency of Pupil Textbooks and Instructional Materials_9.26.23	9/20/2023	Resolution Letter
▢	23-24 SY_Notice of Public Hearing_9.26.23	9/20/2023	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

September 26, 2023

Resolution No. 2023-2024.14

**CERTIFICATION OF REQUIREMENT OF EDUCATION CODE SECTION 60119 FOR
SUFFICIENCY OF PUPIL TEXTBOOKS AND INSTRUCTIONAL MATERIALS
INCENTIVE PROGRAM**

WHEREAS, the Governing Board of Alameda City Unified School District, in order to comply with the requirements of Education Code section 60119, held a public hearing on September 26, 2023, at approximately 7:00 pm, which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

WHEREAS, the Governing Board provided at least 10 day notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education; and

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has textbook or instructional materials, or both, to use in class and to take home; and

WHEREAS, the definition of “sufficient textbooks or instructional materials” also means that all students who are enrolled in the same course within the Alameda Unified School District have standards-aligned textbooks or instructional materials from the same adoption cycle; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English Learners, which are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within the following subjects:

- Mathematics
- Science
- History-Social Science
- English/Language arts, including the English Language Development component of an adopted program; and

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

NOW, THEREFORE, BE IT RESOLVED, that for the 2023-2024 school year, the Alameda Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by the following votes on this 10th day of October, 2023.

AYES: _____ MEMBERS: _____

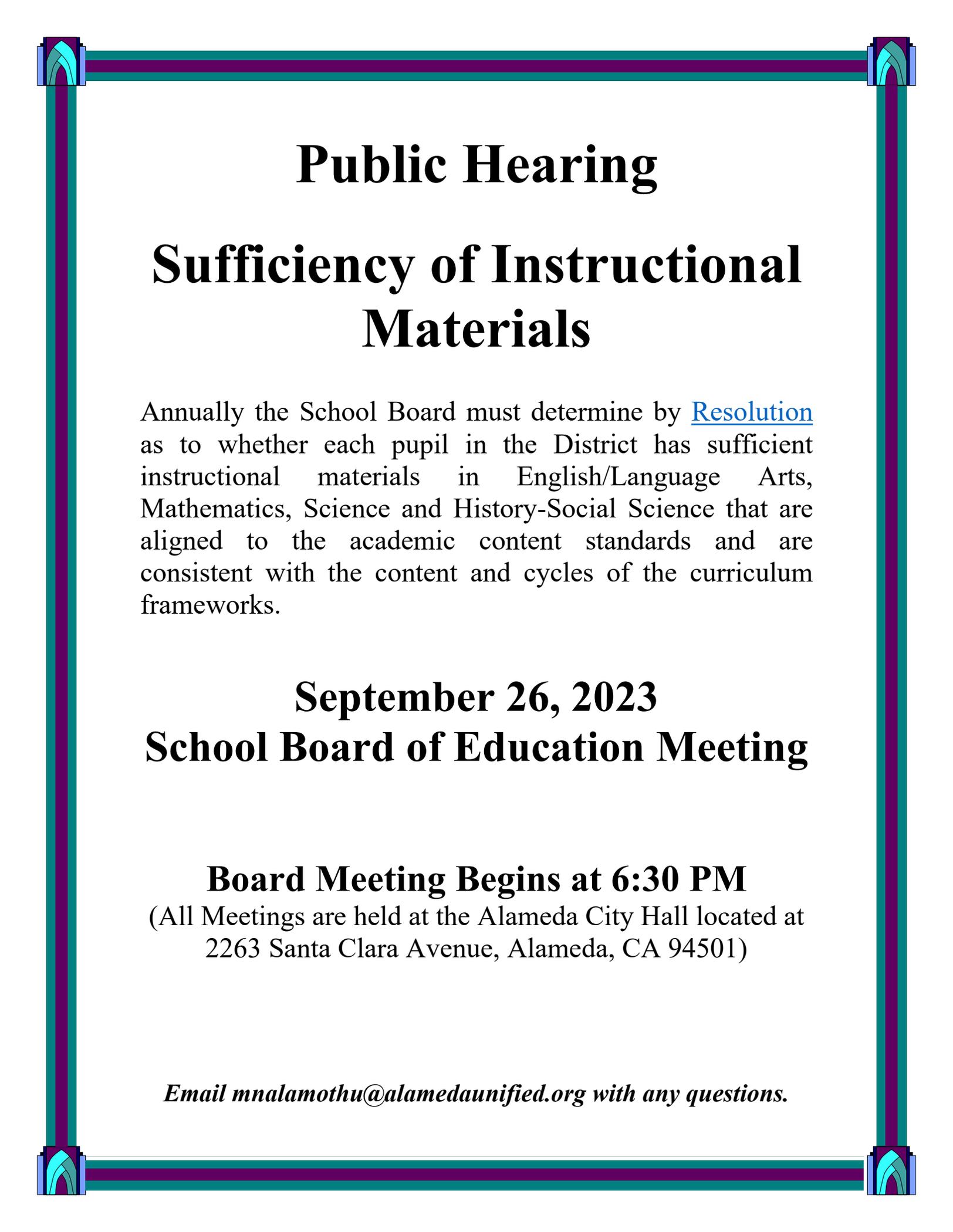
NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Heather Little, 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



Public Hearing

Sufficiency of Instructional Materials

Annually the School Board must determine by [Resolution](#) as to whether each pupil in the District has sufficient instructional materials in English/Language Arts, Mathematics, Science and History-Social Science that are aligned to the academic content standards and are consistent with the content and cycles of the curriculum frameworks.

September 26, 2023
School Board of Education Meeting

Board Meeting Begins at 6:30 PM
(All Meetings are held at the Alameda City Hall located at
2263 Santa Clara Avenue, Alameda, CA 94501)

Email mnalamothu@alamedaunified.org with any questions.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Designation of Board Liaison for Local Revenue Measures (5 Mins/Action)

Item Type: Action

Background: The District is currently exploring options to combine and renew the two current parcel tax measures that provide approximately 20% of the overall operating budget of AUSD. The Board tonight will consider the designation of a board member to serve as its chief liaison to staff, consultants, local businesses, and community members as concepts for extending this local revenue are considered over the next several months.

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: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Board Member Request
