

BOARD OF EDUCATION AGENDA

REGULAR MEETING
May 12, 2026 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue Alameda, CA 94501
Alameda, CA 94501

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

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. Call to Order - Closed Session - 5:30 PM - Board President Ryan LaLonde Will Call the Meeting to Order in Council Chambers in Alameda City Hall (2263 Santa Clara Avenue).
2. Public Comment on Closed Session Topics: The Board will hear public comments on Closed Session agenda items. The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes for Closed Session Items.
3. Recess to Closed Session - Board Members will meet privately in Conference Room 361 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Request to Hear Appeal of Uniform Complaint Against Employee (Govt. Code, §54957, subd. (b) (1)): (1 Appeal Request):
1) Complaint #26-0008

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

1) Superintendent

4. *****

Reconvene to Public Session - 6:30 PM - 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.

**Join Public Board Meeting at 6:30pm
(Zoom format)**

Zoom Registration Link:

**[https://alamedaca-
gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw](https://alamedaca.gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw)**

For Telephone Participants:

Zoom Phone Number: 669-900-9128

Zoom Meeting ID: 892 1582 9256

- 5. Reconvene to Open Session - 6:30 PM - City Council Chambers - Board President Ryan LaLonde will reconvene to Open Session.
- 6. Pledge of Allegiance - Board President Ryan LaLonde will lead the Pledge of Allegiance
- 7. Roll Call/Introduction of Board Members and Staff
- 8. 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 March 24, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. Recognition of Outgoing Student Board Members (10 Mins/Information)
2. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Zoom). Once public comments begin, additional speaker slips and raised hands will not be accepted. The Board may limit this Public Comment period to 20 minutes, with any additional comments being taken after the General Business agenda is complete. If we experience technical difficulties or if there is a disruption, the Board may discontinue online public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: klongergan@alamedaunified.org.
3. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
4. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).
5. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)
6. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items.
7. 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.
8. 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 and Acceptance of Donations
4. Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300
5. Approval and Ratification of Facilities Bond Measure I and Measure B Contracts (Standing Item)
6. Approval and Ratification of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
7. Approval of Bill Warrants and Payroll Registers
8. Approval of Contract Award per Request for Proposal (RFP) No. 026-049-05 Virtual Year-Round Literacy Tutoring Program for Selected K-3 Students at Various Elementary School Sites

9. Approval of Revised Course Description: Sheltered English at Encinal High School
10. Proclamation: Asian-Pacific Islander Heritage Month - May
11. Proclamation: Harvey Milk Day - May 22, 2026
12. Resolution No. 2025-2026.52 Approval of Budget Transfers, Increases, Decreases
13. Resolution No. 2025-2026.53 Authorization to Dispose of Surplus Property

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. Staff Recommendation for Elementary English Language Arts (ELA) Curriculum Adoption (20 Mins/Public Hearing/Information)
2. Committee Recommendations for Naming Encinal Jr. & Sr. High School Athletic Field (10 Mins/Information)
3. Parcel Tax Program Annual Reports for 2024-2025 (10 Mins/Information)
4. 2026-2027 Budget Adoption Process: Categorical Programs and Parcel Tax Funds (20Mins/Information)
5. Resolution No. 2025-2026.54 Declaration of Intent to Grant an Easement to the City of Alameda at Otis Elementary School (5 Mins/Action)
6. Approval of Declaration of Need for Fully Qualified Educators (5 Mins/Action)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Recess to Closed Session - Board Members will meet privately for Closed Session in Conference Room 361 in City Hall. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type: Closed Session

Background: Recess to Closed Session - Board Members will meet privately in Conference Room 361 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Request to Hear Appeal of Uniform Complaint Against Employee (Govt. Code, §54957, subd. (b) (1)): (1 Appeal Request):
1) Complaint #26-0008

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

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Minutes from the March 24, 2026 Regular Board of Education 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:

- March 24, 2026 Regular Board Meeting

NOTE: Unadopted minutes will be posted by 5:00pm on Friday, May 8th.

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Recognition of Outgoing Student Board Members (10 Mins/Information)
Item Type: Communications
Background: Tonight, Board of Education members will recognize the following Student Board Members for their service and dedication over the 2025-2026 school year:

- Roan Byrne-Sarno, ASTI
- Donovan Smith, Encinal Jr. & Sr. High School
- Ruth Woldesemayat, Alameda High School

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

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

Submitted By: Board of Education Trustees

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

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

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2025-2026 or 2026-2027 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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

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

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2025-2026 or 2026-2027 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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval and Acceptance of Donations

Item Type: Consent

Background: Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific schools or departments, and for specific use.

The attached report provides a detailed summary of all donations received during the reporting period, including donation amount, donor names, and designated recipients.

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

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase the revenues of the District in the amount of \$70,941.25.

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
□ Summary Site Donations	5/6/2026	Backup Material

**2025-2026
Summary Site Donations
March 17, 2026 - April 16, 2026**

Slip Date	Site	Donor	Amount	Site Total	Total Donations
4/2/2026	Alameda HS	Alameda HS Booster	\$ 6,293.21		
4/3/2026	Alameda HS	Alameda HS Booster	\$ 17,030.31		
4/6/2026	Alameda HS	Alameda HS Booster	\$ 3,190.19		
4/6/2026	Alameda HS	Cam Do	\$ 99.00		
4/6/2026	Alameda HS	Thomas Lama	\$ 139.00		
4/7/2026	Alameda HS	Huddle Tickets/Go Fan	\$ 250.00		
4/10/2026	Alameda HS	Cash	\$ 1,174.00		
4/16/2026	Alameda HS	Tram Le	\$ 500.00		
4/21/2026	Alameda HS	Lulie Marriott	\$ 16.15		
4/22/2026	Alameda HS	Heather Janssen	\$ 16.15		
4/22/2026	Alameda HS	Teresa Going	\$ 16.15		
				\$ 28,724.16	
4/15/2026	ASTI	Alameda Education Foundation	\$ 150.00		
				\$ 150.00	
4/6/2026	Bay Farm	Bay Farm PTA	\$ 1,600.00		
4/23/2026	Bay Farm	Bay Farm Elementary PTA	\$ 2,552.99		
				\$ 4,152.99	
4/3/2026	Edison	Anne Johansing	\$ 5.00		
4/3/2026	Edison	Jeffrey Youngman	\$ 88.00		
4/23/2026	Edison	Exploratorium	\$ 80.00		
				\$ 173.00	
4/7/2026	Encinal Jr-Sr HS	Cash	\$ 635.00		
4/7/2026	Encinal Jr-Sr HS	Huddle Tickets/Go Fan	\$ 4,410.00		
4/7/2026	Encinal Jr-Sr HS	Mulugeta Berhane Tesfatsion	\$ 15.00		
4/7/2026	Encinal Jr-Sr HS	Ryan & Daniella Norris	\$ 15.00		
4/8/2026	Encinal Jr-Sr HS	Encinal HS Athletic Boosters	\$ 850.00		
4/23/2026	Encinal Jr-Sr HS	Kate Baker	\$ 16.15		
8/13/2026	Encinal Jr-Sr HS	Riddell All American Sports Inc	\$ 956.42		
				\$ 6,897.57	
4/10/2026	Franklin	Andrea Gregg	\$ 20.00		
				\$ 20.00	
3/31/2026	Lincoln MS	Helya Adel	\$ 12.00		
4/6/2026	Lincoln MS	Dimple Kanji	\$ 105.00		
4/6/2026	Lincoln MS	Roenna Alegre	\$ 105.00		
4/7/2026	Lincoln MS	Emily Lew	\$ 105.00		
4/7/2026	Lincoln MS	Uyen Vuong	\$ 105.00		
4/7/2026	Lincoln MS	Joe-Nimique Cilliers	\$ 105.00		
4/8/2026	Lincoln MS	Katy Chan	\$ 105.00		
4/8/2026	Lincoln MS	Kelvin Lam	\$ 105.00		
4/8/2026	Lincoln MS	David Pham	\$ 105.00		
4/8/2026	Lincoln MS	Zola Davaa	\$ 105.00		
4/8/2026	Lincoln MS	Cameron Brossard	\$ 105.00		
4/8/2026	Lincoln MS	Laura Alvarez	\$ 105.00		
4/10/2026	Lincoln MS	Susan Philip	\$ 105.00		
4/10/2026	Lincoln MS	Badamlyanhua Choisuren	\$ 105.00		
4/12/2026	Lincoln MS	Megan Tingle	\$ 105.00		
4/14/2026	Lincoln MS	Chandler Kneer	\$ 105.00		
4/15/2026	Lincoln MS	Brooke Pilawa	\$ 105.00		

**2025-2026
Summary Site Donations
March 17, 2026 - April 16, 2026**

4/15/2026 Lincoln MS	Julie Fraize	\$	105.00
4/16/2026 Lincoln MS	Viet Tran	\$	210.00
4/17/2026 Lincoln MS	Zolzaya Erdeneochir	\$	105.00
4/17/2026 Lincoln MS	Lisa Bryant	\$	105.00
4/19/2026 Lincoln MS	Athena Lou	\$	105.00
4/19/2026 Lincoln MS	Mikaela Edwards	\$	105.00
4/20/2026 Lincoln MS	Cathy Vital	\$	105.00
4/20/2026 Lincoln MS	Sabrina Atencio	\$	105.00
4/20/2026 Lincoln MS	Erin Gardner	\$	105.00
4/20/2026 Lincoln MS	Anny Carson	\$	105.00
4/20/2026 Lincoln MS	Jacqueline Kim	\$	105.00
4/20/2026 Lincoln MS	Ada Cheung	\$	105.00
4/20/2026 Lincoln MS	Nancy Pun	\$	105.00
4/20/2026 Lincoln MS	Angela Tamblin	\$	105.00
4/20/2026 Lincoln MS	Khloe-Marie Dichoso	\$	105.00
4/20/2026 Lincoln MS	Shannon Yuen	\$	105.00
4/20/2026 Lincoln MS	San Huang	\$	105.00
4/20/2026 Lincoln MS	Julie Alvarez	\$	105.00
4/20/2026 Lincoln MS	Michael Stokes	\$	105.00
4/20/2026 Lincoln MS	Jennifer Patterson	\$	105.00
4/20/2026 Lincoln MS	Jennifer Patterson	\$	105.00
4/20/2026 Lincoln MS	Lori Costabile	\$	105.00
4/20/2026 Lincoln MS	Aaron Benz	\$	105.00
4/20/2026 Lincoln MS	Wyman Toy	\$	105.00
4/20/2026 Lincoln MS	Jason Bredbury	\$	105.00
4/20/2026 Lincoln MS	Johnny Le	\$	105.00
4/21/2026 Lincoln MS	Nicole Lieu	\$	105.00
4/21/2026 Lincoln MS	Stephanie Matula	\$	105.00
4/21/2026 Lincoln MS	Minghui Li	\$	105.00
4/21/2026 Lincoln MS	Marlo Searcy	\$	105.00
4/21/2026 Lincoln MS	Marlo Searcy	\$	105.00
4/21/2026 Lincoln MS	Elizabeth Wong	\$	105.00
4/21/2026 Lincoln MS	Pace, Erin Levin	\$	105.00
4/21/2026 Lincoln MS	Naranzul Gantumur	\$	105.00
4/21/2026 Lincoln MS	Amber Spiel	\$	105.00
4/21/2026 Lincoln MS	Shulin Lin	\$	105.00
4/21/2026 Lincoln MS	Heidi Maits	\$	105.00
4/21/2026 Lincoln MS	Van Ly	\$	105.00
4/21/2026 Lincoln MS	Arian Salehi	\$	105.00
4/21/2026 Lincoln MS	Elizabeth Clements	\$	105.00
4/21/2026 Lincoln MS	Emilly Nurthen	\$	105.00
4/22/2026 Lincoln MS	Lovelyn Patangui	\$	105.00
4/22/2026 Lincoln MS	Lillian Gagne	\$	105.00
4/22/2026 Lincoln MS	Qi Shen	\$	105.00
4/22/2026 Lincoln MS	Richard SatheWarner	\$	105.00
4/22/2026 Lincoln MS	Liz Sweet	\$	105.00
4/22/2026 Lincoln MS	Monica Morris	\$	105.00
4/22/2026 Lincoln MS	Drukimbrea Hillard	\$	105.00
4/22/2026 Lincoln MS	Karen Famous	\$	105.00
4/23/2026 Lincoln MS	Edmond Choy	\$	105.00
4/23/2026 Lincoln MS	Liza Dinata	\$	105.00

2025-2026
Summary Site Donations
March 17, 2026 - April 16, 2026

4/23/2026 Lincoln MS	Chris Levesque	\$	105.00	
4/23/2026 Lincoln MS	Brian Jue	\$	105.00	
4/23/2026 Lincoln MS	Heidi Martinez	\$	105.00	
4/24/2026 Lincoln MS	Alyx Karpowicz	\$	105.00	
4/24/2026 Lincoln MS	Monica Ware	\$	105.00	
4/24/2026 Lincoln MS	Jessica Collins	\$	105.00	
4/24/2026 Lincoln MS	Thu Tran	\$	105.00	
4/24/2026 Lincoln MS	Phuoc Pham	\$	105.00	
4/24/2026 Lincoln MS	Bryan Tran	\$	105.00	
4/25/2026 Lincoln MS	Jesch Reyes	\$	105.00	
				<u>\$ 8,202.00</u>
4/23/2026 Maya Lin	Aurianna Brock-Taylor	\$	25.00	
				<u>\$ 25.00</u>
4/7/2026 Otis	Otis Elementary PTA	\$	7,070.00	
4/23/2026 Otis	Otis Elementary PTA	\$	1,516.00	
4/24/2026 Otis	Jennifer Hoskins	\$	100.00	
				<u>\$ 8,686.00</u>
3/31/2026 Ruby Bridges	Anonymous	\$	10,000.00	
3/31/2026 Ruby Bridges	Elinor Badenoch	\$	325.00	
4/3/2026 Ruby Bridges	Chuck Ramanujam	\$	270.00	
4/3/2026 Ruby Bridges	Geoffrey Gloriana	\$	80.00	
4/3/2026 Ruby Bridges	Michael Yu	\$	80.00	
4/3/2026 Ruby Bridges	Temuujin Namnandorj	\$	240.00	
4/23/2026 Ruby Bridges	Ruby Bridges PTA	\$	2,890.53	
4/23/2026 Ruby Bridges	Santos, Kelly Santan	\$	25.00	
				<u>\$ 13,910.53</u>
				<u><u>\$ 70,941.25</u></u>

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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

Item Type: Consent

Background: On January 13, 2026, through adoption of Resolution No. 2025-2026.26, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Accounting/Purchasing Manager(s).

Resolution Number 2025-2026.26 delegates authority to the Superintendent and other designated staff to approve purchases and contracts below \$119,100, the updated bid threshold effective January 1, 2026. Contracts between \$25,000 and \$119,100 approved under this authority must be ratified by the Board within 60 days.

1. (Fund 01, Resource 6770 & 6010) Amendment No. 1 to Memorandum of Understanding for ASES and ELOP Funded Programs between AUSD and KCE Champions LLC for an increase of \$7,625.00 on top of program costs at \$2,034.00 per TK/K cohort and \$4,608.00 per 1-5th grade cohort of qualifying students.
2. (Fund 01) Order Form Agreement between AUSD and CDW-G for a total cost of \$86,660.00.
3. (Fund 01) Amendment No. 1 to Contract for Repairs, Maintenance or Small Construction Projects between AUSD and Dream Ride Engineering for an increase of \$20,000.00 and an amended total of \$70,000.00

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

Fund Codes:

Fiscal Analysis

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

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ KCE Champions LLC	5/6/2026	Backup Material
☐ CDWG	5/6/2026	Backup Material
☐ Dream Ride Elevator	5/6/2026	Backup Material

**AMENDMENT NO.1 to Memorandum of Understanding for
ASES and ELOP Funded Programs
Dated July 1, 2025**

REVIEWED BY LEGAL (KCE) DATE: 4/27/2026 INITIALS: <i>CK</i>

This Amendment is entered into on May 12, 2026, between the Alameda Unified School District (District) and KCE Champions LLC (CONTRACTOR). District entered into an MOU with CONTRACTOR for after-school programming services at Ruby Bridges Elementary School and the parties agree to amend that Agreement as follows:

- | |
|---|
| <p>1. Services
Additional enrichment provided for students. Any materials purchased to support programming shall be used solely by CONTRACTOR; however, shall become the property of the District.</p> |
| <p>2. Compensation
Original MOU: \$2,034.00 per TK/K cohort and \$4,608.00 per 1-5th grade cohort of qualifying students
Amendment No. 1: \$7,625.00
Amended MOU: 2,034.00 per TK/K cohort and \$4,608.00 per 1-5th grade cohort of qualifying students, plus \$7,625.00 in one-time funds for additional enrichment.</p> |

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

4. Amendment History:

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

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

"DISTRICT"

By: _____
Name: Ryan LaLonde
Title: AUSD Board President

"CONTRACTOR"

By: *CK*
Name: Christopher Oman
Title: Director Growth Finance & Champions

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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

Item Type: Consent

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

According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts.

1. (Fund 21, Measure B) Amendment No. 3 to Professional Services Agreement between AUSD and Panaguiton Construction Inspection, LLC for a correction only with a total not to exceed \$406,800.00. (AHS)
2. (Fund 21, Measure I) Project Filing Fee Agreement between AUSD and the Division of the State Architect for a final fee of \$1,881.25 and a total project fee of \$42,476.15. (Longfellow)
3. (Fund 21, Measure B) Professional Services Agreement between AUSD and Apodoca Mechanical Consulting, Inc. for a total fee of \$2,030.00. (EJSHS Field)
4. (Fund 21, Measure B) Professional Services Agreement between AUSD and Monarch Landscape Holdings DBA Jensen Landscape Services for a total fee of \$5,207.00. (WMS)

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

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

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

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

Upload Date

Type

□ Panaguiton Construction Inspection	5/6/2026	Backup Material
□ Division of the State Architect	5/6/2026	Backup Material
□ Apodaca Mechanical Consulting	5/6/2026	Backup Material
□ Monarch Landscape Holdings	5/6/2026	Backup Material

**AMENDMENT NO. 3 to Professional Services Agreement
Dated April 1, 2024**

This Amendment is entered into on May 12, 2026, between the Alameda Unified School District (District) and Panaguiton Construction Inspection LLC. (CONTRACTOR). District entered into a Professional Services Agreement with CONTRACTOR for inspection services for Alameda High School Swim Center Measure B Project and the parties agree to amend that Agreement as follows:

<p>1. Services</p> <p>Correction to Amendment No. 2 total compensation. This amendment is executed for the purpose of correction only.</p>
<p>2. Compensation</p> <p>Original PSA: \$248,400.00 Amendment No. 1: \$0.00 Amendment No. 2: \$158,400.00 Amendment No. 3: Correction Only Amended PSA: \$406,800.00</p>

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

4. Amendment History:

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

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
1	4/15/26	Extension due to project delay, extension of end date 5/09/25 to 5/09/26.	\$0.00
2	4/28/26	Extension due to project delays, from end date of 5/9/2026 to 1/9/2027 and increased service need	\$158,400.00

"DISTRICT"

By: _____
 Name: Ryan LaLonde
 Title: AUSD Board President

"CONTRACTOR"

By: Romer B Panaguiton 050626
 Name: Romer Panaguiton
 Title: Project Inspector



Professional Services Agreement

This Agreement is entered into between the Alameda Unified School District (AUSD) and Apodaca Mechanical Consulting, Inc (CONTRACTOR). AUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, account, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR is specially trained, experienced, and competent to provide such services. The parties agree as follows:

1. **Services.** The CONTRACTOR shall provide the following services (include full scope, location, & to whom services are provided):

CONTRACTOR to provide professional mechanical services for the Encinal Jr/Sr High School Athletic Field Measure B Project, including but not limited to the installation of Pelican Energy Management Systems (EMS) Controls in the athletic field announcer booth.

2. **Terms.** The term of this agreement shall be from 4/29/26 (or the day immediately following approval by the Superintendent or Assistant Superintendent(s) per (Education Code(s) §35161 and §17604) if the aggregate amount CONTRACTOR contracted with AUSD is below \$119,100; or, approval by the Board of Education if the total contract(s) exceeds \$119,100) to 6/30/26. The work shall be completed no later than 6/30/26.

3. **Compensation.** This sum shall be for full performance of this Agreement and includes fees, costs, and expenses incurred by CONTRACTOR including, but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs. **Select one of the following:**

- 3.1.1 CONTRACTOR is providing services for a flat fee which shall not exceed \$ 2,030.00.
- 3.1.2 CONTRACTOR will be compensated at an hourly rate. CONTRACTOR will provide a maximum hours of service at a rate of \$_____/hour for a total not to exceed \$_____.
- 3.1.3 Other:_____.

AUSD shall pay costs for the following equipment, materials or supplies used by CONTRACTOR in performing services: N/A which shall not exceed a total cost of \$ 0.00.

Payment for the work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after the CONTRACTOR submits an invoice to AUSD for work actually completed and after AUSD’s written approval of the work, or the portion of the work for which payment is to be made.

The granting of any payment by AUSD or the recipient thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by AUSD and in that case must be replaced by CONTRACTOR without delay.

4. Strategic Alignment. Select one of the following:

4.1 **School-based Agreements:** How does this service support academic goals and increase student achievement as described in the Board-approved School Site Plan? _____

4.2 **Central Office Agreements:** How does this service support the overall strategic goals of the department and increase student achievement? Providing professional mechanical services to support the project.

5. Conduct of Contractor. CONTRACTOR will adhere to the following staff requirements and provide AUSD with evidence of staff qualifications as identified prior to commencing the work under this Agreement and consistent with invoicing requirements outlined in Section 9.

5.1 Tuberculosis Screening. Select one of the following:

5.1.1 TB Clearance shall be provided to AUSD prior to starting work; or

5.1.2 Records are already on file; or

5.1.3 CONTRACTOR certifies that they require all employees or subcontractors to complete TB testing and maintain such records; or

5.1.4 **Waiver of TB Screening.** CONTRACTOR is not required to provide evidence of TB Clearance because CONTRACTOR will not work directly with students more than eight (8) hours.

MM (CONTRACTOR initials)

MP (AUSD Representative Acknowledgement)

5.2 Fingerprinting of Employees and Agents. The fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 apply to CONTRACTOR’s services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: “CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all CONTRACTOR’s employees, subcontractors, agents, and subcontractors’ employees or agents (“Employees”) regardless of whether those Employees are paid or unpaid, concurrently employed by AUSD or acting as independent contractors of CONTRACTOR, who may have contact with AUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code Section 45122.1. CONTRACTOR further certifies that it has received and reviewed fingerprint results for each of its Employees and CONTRACTOR has requested and reviewed subsequent arrest records for all Employees who may come into contact with AUSD pupils in providing services to the AUSD under this Agreement.”

Fingerprinting of Employees and Agents. Select one of the following:

- 5.2.1 Fingerprint Clearance will be completed through AUSD prior to starting work; or
- 5.2.2 Records are already on file with AUSD; or.
- 5.2.3 CONTRACTOR certifies that they require all employees or subcontractors to complete fingerprinting and maintains such records; or
- Waiver of Fingerprint Requirement.** CONTRACTOR is not required to comply with section 5.2 as:
 - CONTRACTOR staff will have no contact or interactions with students outside of the immediate and constant supervision and control of the pupil’s parent or guardian or a school employee; or
 - CONTRACTOR services under this Agreement shall be limited to the construction, reconstruction, rehabilitation, or repair of a school facility, and CONTRACTOR’S employees shall have only limited contact with students. Accordingly, the requirements of Education Code section 45125.2 shall not apply to services under this Agreement:
 _____ (CONTRACTOR initials)
 _____ (AUSD Representative Acknowledgement)

5.3 Removal of CONTRACTOR’s Employee(s). In the event that AUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR-related persons, employee, representative, or agent from an AUSD school site and/or property, CONTRACTOR shall immediately upon receiving notice from AUSD of such desire, cause the removal of such person or persons.

6. Insurance. The CONTRACTOR shall procure and maintain the following insurance coverage at all times. Failure to provide documentation or maintain coverage during the contract's term will result in termination. **Insurance Approved:** Initial
Dk

6.1 Workers’ Compensation and Employers’ Liability Insurance. Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Services in conformance with the laws of the State of California and Federal laws when applicable. Workers’ Compensation shall meet statutory requirements and Employers’ Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per occurrence. **Select one of the following:**

- The CONTRACTOR is aware of and in compliance of the provisions of Section 3700 of the Labor Code and will provide AUSD proof of coverage before commencing the performance of the work of this Agreement.
***CONTRACTOR acknowledgment** Initial
Ml _____
- The CONTRACTOR is exempt from Workers’ Compensation Requirements as a Sole proprietor or Independent Contractor with no employees.

6.2 General Liability and Automobile Liability Insurance. Commercial General Liability Insurance and when applicable, Automobile Liability Insurance (Any Auto) that shall protect the CONTRACTOR and AUSD, from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Service with a minimum requirement of One Million Dollars (\$1,000,000) per occurrence. Certain professional services provided through this Agreement may require higher cover limits as determined by AUSD.
***CONTRACTOR acknowledgement** Initial
Ml _____

6.3 Professional Liability Insurance. If CONTRACTOR is providing AUSD professional or advice or consultation for implementation under this Agreement, CONTRACTOR shall maintain errors and omissions insurance or professional liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

Waiver of Professional Liability Insurance. CONTRACTOR is not required to maintain professional liability insurance due to the scope of services in this Agreement.

_____ (CONTRACTOR initials)

_____ (AUSD Representative Acknowledgement)

6.4 Proof of Carriage of Insurance. CONTRACTOR shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been provided to AUSD and approved by AUSD. Certificates and insurance policies shall include the following:

6.4.1 A clause stating: “This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the AUSD, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice.”

6.4.2 An endorsement stating that the AUSD are named additional insureds under all policies except Workers’ Compensation Insurance, Professional Liability, and Employers’ Liability Insurance. An endorsement shall also state that the Contractor’s insurance policies shall be primary to any insurance or self-insurance maintained by the AUSD.

6.4.3 All policies shall be written on an occurrence form.

6.4.4 Insurance is to be placed with insurers with a current A.M. Best’s rating of no less than A: VII, unless otherwise acceptable to the AUSD.

7. Notices. All notices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

AUSD	CONTRACTOR
Name: <u>Patterson, Monty</u>	Name: <u>Marc Apodaca</u>
Title: <u>Senior Director of Construction</u>	Title: <u>President</u>
Address: <u>2060 Challenger Dr</u>	Address: <u>5518 Southbrook dr.</u>
<u>Alameda CA 94501</u>	<u>Clayton Ca. 94517</u>
Email: <u>mpatterson@alamedaunified.org</u>	Email: <u>marc@apodacamechanical.com</u>

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change in address.

8. Invoicing. Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to AUSD. All amounts paid by AUSD shall be subject to audit by AUSD.

8.1 Invoices shall be emailed directly to accountspayable@alamedaunified.org or mailed to Attn: Accounts Payable at 2060 Challenger Drive, Alameda, CA 94501. Invoice shall include but not be limited to: consultant name, consultant address, invoice date, invoice sequence number, purchase order number, name of school or department service was provided to, period of service, number of hours of service, brief description of services provided, hourly rate, and total payment requested.

9. Licenses and Permits. CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

10. Contractor Qualifications / Performance of Services.

10.1 Contractor Qualifications. CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.

10.2 Standard of Care. CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of AUSD. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California schools.

11. Status of Contractor. This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR certifies that s/he performs work that is outside the usual course of the AUSD's business. CONTRACTOR further certifies s/he is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of AUSD, and are not entitled to benefits of any kind or nature normally provided employees of AUSD and/or to which AUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work. AUSD's interest is only in the results obtained.

12. Assignment. The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of AUSD.

13. Site Access/Security. While providing services as set forth in this contract, it may be determined that keys are necessary for access or emergency response. In the event that keys are approved to be issued to the CONTRACTOR, the CONTRACTOR acknowledges and agrees to the responsibility of securely maintaining said keys. The CONTRACTORS' duty, along with its employees or subcontractors if applicable, is to ensure the keys are kept safe, used only for business purposes, and not misused (shared, duplicated, etc.). In the event of any lost or stolen keys, the organization must report the incident to the AUSD in no less than 24 hours. Furthermore, should any contractor be reassigned to another site or their contract with AUSD terminate or expire, all individuals must return all keys to the original issuer on their final day. The CONTRACTOR assumes all liability for re-keying costs at any AUSD school site associated with the use, loss, or failure to return AUSD keys, including the potential of reduced or withheld invoice payments if necessary.

14. Anti-Discrimination. It is the policy of AUSD that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the CONTRACTOR agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and AUSD policy. In addition, the CONTRACTOR agrees to require like compliance by all its subcontractors. Contractor shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, or sexual orientation.

- 15. Drug -Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on AUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to smoke or use drugs or alcohol on these sites.
- 16. Indemnification.** CONTRACTOR agrees to defend, indemnify and hold harmless AUSD, its Board, trustees, officers, agents, employees and volunteers from all claims, including active and passive claims, losses, costs, attorney fees and expenses arising out of any liability or claim of liability for personal injury, bodily injury to persons or death, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of the CONTRACTOR or its sub-Contractors, and any other person, firm or corporation furnishing or supplying services, materials or supplies in conjunction with the services of the CONTRACTOR, whether authorized by this Agreement or not. CONTRACTOR further agrees to waive all rights of subrogation against AUSD. The provisions of this article do not apply to any damage or losses caused solely by the negligence or willful misconduct of AUSD or any of its agents or employees
- 17. Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of AUSD and cannot be used without AUSD's express written permissions. AUSD shall have all rights, title, and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of AUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance, and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes, or any other original works of authorships, or other documents prepared by CONTRACTOR or its subcontractors in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of AUSD.
- 18. Waiver.** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
- 19. Termination.** AUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. AUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, AUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, AUSD may secure the required services from another contractor. If the cost to AUSD exceeds the cost of providing the services pursuant to the Agreement, CONTRACTOR shall pay the additional cost.
- 20. No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 21. AUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** AUSD may evaluate the CONTRACTOR's work in any way that AUSD is entitled to do so pursuant to applicable law. The AUSD's evaluation may include, without limitation:
- 21.1** Requesting that AUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 - 21.2** Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor.

- 22. Limitation of AUSD Liability.** Other than as provided in this Agreement, AUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall AUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect, or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
- 23. Confidentiality.** CONTRACTOR and all personnel designated by CONTRACTOR to perform under this Agreement shall maintain the confidentiality of information received in the course of performing this Agreement. This requirement shall extend beyond the effective termination or expiration date of this Agreement. In the event CONTRACTOR receives student data protected by the Family Educational Rights and Privacy Act ("FERPA"), Provider shall abide by Education Code section 49073, including the following: (a) Provider shall not use the student data provided, for an unauthorized purpose, transfer the student data to an unauthorized third party, or sell said data (b) Provider shall delete or otherwise dispose of student data in its possession after the termination of services under this Agreement (c) Provider shall undertake reasonable precautions to protect the student data and shall promptly report to the AUSD any unauthorized access to the student data.
- 24. Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable AUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of AUSD to perform any service by this Agreement. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement. In the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to AUSD's attention in writing. Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of Section 1090 et seq. and Section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify AUSD of this information.
- 25. Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
- 26. Litigation.** This Agreement shall be performed in Alameda, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement. If litigation is initiated, the prevailing party shall be entitled to reasonable attorney's fees and costs.
- 27. Agreement Contingent on Governing Board Approval.** The AUSD shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the AUSD's Governing Board, and/or Executive Cabinet as its designee, and no payment shall be owed or made to CONTRACTOR absent formal approval.
- 28. Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document. The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.

- 29. Contract Publicly Posted.** This contract, its contents, and all incorporated documents are public documents and will be made available by AUSD to the public online via the Internet.
- 30. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion.** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List.
- 31. Force Majeure.** At the AUSD's discretion, the Parties shall be excused from performance hereunder during the time and to the extent that it is prevented from performing in the customary manner by an act of God, fire, flood, war, riot, civil disturbance, terrorism, epidemic, quarantine/shelter in place order, strike, lockout, labor dispute, or any other occurrence which is beyond the control of the parties, when evidence thereof is presented to the other party. The AUSD shall not be responsible for any costs associated with this Agreement while performance is so excused.
- 32. Other.** Additional terms attached or edits to must be approved by AUSD.

I. SITE

CONTRACTOR

Print Name & Title: Marc Apodaca President

CONTRACTOR Signature:  Date: 5/6/2026
Signed by: 9C4A8A2F67A3456...

SOURCE OF FUNDS (check appropriate):

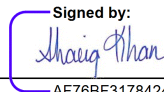
Unrestricted Funds Restricted Funds

Budget Code(s): 21-9505-0-0000-8500-5800-023-68-3033

More than one budget code?

III. BOARD DELEGATES

- Superintendent, Pasquale Scuderi
- Assistant Superintendent of Human Resources, Tim Erwin
- Assistant Superintendent of Educational Services, Kirsten Zazo
- Assistant Superintendent of Business Services, Shariq Khan

 5/6/2026
Signed by: AF76BF3178424B1...
Signature of Superintendent or Assistant Superintendent Date

IV. BOARD

BOE Approval Required for Contracts Equal To Or Greater Than \$119,100:

Signature of President, Board of Education Date

Signature of Secretary, Board of Education Date



Professional Services Agreement

This Agreement is entered into between the Alameda Unified School District (AUSD) and Monarch Landscape Holdings dBA Jensen Landscape Services (CONTRACTOR). AUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, account, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR is specially trained, experienced, and competent to provide such services. The parties agree as follows:

1. **Services.** The CONTRACTOR shall provide the following services (include full scope, location, & to whom services are provided):

CONTRACTOR to provide professional landscaping services for the Measure B Wood Middle School Project, including but not limited to tree removal, flush cutting, and stump grinding.

2. **Terms.** The term of this agreement shall be from 4/30/26 (or the day immediately following approval by the Superintendent or Assistant Superintendent(s) per (Education Code(s) §35161 and §17604) if the aggregate amount CONTRACTOR contracted with AUSD is below \$119,100; or, approval by the Board of Education if the total contract(s) exceeds \$119,100) to 6/30/26. The work shall be completed no later than 6/30/26.

3. **Compensation.** This sum shall be for full performance of this Agreement and includes fees, costs, and expenses incurred by CONTRACTOR including, but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs. **Select one of the following:**

- 3.1.1 CONTRACTOR is providing services for a flat fee which shall not exceed \$ 5,207.00.
- 3.1.2 CONTRACTOR will be compensated at an hourly rate. CONTRACTOR will provide a maximum hours of service at a rate of \$_____/hour for a total not to exceed \$_____.
- 3.1.3 Other: _____.

AUSD shall pay costs for the following equipment, materials or supplies used by CONTRACTOR in performing services: N/A which shall not exceed a total cost of \$ 0.00.

Payment for the work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after the CONTRACTOR submits an invoice to AUSD for work actually completed and after AUSD’s written approval of the work, or the portion of the work for which payment is to be made.

The granting of any payment by AUSD or the recipient thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by AUSD and in that case must be replaced by CONTRACTOR without delay.

4. Strategic Alignment. Select one of the following:

4.1 **School-based Agreements:** How does this service support academic goals and increase student achievement as described in the Board-approved School Site Plan? _____

4.2 **Central Office Agreements:** How does this service support the overall strategic goals of the department and increase student achievement? To provide for safe and useful landscape gardening at the school site.

5. Conduct of Contractor. CONTRACTOR will adhere to the following staff requirements and provide AUSD with evidence of staff qualifications as identified prior to commencing the work under this Agreement and consistent with invoicing requirements outlined in Section 9.

5.1 Tuberculosis Screening. Select one of the following:

5.1.1 TB Clearance shall be provided to AUSD prior to starting work; or

5.1.2 Records are already on file; or

5.1.3 CONTRACTOR certifies that they require all employees or subcontractors to complete TB testing and maintain such records; or

5.1.4 **Waiver of TB Screening.** CONTRACTOR is not required to provide evidence of TB Clearance because CONTRACTOR will not work directly with students more than eight (8) hours.

DS
PP (CONTRACTOR initials)

MP (AUSD Representative Acknowledgement)

5.2 Fingerprinting of Employees and Agents. The fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 apply to CONTRACTOR’s services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: “CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all CONTRACTOR’s employees, subcontractors, agents, and subcontractors’ employees or agents (“Employees”) regardless of whether those Employees are paid or unpaid, concurrently employed by AUSD or acting as independent contractors of CONTRACTOR, who may have contact with AUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code Section 45122.1. CONTRACTOR further certifies that it has received and reviewed fingerprint results for each of its Employees and CONTRACTOR has requested and reviewed subsequent arrest records for all Employees who may come into contact with AUSD pupils in providing services to the AUSD under this Agreement.”

Fingerprinting of Employees and Agents. Select one of the following:

- 5.2.1 Fingerprint Clearance will be completed through AUSD prior to starting work; or
- 5.2.2 Records are already on file with AUSD; or.
- 5.2.3 CONTRACTOR certifies that they require all employees or subcontractors to complete fingerprinting and maintains such records; or
- Waiver of Fingerprint Requirement.** CONTRACTOR is not required to comply with section 5.2 as:
 - CONTRACTOR staff will have no contact or interactions with students outside of the immediate and constant supervision and control of the pupil’s parent or guardian or a school employee; or
 - CONTRACTOR services under this Agreement shall be limited to the construction, reconstruction, rehabilitation, or repair of a school facility, and CONTRACTOR’S employees shall have only limited contact with students. Accordingly, the requirements of Education Code section 45125.2 shall not apply to services under this Agreement:

 ^{DS}
PB (CONTRACTOR initials)
MP (AUSD Representative Acknowledgement)

5.3 Removal of CONTRACTOR’s Employee(s). In the event that AUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR-related persons, employee, representative, or agent from an AUSD school site and/or property, CONTRACTOR shall immediately upon receiving notice from AUSD of such desire, cause the removal of such person or persons.

6. Insurance. The CONTRACTOR shall procure and maintain the following insurance coverage at all times. Failure to provide documentation or maintain coverage during the contract's term will result in termination. **Insurance Approved:** ^{Initial}
DL

6.1 Workers’ Compensation and Employers’ Liability Insurance. Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Services in conformance with the laws of the State of California and Federal laws when applicable. Workers’ Compensation shall meet statutory requirements and Employers’ Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per occurrence. **Select one of the following:**

- The CONTRACTOR is aware of and in compliance of the provisions of Section 3700 of the Labor Code and will provide AUSD proof of coverage before commencing the performance of the work of this Agreement.
*CONTRACTOR acknowledgment ^{DS}
PB
- The CONTRACTOR is exempt from Workers’ Compensation Requirements as a Sole proprietor or Independent Contractor with no employees.

6.2 General Liability and Automobile Liability Insurance. Commercial General Liability Insurance and when applicable, Automobile Liability Insurance (Any Auto) that shall protect the CONTRACTOR and AUSD, from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Service with a minimum requirement of One Million Dollars (\$1,000,000) per occurrence. Certain professional services provided through this Agreement may require higher cover limits as determined by AUSD.
*CONTRACTOR acknowledgement ^{DS}
PB

6.3 Professional Liability Insurance. If CONTRACTOR is providing AUSD professional or advice or consultation for implementation under this Agreement, CONTRACTOR shall maintain errors and omissions insurance or professional liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

Waiver of Professional Liability Insurance. CONTRACTOR is not required to maintain professional liability insurance due to the scope of services in this Agreement.

DS
PB (CONTRACTOR initials)
MP (AUSD Representative Acknowledgement)

6.4 Proof of Carriage of Insurance. CONTRACTOR shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been provided to AUSD and approved by AUSD. Certificates and insurance policies shall include the following:

- 6.4.1** A clause stating: “This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the AUSD, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice.”
- 6.4.2** An endorsement stating that the AUSD are named additional insureds under all policies except Workers’ Compensation Insurance, Professional Liability, and Employers’ Liability Insurance. An endorsement shall also state that the Contractor’s insurance policies shall be primary to any insurance or self-insurance maintained by the AUSD.
- 6.4.3** All policies shall be written on an occurrence form.
- 6.4.4** Insurance is to be placed with insurers with a current A.M. Best’s rating of no less than A: VII, unless otherwise acceptable to the AUSD.

7. Notices. All notices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

AUSD	CONTRACTOR
Name: <u>Patterson, Monty</u>	Name: <u>Patrick Belhumeur</u>
Title: <u>Senior Director of Construction</u>	Title: <u>Sr. Branch Manager</u>
Address: <u>2060 Challenger Dr</u>	Address: <u>1250 Ames Ave Milpitas CA 95035</u>
<u>Alameda CA 94501</u>	_____
Email: <u>mpatterson@alamedaunified.org</u>	Email: <u>patrick.belhumeur@monarchlandscape.com</u>

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change in address.

8. Invoicing. Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to AUSD. All amounts paid by AUSD shall be subject to audit by AUSD.

8.1 Invoices shall be emailed directly to accountspayable@alamedaunified.org or mailed to Attn: Accounts Payable at 2060 Challenger Drive, Alameda, CA 94501. Invoice shall include but not be limited to: consultant name, consultant address, invoice date, invoice sequence number, purchase order number, name of school or department service was provided to, period of service, number of hours of service, brief description of services provided, hourly rate, and total payment requested.

9. Licenses and Permits. CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

10. Contractor Qualifications / Performance of Services.

10.1 Contractor Qualifications. CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.

10.2 Standard of Care. CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of AUSD. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California schools.

11. Status of Contractor. This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR certifies that s/he performs work that is outside the usual course of the AUSD's business. CONTRACTOR further certifies s/he is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of AUSD, and are not entitled to benefits of any kind or nature normally provided employees of AUSD and/or to which AUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work. AUSD's interest is only in the results obtained.

12. Assignment. The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of AUSD.

13. Site Access/Security. While providing services as set forth in this contract, it may be determined that keys are necessary for access or emergency response. In the event that keys are approved to be issued to the CONTRACTOR, the CONTRACTOR acknowledges and agrees to the responsibility of securely maintaining said keys. The CONTRACTORS' duty, along with its employees or subcontractors if applicable, is to ensure the keys are kept safe, used only for business purposes, and not misused (shared, duplicated, etc.). In the event of any lost or stolen keys, the organization must report the incident to the AUSD in no less than 24 hours. Furthermore, should any contractor be reassigned to another site or their contract with AUSD terminate or expire, all individuals must return all keys to the original issuer on their final day. The CONTRACTOR assumes all liability for re-keying costs at any AUSD school site associated with the use, loss, or failure to return AUSD keys, including the potential of reduced or withheld invoice payments if necessary.

14. Anti-Discrimination. It is the policy of AUSD that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the CONTRACTOR agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and AUSD policy. In addition, the CONTRACTOR agrees to require like compliance by all its subcontractors. Contractor shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, or sexual orientation.

- 15. Drug -Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on AUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to smoke or use drugs or alcohol on these sites.
- 16. Indemnification.** CONTRACTOR agrees to defend, indemnify and hold harmless AUSD, its Board, trustees, officers, agents, employees and volunteers from all claims, including active and passive claims, losses, costs, attorney fees and expenses arising out of any liability or claim of liability for personal injury, bodily injury to persons or death, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of the CONTRACTOR or its sub-Contractors, and any other person, firm or corporation furnishing or supplying services, materials or supplies in conjunction with the services of the CONTRACTOR, whether authorized by this Agreement or not. CONTRACTOR further agrees to waive all rights of subrogation against AUSD. The provisions of this article do not apply to any damage or losses caused solely by the negligence or willful misconduct of AUSD or any of its agents or employees
- 17. Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of AUSD and cannot be used without AUSD's express written permissions. AUSD shall have all rights, title, and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of AUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance, and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes, or any other original works of authorships, or other documents prepared by CONTRACTOR or its subcontractors in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of AUSD.
- 18. Waiver.** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
- 19. Termination.** AUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. AUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, AUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, AUSD may secure the required services from another contractor. If the cost to AUSD exceeds the cost of providing the services pursuant to the Agreement, CONTRACTOR shall pay the additional cost.
- 20. No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 21. AUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** AUSD may evaluate the CONTRACTOR's work in any way that AUSD is entitled to do so pursuant to applicable law. The AUSD's evaluation may include, without limitation:
- 21.1** Requesting that AUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 - 21.2** Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor.


- 22. Limitation of AUSD Liability.** Other than as provided in this Agreement, AUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall AUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect, or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
- 23. Confidentiality.** CONTRACTOR and all personnel designated by CONTRACTOR to perform under this Agreement shall maintain the confidentiality of information received in the course of performing this Agreement. This requirement shall extend beyond the effective termination or expiration date of this Agreement. In the event CONTRACTOR receives student data protected by the Family Educational Rights and Privacy Act ("FERPA"), Provider shall abide by Education Code section 49073, including the following: (a) Provider shall not use the student data provided, for an unauthorized purpose, transfer the student data to an unauthorized third party, or sell said data (b) Provider shall delete or otherwise dispose of student data in its possession after the termination of services under this Agreement (c) Provider shall undertake reasonable precautions to protect the student data and shall promptly report to the AUSD any unauthorized access to the student data.
- 24. Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable AUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of AUSD to perform any service by this Agreement. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement. In the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to AUSD's attention in writing. Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of Section 1090 et seq. and Section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify AUSD of this information.
- 25. Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
- 26. Litigation.** This Agreement shall be performed in Alameda, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement. If litigation is initiated, the prevailing party shall be entitled to reasonable attorney's fees and costs.
- 27. Agreement Contingent on Governing Board Approval.** The AUSD shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the AUSD's Governing Board, and/or Executive Cabinet as its designee, and no payment shall be owed or made to CONTRACTOR absent formal approval.
- 28. Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document. The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.

- 29. Contract Publicly Posted.** This contract, its contents, and all incorporated documents are public documents and will be made available by AUSD to the public online via the Internet.
- 30. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion.** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List.
- 31. Force Majeure.** At the AUSD's discretion, the Parties shall be excused from performance hereunder during the time and to the extent that it is prevented from performing in the customary manner by an act of God, fire, flood, war, riot, civil disturbance, terrorism, epidemic, quarantine/shelter in place order, strike, lockout, labor dispute, or any other occurrence which is beyond the control of the parties, when evidence thereof is presented to the other party. The AUSD shall not be responsible for any costs associated with this Agreement while performance is so excused.
- 32. Other.** Additional terms attached or edits to must be approved by AUSD.

I. SITE

CONTRACTOR

Print Name & Title: Patrick Belhumeur Sr. Branch Manager

CONTRACTOR Signature:  Date: 5/5/2026
DocuSigned by: D4197794F5434CB...

SOURCE OF FUNDS (check appropriate):

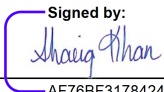
Unrestricted Funds Restricted Funds

Budget Code(s): 21-9505-0-0000-8500-5800-015-68-3037

More than one budget code?

III. BOARD DELEGATES

- Superintendent, Pasquale Scuderi
- Assistant Superintendent of Human Resources, Tim Erwin
- Assistant Superintendent of Educational Services, Kirsten Zazo
- Assistant Superintendent of Business Services, Shariq Khan

 5/5/2026
Signed by: AF76BF3178424B1...
Signature of Superintendent or Assistant Superintendent Date

IV. BOARD

BOE Approval Required for Contracts Equal To Or Greater Than \$119,100:

Signature of President, Board of Education Date

Signature of Secretary, Board of Education Date

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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

Item Type: Consent

Background: Each year, Alameda Unified School District’s Special Education Department executes a Nonpublic, Nonsectarian School/Agency Services Master Contract “Master Contract” with Non-Public Schools and Non-Public Agencies to support Special Education students. Through the year, Individual Service Agreements (ISAs) are entered into under the terms and conditions of the Master Contracts which allocate funds for services required to provide support to individual student needs in accordance with the Individuals with Disabilities in Education Act (IDEA).

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

1. (Fund 01) Individual Services Agreement between AUSD and Stepping Stones Group for a total of \$1,427.00.
2. (Fund 01) Amendment No. 1 to Individual Service Agreement between AUSD and The Phillips Academy for an increase of \$1,997.50 for a new total of \$85,346.50.

ISAs uploaded to this item have been redacted to maintain student confidentiality.

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

Fund Codes: 01 General Fund

Fiscal Analysis

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

Recommendation: Approve as submitted.

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

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ ISA_SSG	5/6/2026	Backup Material
☐ ISA_TPA	5/6/2026	Backup Material

AMENDMENT NO. 1 TO
INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES
 (Education Code Sections 56365 et seq.)

This amendment is effective on 4/6/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/4/26 unless sooner terminated as provided in the Master Contract and by applicable law. The original ISA was approved on 1/21/26.

LEA - Alameda Unified School District	(NPA) Stepping Stones Group
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 225 W Washington St STE 1140, Chicago, IL 60606
Jorge Wahner rjwahner@alamedaunified.org Billing accountspayable@alamedaunified.org	(Rep/Contact) Richa Narang richa.narang@ssg-healthcare.com
	(CDE Cert #)
	(Title of Position(s)) Speech Pathologist
	(Name(s) of Individual Assigned)

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)	11.5	\$ 125		\$1437.50
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other				

TOTAL ESTIMATED COSTS NOT TO EXCEED: \$ 1,437.50

ORIGINAL ISA: \$ 2,750.00

TOTAL AMENDED ISA NOT TO EXCEED: \$ 4,187.50

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

Stepping Stones Group

ALAMEDA UNIFIED SCHOOL DISTRICT

(Name of Nonpublic Agency)

Richa Narang

4/28/26

(Signature)

(Date)

Richa Narang, Director -Client Services

(Name and Title)

Kirsten Zazo
Kirsten Zazo (04/28/2026 17:40:48 PDT)

04/28/2026

(Signature)

(Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING \$114,500 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education
Alameda Unified School District

(Date)

Amendment No. 1
Dated: May 5, 2026

**INDIVIDUAL SERVICE AGREEMENT FOR
NONPUBLIC SCHOOL SERVICES**
EC. Sections 56365 et seq.

This agreement is effective on May 5, 2026 or the date student begins attending a nonpublic school, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Alameda Unified School District	Nonpublic School	The Phillips Academy
LEA/Case Manager	Jorge Wahner	Email	jwahner@alamedauunified.org
Pupil Name			
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360 during the regular school year (RSY)
	240 during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	180 during the regular school year (RSY)
	24 during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate **\$322.00**

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

ADDITIONAL or LESS Number of Days - Regular SY	180	days x	daily rate	Projected Basic Ed. Costs RSY	\$0.00
ADDITIONAL OR LESS Number of Days - Extended SY	24	days x	daily rate	Projected Basic Ed. Costs ESY	\$0.00
Total Amended Basic Education Costs (regular school year and extended school year)					\$0.00

B. Related Services

Service	Provider	RSY & ESY	Cost	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
Assessment	NPS	RSY	\$1,977.50	0	mins/weekly	0	mins/weekly	0	mins/mo/year	\$1,977.50
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
Total Cost										\$1,977.50
	NPS	RSY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
Total Cost										\$0.00
	NPS	RSY			mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
Total Cost										\$0.00
Amended Estimated Maximum Basic Education and Related Service Costs :										\$1,997.50
Original ISA Costs :										\$83,349.00
Total Amended Estimated Maximum Basic Education and Related Services Costs :										\$85,346.50

4. Other Provisions/Attachments:

5. Progress Reporting Requirements:

Quarterly Monthly Other (please specify):
x

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below:

Contractor

The Phillips Academy

LEA

Alameda Unified School District

Name of Nonpublic School/Agency

Name of LEA

DocuSigned by:

Esther Cohen

5/6/2026

Kirsten Zazo
Kirsten Zazo (05/06/2026 15:32:36 PDT)

05/06/2026

Signature

Date

Esther Cohen, Executive Director

Signature

Date

Kirsten Zazo, Assistant Superintendent of Education Services

Signature

Date

President, Board of Education, Alameda Unified School District

(CONTRACTS EXCEEDING \$119,100 ARE NOT AUTHORIZED WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

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

The attached register contains information for all bills and warrants from April 20 to April 24, 2026, except for *one (1)* redaction where posting that information would violate confidentiality.

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

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will reduce the available funds of each respective site/department budget by \$5,587,698.46.

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
□ Summary of Register	5/5/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Contract Award per Request for Proposal (RFP) No. 026-049-05 Virtual Year-Round Literacy Tutoring Program for Selected K-3 Students at Various Elementary School Sites

Item Type: Action

Background: In alignment with Board Policy and Administrative Regulations 3311 and per compliance with Public Contract Code 20111, AUSD posted and advertised a Request for Proposal (RFP) #026-049-05 for Virtual Year-Round Literacy Tutoring Program for Selected K-3 Students at Various Elementary School Sites on March 20, 2026.

Twenty six (26) organizations submitted by the deadline of 2:00 pm on April 24, 2026. Sealed proposals were opened and given an initial review on April 24, 2026 at 3:00 pm to ensure responsiveness. The selection committee extensively reviewed and scored the received proposals from April 27 through April 30, 2026, and the committee recommends the contract be awarded to **Ignite Reading**.

Following successful negotiations, the contract for services shall be presented to for approval at a future meeting.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): \$2500/student license for school year, \$720/student for intersession for annual total of \$264,400.00.

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
<input type="checkbox"/> Proof of Publication	5/5/2026	Backup Material
<input type="checkbox"/> RFP Manual	5/5/2026	Backup Material



Request for Proposal (RFP) No. 026-049-05

Virtual Year-Round Literacy Tutoring Program

for Selected Alameda Unified School District K-3 Students

at Various Elementary School Sites

Proposals Due April 24, 2026, 2:00PM

ALAMEDA UNIFIED SCHOOL DISTRICT

REQUEST FOR PROPOSAL - RFP NO. 026-049-05

VIRTUAL YEAR-ROUND LITERACY TUTORING PROGRAM FOR SELECTED K-3 STUDENTS AT VARIOUS ELEMENTARY SCHOOL SITES

NOTICE IS HEREBY GIVEN that the Alameda Unified School District, hereinafter referred to as DISTRICT, invites and will receive sealed bid proposals from interested and qualified vendors for furnishing the Virtual Year-Round Literacy Tutoring Program for Selected K-3 Students at Various Elementary School Sites beginning summer 2026.

The bid package will be posted on March 20, 2026, on the DISTRICT website, Fiscal page and can be accessed at <https://www.alamedaunified.org/departments/fiscal-services/current-bids>.

Sealed proposals shall be delivered and addressed to Alameda Unified School District, Attn: Purchasing Department, 2060 Challenger Drive, Alameda, CA 94501 no later than 2:00 PM on April 24, 2026. Proposals received after the scheduled Submittal Deadline will be rejected. Proposals must bear original signatures and figures.

The DISTRICT reserves the right to accept or reject any and all proposals and to waive any informality in bidding as deemed to be in the best interest of the DISTRICT. Proposals will remain open and valid for ninety (90) days after the date set for the opening. Any bidder may withdraw their proposal, either personally or by written request, at any time prior to the scheduled closing time for receipt of proposals. No objections concerning the application, meaning, or interpretation of these specifications will be considered after the opening of the subject proposals.

Shariq Khan

Assistant Superintendent, Business Services
Legal – East Bay Times
Publish Dates: 03/20/2026 & 03/27/2026

I. Introduction

Alameda Unified School District (AUSD) seeks to establish a collaborative partnership with a qualified provider to implement a high-quality, evidence-based, high-dosage, virtual tutoring program focused on early literacy for district selected students in grades K–3. Advancing early literacy is a central priority within the District’s strategic plan, grounded in the belief that strong foundational reading skills are critical to long-term academic success and equitable student outcomes. This work aligns with California’s statewide early literacy priorities under the California Literacy Campaign, which emphasizes evidence-based instruction, early identification of reading needs, and timely intervention to ensure all students become proficient readers.

This Request for Proposals (RFP) is aligned to AUSD’s Multi-Tiered System of Supports (MTSS) framework and is designed to strengthen Tier 2 and Tier 3 reading interventions for students who require targeted and intensive support beyond core instruction. The District seeks to partner with an evidence-based provider with a proven track record in delivering structured, individualized literacy instruction grounded in the science of reading. Providers must demonstrate not only immediate student growth but also longitudinal efficacy, showing that gains in foundational literacy skills are sustained over time and contribute to continued reading success. Services will support students requiring Tier 2 and Tier 3 intervention within the District’s Multi-Tiered System of Supports (MTSS) framework.

The selected provider(s) will partner with AUSD to deliver a year-round structured, explicit, early literacy tutoring aligned to the science of reading and the California Literacy Framework. Services will be provided virtually to students during the regular school year and during intersession programming. The program will complement high-quality Tier 1 instruction while reinforcing coherence across the District’s early literacy system of supports.

II. Objective

Alameda Unified School District seeks a virtual, year-round, personalized, early literacy tutoring program serving up to 100 selected students in grades K–3 at any given time.

The program will operate during the regular school year for students at Love Elementary School, Maya Lin Elementary School, and Ruby Bridges Elementary School, with the option to expand to additional elementary schools in the District. The provider will also deliver virtual tutoring to a smaller cohort of students participating in the District’s intersession programming (30 days) at one elementary school, for a total program period of 210 days.

The District requires a program model that allows students to exit the program once they meet their assessment goals, with new students able to fill those available seats at no additional cost to the District.

The District is not obligated to award contracts under this RFP. The District anticipates awarding an initial contract for the 2026 summer camp and 2026-2027 school year, with

the option to renew annually for up to four (4) additional years, not to exceed a total contract term of five (5) years.

Annual renewals will be contingent on the availability of funding, successful performance, and the provider's demonstrated progress toward meeting all established program outcomes and requirements. Continuation of services beyond each contract year is not guaranteed and will be determined at the sole discretion of the District.

Allocation of funds is final upon successful negotiation and execution of the Professional Services Agreement. The selected agency/agencies agree to be bound by the terms. Awards made under the RFP are subject to the approval of the District Board of Education.

III. Program Goals

1. **Improve Early Literacy Outcomes**
Increase student proficiency in foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—aligned with the District's strategic focus on early literacy.
2. **Strengthen Tier 2 and Tier 3 Reading Supports within MTSS**
Provide targeted and intensive early literacy interventions for students who require support beyond Tier 1 instruction, fully aligned with the District's MTSS framework.
3. **Close Opportunity and Achievement Gaps in Early Literacy**
Reduce disparities in early literacy outcomes for historically underserved students, including multilingual learners and students with disabilities, through high-quality Tier 2 and Tier 3 interventions that reflect District priorities and MTSS practices.
4. **Ensure Coherence and Alignment of Instruction**
Deliver tutoring that is aligned with the California Literacy Framework and coherent with district-adopted core literacy curriculum and instructional practices, ensuring continuity and consistency of instruction across all tiers of support

IV. Eligible Agencies

To be eligible to submit a proposal, organizations must meet the following criteria:

1. **Legal Entity:** The organization must be a legally recognized entity (corporation, LLC, nonprofit, or government agency).
2. **Ability to Meet District's Purchasing Terms:**
<https://www.alamedaunified.org/departments/fiscal-services/purchase-order-terms-and-conditions>
3. **Insurance:** Ability to meet AUSD insurance and liability requirements:

3.1 Commercial General Liability (CGL)

Minimum limits: \$1,000,000 per occurrence and \$3,000,000 general aggregate

Alameda Unified School District, its officers, employees, agents, and volunteers must be named as Additional Insureds via endorsement.

3.2 Professional Liability / Errors & Omissions Insurance

Minimum limits: \$1,000,000 per claim / \$2,000,000 aggregate coverage must apply to instructional/tutoring services and claims arising from negligent educational practices or professional acts.

3.3 Workers' Compensation / Employers' Liability

Required for all contractors with employees, even if work is performed remotely.

V. Required Provider and Program Elements

Providers must propose a high-dosage tutoring model that includes the following elements:

1. Students

- Students selected through a school-recommended, data-driven process.
- Targeted support for students significantly below grade level in early literacy skills.
- Focus on foundational skills, including alphabetic knowledge, phonemic awareness, phonics, decoding, and fluency.
- Maintain accurate attendance records for each participating student.

2. Instruction & Tutoring

- Tutoring delivered virtually, during the school day, before, or after school and during intersession programming.
- High-impact model: minimum 15–30 minutes per session, 4–5 days per week.
- Individualized instruction aligned to student diagnostic data.
- Differentiated instruction to meet each student's learning needs.
- Emphasis on foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Use of research-based, high-quality instructional materials aligned to California standards and the district curriculum.

3. Tutor Qualifications & Support

- Tutors trained in evidence-based literacy practices aligned to the science of reading.
- Providers must offer initial and ongoing tutor training, coaching, and quality assurance
- to ensure instructional fidelity.

- All staff must complete required background checks, mandated reporter training, and any district-required compliance prior to working with students.
- Providers must maintain updated records of staff compliance throughout the contract term.

4. Assessment & Data

- Regular progress monitoring and data review cycles.
- Use of assessment data to adjust instruction and support student growth.
- Reporting and Collaboration:
- Monthly progress, attendance, and participation reports to the District and site administrators.
- Quarterly check-ins with district staff to review implementation and student progress.
- Regular progress reports for students, shared with sites and families.
- Aggregate data reports to support district monitoring and continuous improvement.

5. Family Engagement

- Provide resources or guidance to families to support literacy development at home.

VI. RFP Timeline

Tentative Timeline	
RFP Advertisement	March 20 and 27, 2026
Deadline for Submitting Questions	April 8, 2026 by 2:00PM
Post Questions and Answers	April 10, 2026
Proposal Due Date	April 24, 2026 by 2:00PM
Possible Interviews	April 27 and 28, 2026
Notice of Intent to Award	April 29, 2026
BOE Approval	May 12, 2026
Program Implementation	June 2026

VII. Submission Requirements

Three (3) copies of the Proposal, along with an electronic copy on USB, shall be sealed and filed with the District Office, 2060 Challenger Drive, Alameda, CA 94501 on or before Friday, April 24, 2026 at 2:00 PM.

All proposals submitted must be in sealed envelopes bearing on the outside the name of the proposer, the address, and the name of the project for which the proposal is submitted. It is the sole responsibility of the proposer to see that the proposal is received at the proper time and at the proper place. Any proposal received after the scheduled closing time for receipt of proposals will be returned to the proposer unopened.

Any questions related to the RFP, regarding documents, discrepancies, omissions, doubt as to meanings, interpretations or clarifications, either administrative or technical, must be requested in writing and directed to:

- Purchasing Manager, Marilou Tirona at <mailto:mtirona@alamedaunified.org>

The email subject line MUST include the phrase RFP#026-075-05 Question.

All written questions will be answered in writing. Oral statements concerning the meaning or intent of the contents of this RFP by any person are unauthorized and invalid.

VIII. Evaluation Criteria

A representative committee will review and assess all proposals submitted on the following criteria:

Criteria	Percentage
Instructional Model and Dosage	20%
Alignment to the Science of Reading and California Literacy Framework	15%
Assessment, Progress Monitoring, and Data Sharing	20%
Tutor Qualifications, Training, and Quality Assurance	15%
Program Management, Implementation Support, and Partnership with Sites	15%
Cost Effectiveness and Sustainability	15%

IX. Proposal Format

Agencies are requested to answer the questions in the order and format presented in the RFP both to assure that all agencies present their material in a consistent manner and to promote ease of proposal review.

Agencies are asked to be brief and to respond to each question or instruction listed in Proposal Content. Number each portion of the response corresponds to each question listed.

Agencies should not include advertisements in their proposal.

Proposals should not exceed 30 pages.

X. Proposal Content

Structure the narrative by addressing the following:

A. General Information

1. **Organizational Overview:** Please provide a brief overview of your organization, including its mission, history, and experience in education.
2. **Program Experience:** Describe your organization's experience in implementing high-dosage tutoring programs, particularly in K-8 settings. Include background, experience, and description of existing partnerships.
3. **Staff Qualifications:** Detail the qualifications and experience of your proposed tutoring staff, including certifications, degrees, and relevant training.
4. **High-Quality Staff:** What is your criteria for hiring personnel? What standards will be set to recruit and retain high-quality staff?
5. **Compliance:** Name all the required compliance components that new staff must have completed prior to beginning an assignment.
6. **Data Management:** Explain your organization's capacity to collect, analyze, and report on student data to measure program effectiveness.
7. **Financial Stability:** Provide a brief overview of your organization's financial stability and capacity to fulfill the terms of the contract.
8. **Sustainability Plan:** Describe your organization's plans for ensuring the long-term sustainability of the tutoring program beyond the initial contract period

B. Program Design and Implementation

1. **Program Model:** Describe your proposed tutoring model, including the frequency, duration, and intensity of tutoring sessions.
2. **How does this align to Alameda Unified School District goals for students K-3?**
 - i. Improve Student Achievement
 - ii. Close Achievement Gaps
 - iii. Enhance Student Engagement
 - iv. Develop Essential Skills
3. **Curriculum and Instruction:** Detail the curriculum and instructional strategies that will be used to deliver the tutoring program.
4. **Equity and Inclusion:** Explain how your organization will ensure that the tutoring program is equitable and inclusive for all students, regardless of their background or needs.

5. **Assessment and Evaluation:** Describe your organization's assessment and evaluation plan, including the types of assessments that will be used to measure student progress.
6. **Data-Driven Decision Making:** Explain how you will use data to inform instructional decisions and improve student outcomes.
7. **Family Engagement:** Describe your strategies for engaging families in the tutoring program, including communication plans and parent workshops.
8. **Staff Training and Professional Development:** Outline the training and professional development opportunities that will be provided to tutoring staff.
9. **Safe and Appropriate Environment:** Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.

C. Program Management and Reporting

1. Describe your organization's approach to managing the tutoring program, including staffing, scheduling, and logistics.
2. What does the program leadership look like? Describe what qualifications and background or experience you will require of your program leadership.
3. What marketing tools are available for the District to use?
4. How does scheduling a session work?
5. What software and equipment is required for the District to access your program?

D. Reporting and Communication

1. Explain how you will communicate with the district and school sites regarding student progress, program implementation, and any challenges or issues.
2. Explain how you will communicate with families regarding program services and student progress.

E. Cost Projection

You may utilize Attachment A and provide a per student and total annual program cost considering the following factors:

- Up to 100 students during regular school year (180 days)
- Up to 20 students during intersession programming (30 days)

Terms & Conditions

Right to Reject All Proposals

The District reserves the right to reject any or all proposals, to waive informalities or minor irregularities in any proposal, to request clarification of information submitted, and to accept any portion of a proposal or all items proposed if deemed in the best interest of the District. Selection of an agency based on its proposal does not constitute a binding agreement until the contract is approved by the AUSD Board of Education.

Terms of the Offer

Submission of a proposal shall constitute an offer to provide services to the District in accordance with the terms, conditions, and specifications contained in this RFP. Proposals offering terms or conditions that deviate from those stated by the District may be considered non-responsive and rejected.

Proposal Validity

Proposals shall remain firm and valid for ninety (90) days following the proposal due date.

Bidder Agreement to Terms and Conditions

Submission of a signed proposal shall be interpreted to mean the proposer acknowledges and accepts all terms, conditions, and requirements set forth in this solicitation and agrees to be bound by them.

Contract Term, Renewal, and Termination

The initial contract term shall be for the 2026–2027 school year, with the option for the District to renew annually for up to four (4) additional years, not to exceed a total of five (5) years, contingent upon annual funding availability, District needs, and satisfactory performance by the provider.

The District may terminate the contract with or without cause upon 60 days' written notice.

The District also reserves the right to terminate the contract immediately for material breach, including failure to comply with mandated safety, reporting, or data privacy requirements.

Governing Law and Venue

The contract shall be governed by and construed in accordance with the laws of the State of California. Any legal action or proceeding relating to this contract shall be instituted in the County of Alameda, California, which shall be the exclusive venue.

Non-Discrimination

Contractor shall comply with all applicable Federal and California nondiscrimination laws. The Contractor shall not discriminate against any employee, applicant, or student on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital status, sex, sexual orientation, gender, gender identity, gender expression, disability, medical condition, genetic information, pregnancy, veteran status, or any other legally protected characteristic. These obligations shall be imposed on all subcontractors.

Debarment, Suspension, and Ineligibility Certification

By submitting a proposal and entering into a contract, the Contractor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in federal programs.

Staff Requirements and Student Safety

All personnel who will interact with District students—virtually or otherwise—must, prior to providing services:

Complete fingerprinting & criminal background checks in compliance with California Education Code §45125.1.

Complete Mandated Reporter Training under the Child Abuse and Neglect Reporting Act (CANRA).

Comply with all additional safety requirements established by the District.

Contractor is responsible for all associated costs and must maintain documentation verifying compliance for all staff assigned to the contract.

Data Privacy and Confidentiality

The Contractor shall maintain strict confidentiality of student data and comply with all federal and state student privacy laws, including but not limited to:

FERPA

California Education Code student privacy provisions

Any District data-sharing agreements or security protocols

Contractors shall not store, transmit, or use student data except as authorized for the purpose of providing contracted services. All virtual platforms used must meet District security requirements.

Virtual Service Delivery Requirements

Because services will be delivered in a virtual environment, the Contractor must:

- Use secure, District-approved platforms for tutoring sessions.
- Ensure tutors conduct sessions in a professional setting with appropriate privacy. Prevent recording of students unless expressly authorized by the District.
- Provide technical support for staff and students as needed.
- Ensure program accessibility and accommodations for students with disabilities.

Records, Reporting, and Audit Rights

The Contractor shall maintain complete and accurate records related to services rendered, including attendance, session logs, personnel compliance documents, and progress monitoring data. The District may audit such records at any time. Contractor shall provide all required monthly and cumulative reports by District deadlines.

Subcontracting

Contractor shall not subcontract services without prior written approval from the District.

Approved subcontractors are subject to the same requirements as the primary Contractor.

Assignment

Contractor shall not assign, transfer, or convey its obligations without the prior written consent of the District.

Attachment A

Virtual Tutoring Services Cost Proposal (Example)

Program Pricing Summary

*cycle-in and cycle-out model

	Maximum Number of Students Served	Cost per Student	Annual Program Cost
Regular School Year*	100		
Intersession Programming	20		

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Revised Course Description: Sheltered English at Encinal High School

Item Type: Consent

Background: Administrators and staff of Encinal High School seek approval of the following revised course description.

Sheltered English is a course designed for English Learners at the earliest stages of English Language Development including Newcomers and Students with Limited or Interrupted Formal Education (SLIFE). The curriculum of Sheltered English 9-12 works in tandem with the Designated ELD curriculum.

Prerequisite: None

Elective/Required: Required

Grade Level: 9-12

Subject Area: English

Length: One year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

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

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.

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

ATTACHMENTS:

Description	Upload Date	Type
☐ Revised Course Description_Sheltered English_Encinal HS_5.12.26	5/4/2026	Backup Material

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Sheltered English	6. Prerequisite(s): None Eligible for newcomer services
2. Action: ___ New Course X Course Revision ___ Title Change Only	7. Grade Level:9-12
3. Transcript Title/Abbreviation: SH English 9-12 (For Educational Services)	8. Elective/Required: Required
4. Transcript Course Code/Course Number: NECI (For Educational Services)	9. Subject Area: English
5. CBEDS Code: (For Educational Services) 9103	10. Department: English
11. Length /Credits: ___ 0.5 (half year or semester equivalent) <u>X</u> 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <u>X</u> Yes ___ No If so, year removed from list: N/A	
13. Meets the "B" requirements in the a-g university/college entrance requirement. Approval date: 2015-2016 (first year on UCOP)	
14. School Contact Information Name: Encinal Junior Senior High Title/Position: Victoria Traverso Phone: (510) 748-4023 Fax: _____ E-Mail: Vtraverso@alamedaunified.org	
16. Signatures: Department Chair: _____ Principal: _____ Acknowledged by Other Principals: _____ Educational Services: _____	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

This course is designed for English Learners at the earliest stages of English Language Development including Newcomers and Students with Limited or Interrupted Formal Education (SLIFE). The curriculum for Sheltered English 9-12 works in tandem with the Designated ELD curriculum, EL Achieve: Course 1. To support knowledge building, themes in the Sheltered English course generally align with themes taught in designated ELD. Heavy emphasis will be given to literature of various genres, writing, explicit vocabulary acquisition, oral language development, and grammar. This course introduces students to the different components of literature and literary analysis, such as theme, characterization, and structure. Students will gain knowledge of foundational literary to enhance of their understanding of literature, as needed. Meta-cognitive reading strategies will be discussed and utilized to help students apply their learnings between Designed ELD and Sheltered English, as well as across content areas to help students become independent and critical readers. This course counts for English credits equivalent to a student's grade level.

18. Course Goals and/or Major Student Outcomes:

The goal of the class is to make the college preparatory English level curriculum accessible to students for whom English is not a native language, and to prepare students for transition into mainstream college preparatory English classes upon exiting newcomer services. A sheltered English course is aligned to California ELA CCSS and CA ELD standards uses explicit language instruction, structured interaction, visual scaffolds, and sequenced release through collaborative meaning-making. Drawing on Integrated ELD strategies to ensure English learners access grade-level cognitive demand while developing academic English proficiency.

The course emphasizes:

- Explicit language instruction embedded in meaningful content
- Structured academic interaction
- Scaffolded engagement with complex informational and literary texts
- Multimodal expression (oral, visual, written)
- Gradual release from collaborative to independent application

19. Course Objectives (standards):

Students will analyze and communicate their own identities and experiences through autobiographical, narrative, and reflective texts, using appropriate language structures and details.

CA ELA Standards

- RL.9-10.3 / RL.11-12.3 – Analyze how complex characters develop over the course of a text.
- W.9-10.3 / W.11-12.3 – Write narratives to develop real or imagined experiences using effective technique, details, and structure.
- SL.9-10.4 / SL.11-12.4 – Present information clearly and persuasively.

CA ELD Standards

- ELD.PI.9–12. Emerging–Expanding.1 – Exchange information and ideas with peers.
- ELD.PI.9–12. Emerging–Expanding.10 – Write short literary texts for expression of ideas.
- ELD.PII.9–12.1 – Understand text structure in narratives.

Course Objective 2: Community & Cultural Understanding

Revised 9.14.22

Curriculum & Instruction, Educational Services

Students will examine how literature reflects community values, cultural identity, and shared human experiences, and compare perspectives across texts and cultures.

CA ELA Standards

- RL.9-10.2 / RL.11-12.2 – Determine a theme or central idea and analyze its development.
- RL.9-10.6 / RL.11-12.6 – Analyze a particular point of view or cultural perspective.
- W.9-10.2 / W.11-12.2 – Write informative/explanatory texts.

CA ELD Standards

- ELD.PI.9–12. Emerging–Expanding.6 – Read and view closely to determine meaning.
- ELD.PI.9–12. Emerging–Expanding.12 – Use language to compare and contrast ideas.
- ELD.PII.9–12.2 – Apply knowledge of cohesion and sentence structure.

Course Objective 3: Understanding the World Through Fiction

Students will analyze fictional texts to understand how authors use literary elements, structure, and evidence to convey meaning and perspective about the world.

CA ELA Standards

- RL.9-10.1 / RL.11-12.1 – Cite strong and thorough textual evidence.
- RL.9-10.5 / RL.11-12.5 – Analyze how an author’s structure shapes meaning.
- W.9-10.9 / W.11-12.9 – Draw evidence from literary texts to support analysis.

CA ELD Standards

- ELD.PI.9–12. Emerging–Expanding.8 – Analyze language choices in literary texts.
- ELD.PI.9–12. Emerging–Expanding.11 – Justify opinions using evidence.
- ELD.PII.9–12.3 – Use verb tenses and clauses to develop complexity.

Course Objective 4: Understanding the World Through Non-Fiction

Students will analyze nonfiction texts to identify authors’ claims, purposes, and use of evidence, and explain how ideas are developed and supported.

CA ELA Standards

- RI.9-10.1 / RI.11-12.1 – Cite strong and thorough textual evidence from nonfiction.
- RI.9-10.6 / RI.11-12.6 – Determine an author’s point of view or purpose.
- W.9-10.1 / W.11-12.1 – Write arguments supported by evidence.

CA ELD Standards

- ELD.PI.9–12. Emerging–Expanding.7 – Evaluate how writers support ideas.
- ELD.PI.9–12. Emerging–Expanding.9 – Use appropriate registers for academic tasks.
- ELD.PII.9–12.4 – Use complex sentence structures for explanations.

Course Objective 5: Argument, Voice & Revision

Students will develop and refine their own arguments, using evidence effectively, incorporating feedback, and revising to improve clarity, coherence, and impact.

CA ELA Standards

- W.9-10.5 / W.11-12.5 – Develop and strengthen writing through planning, revision, and editing.
- W.9-10.1 / W.11-12.1 – Write logical arguments addressing counterclaims.
- SL.9-10.1 / SL.11-12.1 – Engage effectively in collaborative discussions.

CA ELD Standards

- ELD.PI.9–12. Emerging–Expanding.5 – Listen actively and respond to others’ ideas.
- ELD.PI.9–12. Emerging–Expanding.12 – Use language to persuade.
- ELD.PII.9–12.6 – Adjust language choices based on audience and task.

20. Course Outline: This is a year-long course that covers 5 units. Each of the units builds on each other and broadens students’ perspectives. The first unit focuses on personal identity. Then students move into understanding the identities of their community. Then students spend two units understanding the world through fiction and non-fiction, respectively. Lastly, students apply their knowledge over the year to the culminating unit that asks students to use their voice for change. Each unit is roughly 7 weeks long.

Unit 1: Identity

Essential Questions

- Who am I and where do I come from?
- What is the identity of others in my class?
- How is my identity similar to the identities of my class?

Unit 2: Community

- How do stories shape understanding of ourselves and others?
- How are the identities of my community similar to and or different from my own identities?
- What is important to my community?

Unit 3: Understanding the World Through Fiction

- How do we learn about the world through text?
- How do authors use evidence and explanation?

Unit 4: Understanding the World Through Non-Fiction

- How do people express opinions and support them?
- How do authors use evidence and explanation?

Unit 5: Using My Voice To Make Change

- What is most important to me?
- How do I communicate my ideas clearly and effectively?
- How do I use evidence and explanation?
- How do I revise my thinking using feedback?

21. Instructional Materials:

Board approved required text:

The following texts are reflective of a college preparatory English course. Teachers of Sheltered English will select from the list below based on the needs of the students in the course:

The House on Mango Street – Sandra Cisneros

A Thousand Pieces of Gold – Ruthanne Lum McCunn

Of Mice and Men – John Steinbeck

A Yellow Raft in Blue Water – Michael Dorris

Romeo and Juliet – William Shakespeare
Things Fall Apart – Chinua Achebe
Night – Elie Wiesel
Enrique’s Journey – Sonia Nazario
A Raisin in the Sun – Lorraine Hansberry
The Arrival- Shaun Tan
Seedfolks- Paul Fleischman

Autobiographical pieces from Gary Soto, Malcolm X, Sherman Alexie, Jimmy Santiago Baca, Langston Hughes
Speeches and essays: Martin Luther King Jr., Malcolm X
Seminal U.S. documents: Declaration of Independence, Bill of Rights, US Constitution, Gettysburg Address, Federalist Papers, George Washington’s Farewell Speech, various US Supreme Court case majority and dissenting opinions,
Supplementary materials: SIPPS, online platforms including Lexia English and Imagine Learning

22. Instructional Methods and/or Strategies

Leveraging Integrated ELD strategies including explicit language objectives, structured student talk, gradual release of responsibility, chunking, scaffolds, graphic organizers, sentence stems, visual aides, modeling. To address any foundational reading needs, SIPPS will be used to provide systematic explicit phonics instruction.

23. Assessment and Evaluation

Measure student growth in reading, writing, listening, and speaking

Align to California ELA and ELD standards

Use multiple forms of evidence including formative and summative assessment, oral and written assessments

Emphasize process, revision, and language development

Cycles of feedback

Use of formative and summative assessment

24. Grading Policy

Reporting Standards

Reporting Strand 1: Speaking & Listening – Comprehension and Collaboration

Grades 9–10 Reporting Standard

Students:

- Participate effectively in collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively
- Come prepared with evidence from texts and research
- Respond thoughtfully to diverse perspectives and justify their own views using evidence

Priority Standard Anchor:

- SL.9–10.1

Grades 11–12 Reporting Standard

Students:

- Lead and sustain civil, democratic discussions on complex topics
- Synthesize multiple perspectives, claims, and evidence
- Probe reasoning, challenge ideas, and determine when additional research is needed

Priority Standard Anchor:

- SL.11–12.1

Reporting Strand 2: Reading Informational Text

Grades 9–10 Reporting Standard

Students:

- Cite strong and thorough textual evidence to support analysis and inferences
- Analyze word choice, tone, and meaning
- Analyze how texts address related themes and ideas across seminal U.S. documents

Priority Standard Anchors:

- RI.9–10.1
- RI.9–10.4
- RI.9–10.9
- RI.9–10.10

Grades 11–12 Reporting Standard

Students:

- Analyze explicit and implied meanings, including ambiguity and uncertainty
- Examine how authors refine key ideas and terms over the course of a text
- Analyze foundational U.S. documents for themes, purposes, and rhetorical features

Priority Standard Anchors:

- RI.11–12.1
- RI.11–12.4
- RI.11–12.9
- RI.11–12.10

Reporting Strand 3: Reading Literature

Grades 9–10 Reporting Standard

Students:

- Cite strong textual evidence to analyze literary texts
- Analyze word choice, figurative language, and tone
- Read and comprehend literature at grade-level complexity with increasing independence

Priority Standard Anchors:

- RL.9–10.1
- RL.9–10.4
- RL.9–10.10

Grades 11–12 Reporting Standard

Students:

- Analyze explicit and implicit meanings in complex literary texts

- Evaluate the impact of language that is rhetorically powerful or stylistically distinctive
- Read and comprehend literature independently at college- and career-ready complexity

Priority Standard Anchors:

- RL.11–12.1
- RL.11–12.4
- RL.11–12.10

Reporting Strand 4: Writing – Use of Evidence & Research

Grades 9–10 Reporting Standard

Students:

- Gather and integrate relevant information from authoritative sources
- Use evidence from literary and informational texts to support analysis and reflection
- Follow standard conventions for citation and avoid plagiarism

Priority Standard Anchors:

- W.9–10.8
- W.9–10.9

Grades 11–12 Reporting Standard

Students:

- Conduct sustained research using advanced search strategies
- Evaluate reasoning and evidence across multiple complex texts
- Integrate evidence effectively to support original analysis and research

Priority Standard Anchors:

- W.11–12.8
- W.11–12.9

Reporting Strand 5: Language – Vocabulary Acquisition & Use

Grades 9–10 Reporting Standard

Students:

- Determine meaning of unknown and multiple-meaning words using context, reference tools, and word analysis
- Demonstrate understanding of figurative language and word nuance
- Acquire and use academic and domain-specific vocabulary accurately

Priority Standard Anchors:

- L.9–10.4
- L.9–10.5
- L.9–10.6

Grades 11–12 Reporting Standard

Students:

- Analyze word meaning using context, etymology, and morphology
- Interpret advanced figurative language and rhetorical nuance
- Independently acquire and apply college- and career-ready vocabulary

Priority Standard Anchors:

- L.11–12.4

- L.11–12.5
- L.11–12.6

Grading

A+= 97-100%

A=93-96%

A-=90-92%

B+=87-89%

B=83-86

B- = 80-82%

C+=77-79%

C=73-76%

C- = 70-72%

D+= 67-69%

D= 63-66%

D- =60-62%

F= 59% and below

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course: This course is designed to provide access to newcomers and students with limited and/or interrupted formal education with access to college preparatory English. The course in tandem with Designated ELD strengthens students abilities to develop their listening, speaking, reading and writing in English, providing greater opportunities for English language proficiency.
26. History of Course Description: Variations of the course have been offered in AUSD before including Newcomer English (NEJI), Sheltered English 1 (NECD), Sheltered English 2 (NECE), Sheltered English 3 (NECF), and Sheltered English 4 (NECG), This course reflects best practices for newcomers as outlined in the English Learner Roadmap, ELA/ELD standards, and A-G expectations.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Asian-Pacific Islander Heritage Month - May

Item Type: Action

Background: The Board of Education is asked to adopt a proclamation recognizing May 2026 as Asian American and Pacific Islander (AAPI) Heritage Month. The proclamation acknowledges the rich diversity, histories, cultures, and contributions of AAPI communities in Alameda, Alameda County, California, and across the nation.

The proclamation also recognizes the longstanding presence and influence of AAPI residents in the City of Alameda, including the contributions of Japanese American, Chinese American, Filipino American, Native Hawaiian, and other Pacific Islander communities. In addition, it honors the leadership and service of AAPI educators, administrators, staff, and Board members who have helped shape Alameda Unified School District and support student success.

Finally, the proclamation reaffirms the District's commitment to inclusive education and the importance of teaching AAPI history and experiences as part of a comprehensive curriculum that promotes understanding, belonging, and respect for all students and families.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

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

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

ATTACHMENTS:

Description	Upload Date	Type
☐ Proclamation: Asian Pacific Islander Heritage Month	5/6/2026	Backup Material

PROCLAMATION
Asian American Pacific Islander Month
May 2026

WHEREAS, the State of California is home to one of the largest and most diverse Asian American and Pacific Islander (AAPI) populations in the nation, including more than 6,000,000 students of AAPI descent enrolled in kindergarten through grade twelve; and

WHEREAS, Asian American and Pacific Islander communities encompass a wide diversity of cultures, languages, histories, and identities representing peoples from across East Asia, Southeast Asia, South Asia, and the Pacific Islands; and

WHEREAS, Asian American and Pacific Islander residents make up a significant share of California's population—approximately 15–16 percent statewide—reflecting the state's long history as a gateway for immigrants and families from across Asia and the Pacific Islands; and

WHEREAS, AAPI communities in Alameda and across California have demonstrated resilience in the face of exclusion, discrimination, and injustice, while making enduring contributions to education, public service, the arts, science, business, and civic leadership; and

WHEREAS, in Alameda County, Asian residents represent the largest racial group, comprising approximately one-third of the county's population and underscoring the central role of AAPI communities in shaping the East Bay's cultural, economic, and civic life; and

WHEREAS, Alameda, as a community, has benefited from the contributions of myriad Asian American and Asian Pacific Islander community members and groups over the years, and

WHEREAS, for example, in the City of Alameda, nearly one in three residents identifies as Asian, reflecting the deep and ongoing presence of AAPI communities in the city's neighborhoods, schools, and institutions; and

WHEREAS, the City of Alameda has a rich and multifaceted Asian American and Pacific Islander history, including a historic Japantown community prior to World War II, early Chinese American residents connected to the broader East Bay, vibrant Filipino American communities, and generations of AAPI residents connected to maritime industries, local businesses, and service at Naval Air Station Alameda, which brought diverse Asian and Pacific Islander families to the city; and

WHEREAS, Filipino American history in Alameda is further reflected through longstanding community organizations such as Bohol Circle Immigrant Association, whose roots are tied to early Filipino migration to California through military service and West Coast labor networks,

and which continue to sustain cultural traditions, mutual support, and civic engagement across generations; and

WHEREAS, many of Alameda’s Japanese American families were forcibly removed and incarcerated during World War II following the issuance of Executive Order 9066 and, following the war, demonstrated resilience by returning to rebuild community and cultural life in the region; and

WHEREAS, Pacific Islander communities, including Native Hawaiian and other Pacific Islander residents, are an important and often underrecognized part of Alameda’s cultural fabric; and

WHEREAS, Asian American and Pacific Islander educators, administrators, and staff are integral members of the Alameda Unified School District community, contributing daily to the education, support, and success of students across the district; and

WHEREAS, Asian American and Pacific Islander leaders have also played significant roles in the governance of the Alameda Unified School District, including the late Niel Tam, who served the district for more than 30 years as a teacher and administrator, including as principal of Washington Elementary School, and who served for seven years on the Board of Education; Sam Huie, the first Asian American elected to the Board of Education, who served from 1986 to 1994 and is a longtime Bay Farm Island resident; Phillip Hu; and Gary Lym, the longest-serving Asian American member of the Board of Education and current board member, whose continued service reflects the enduring leadership of AAPI community members in shaping the direction of local public education; and

WHEREAS, the Alameda Unified School District sustains ongoing engagement with Asian American and Pacific Islander families, students, educators, and community members through structures such as the Asian Pacific Islander Round Table, which advances student success, fosters belonging, addresses bias, and elevates the diverse histories and lived experiences of AAPI communities across the district; and

WHEREAS, the History–Social Science Framework for California Public Schools affirms that curriculum must reflect the experiences and perspectives of people of all racial, ethnic, and cultural backgrounds, and California continues to lead in advancing inclusive and representative education; and

WHEREAS, recognizing and teaching AAPI history, including both achievements and injustices—is essential to fostering understanding, combating hate, and ensuring that all students see themselves reflected in their education; and

WHEREAS, Asian American and Pacific Islander Heritage Month is celebrated each May at the local, state, and national levels as an opportunity to honor the rich histories, cultures, and contributions of AAPI communities.

NOW, THEREFORE, BE IT PROCLAIMED, that the Alameda Unified School District Board of Education hereby recognizes the month of May 2026 as Asian American and Pacific Islander Heritage Month and encourages all schools to celebrate, uplift, and teach the histories, cultures, and contributions of AAPI communities, including those deeply rooted in Alameda’s own history.

PASSED AND ADOPTED by the following vote this 12th day of May 2026.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Harvey Milk Day - May 22, 2026

Item Type: Consent

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

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

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

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Proclamation: Harvey Milk Day	5/6/2026	Backup Material

PROCLAMATION
Harvey Milk Day
May 22, 2026

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

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

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

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

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

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

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

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

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

PASSED AND ADOPTED by the following votes this 12th day of May, 2026.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2025-2026.52 Approval of Budget Transfers, Increases, Decreases

Item Type: Consent

Background: After adopting the fiscal year budget, it is often necessary to make budgetary transfers and revisions. Budget transfers allow the redistribution of funds as needs and plans change, and budget revisions allow the district to increase or decrease funds based on entitlements and grants received.

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

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase revenues and expenditures in the District in the amount of \$70,941.25.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Attachment A	5/5/2026	Backup Material
☐ Resolution No. 2025-2026.52	5/5/2026	Resolution Letter

BUDGET REVISIONS

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

School/Dept	Description	Amount
Alameda HS	Donations	\$ 28,724.16
ASTI	Donations	\$ 150.00
Bay Farm	Donations	\$ 4,152.99
Edison	Donations	\$ 173.00
Encinal Jr/Sr HS	Donations	\$ 6,897.57
Franklin	Donations	\$ 20.00
Lincoln MS	Donations	\$ 8,202.00
Maya Lin	Donations	\$ 25.00
Otis	Donations	\$ 8,686.00
Ruby Bridges	Donations	\$ 13,910.53

Total Donations \$ 70,941.25

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 12, 2026

Resolution No. 2025-2026.52

Approval of Budget Transfers, Increases, Decreases

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

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

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

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

PASSED AND ADOPTED by the following vote this 12th day of May, 2026:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District

ATTEST:

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2025-2026.53 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 permit the Board of Education, through its designated agent, to legally dispose of surplus equipment that is either obsolete or in disrepair, and thus should be removed from district inventory.

Exhibits A - D list items that are either damaged, obsolete, or no longer needed by the district, as well as materials that should be stored or transferred and are not currently required at the site.

Approval of Resolution No. 2025-2026.53 will authorize staff to transfer or dispose of these items in the most appropriate manner, in accordance with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

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

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No. 2025-2026.53	5/6/2026	Resolution Letter
☐ Exhibit A	5/6/2026	Exhibit
☐ Exhibit B	5/6/2026	Exhibit
☐ Exhibit C	5/6/2026	Exhibit
☐ Exhibit D	5/6/2026	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 12, 2026

Resolution No. 2025-2026.53

Authorization to Dispose of Surplus Property

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

Exhibits A-D - Property Transfer or Retirement Form

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

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

PASSED AND ADOPTED by the following vote this 12th day of May, 2026:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District

ATTEST:

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

Property Transfer/Retirement Form

Type of request:

 Transfer Waste Recycle

Current Location

Encinal Jr/Sr High School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	AWP-36S Single Person Lift	Genie AWP-36S	N/A	3 - Retire/Poor

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Gimlett, Becca

Date Submitted: 4/24/2026

Form #: 87171

Property Transfer/Retirement Form

Type of request:

Transfer Waste Recycle

Current Location

Love Elementary

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
146	Students' desk (3 photos attached as an example for all the 96)	NA	NA	3 - Retire/Poor

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Sarwary, Neelab

Date Submitted: 4/29/2026

Form #: 87491

Property Transfer/Retirement Form

Type of request:

- Transfer Waste Recycle

Current Location

Love Elementary

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
96	Student's desks (Rms 16-17-21)	00	00	3 - Retire/Poor

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Sarwary, Neelab

Date Submitted: 3/11/2026

Form #: 85430

Property Transfer/Retirement Form

Alameda Unified School District

Type of request:

Transfer Waste **Recycle**

Current Location

District Office- Technology Services

Property Item Type

Technology

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
375	See attached list	See list	See list	3 - Retire/Poor

Submitter Signature

Robyn Odell

Approvals

Site Admin Signature

Robyn Odell

Director Signature

Robyn Odell

Asst. Superintendent Signature

Shahiq Khan

Submitted By: Odell, Robyn

Date Submitted: 5/5/2026

Form #: 87995

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Staff Recommendation for Elementary English Language Arts (ELA) Curriculum Adoption (20 Mins/Public Hearing/Information)

Item Type: Public Hearing/Information

Background: Staff are bringing to the Board their recommendation for the Elementary English Language and Arts (ELA) curriculum adoption. Tonight's presentation will touch upon the committee process, adoption goals, recommendation, and cost for the recommended curricula.

This is an informational item and will be brought back for Board approval on the consent calendar of the May 26th BOE meeting.

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

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Total for 3 years = \$1,403,055.98 (Quote attached to this agenda item.)

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
▢ Presentation: Staff Recommendation_Elem ELA Curriculum Adoption_5.12.26	5/6/2026	Presentation
▢ Findings Report_Elem ELA Curriculum Adoption	5/6/2026	Backup Material
▢ Benchmark Education Company_Quote	5/6/2026	Backup Material

95892_3 year

▣ Multi-year Agreement_Elem ELA Curriculum 5/6/2026
Adoption

Backup Material

Staff Recommendation for English Language Arts (ELA) Curriculum Adoption - Grades K-5

Shana Riehart, Coordinator of Language and Literacy
Select members of the Elementary ELA Pilot Committee

May 12, 2026

Objectives

- Share information about the K-5 ELA Curriculum Review and Pilot Process
- Present data and committee recommendation for adoption
- Share implementation timeline and plans

Presentation Overview and Agenda

- **K-5 ELA Curriculum Review and Pilot**
 - Committee Process
 - Pilot Data
 - Our Recommendation
 - Cost
- **Implementation Plans and Timeline**

Purpose, Process, Pilot Data, Adoption Recommendation & Cost

Refining and Completing AUSD's Literacy Framework

Our mission is to develop a literacy framework that reflects AUSD's vision, priorities, and best practices for literacy and language instruction. Rooted in the science of reading and research on how students learn, this framework will serve as a roadmap to ensure equitable outcomes for all students. The framework will emphasize both word recognition (phonemic awareness, phonics, fluency) and language comprehension (vocabulary, background knowledge, text structure), outlining a structured, evidence-based approach to literacy instruction. It will also integrate reading, writing, and oral language to support comprehensive and cohesive literacy instruction.

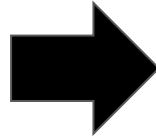
To ensure all students have the support they need, the framework will prioritize a multi-tiered system of support (MTSS) — providing high-quality Tier 1 instruction for every learner, along with targeted Tier 2 and Tier 3 interventions for students who require additional support. Instructional decisions will be guided by formative and summative assessments, including an early literacy screener, to identify potential reading difficulties early and ensure timely, responsive interventions.

In addition to evidence-based instruction, the framework will center culturally and linguistically responsive teaching, ensuring that instructional practices validate, affirm, and build upon students' backgrounds, languages, and experiences. This includes best practices for supporting both designated and integrated English Language Development (ELD).

Our vision is for all students to read at grade level by the end of third grade while also fostering a lifelong love of reading and developing the critical thinking skills needed to engage meaningfully with texts.

Literacy Theory of Action

If we provide early, systematic access to tier 1 reading instruction, as well as research-based targeted literacy interventions, starting in kindergarten and first grade and ensure they are culturally responsive and tailored to meet the needs of African American students, multilingual learners, and students with disabilities...



Then, ...we can address learning gaps before they widen. By focusing on foundational reading skills and removing barriers to access, we will help all students, regardless of background or learning needs, achieve grade level reading proficiency by the end of second grade, setting them up for long-term academic success.

The Why



- 88% of students who struggle with reading at the end of first grade will continue to struggle in fourth grade if they don't receive effective interventions.
- Brain science tells us that the regions forming the reading network in the brain mainly develop during kindergarten and first grade.
- Early reading success is strongly linked to future academic achievement, including high school graduation rates.

Strategic Action Steps

- Gather teacher and site leader feedback through listening sessions and walkthroughs
- Solidify and revise our AUSD Literacy Framework as our north star vision for literacy instruction in AUSD by June of 2025
- Conduct a curriculum review and pilot process to recommend a new ELA curriculum for full Adoption in Spring of 2026
- Identify the best ways to offer curriculum agnostic professional learning beginning next school year 2025-26
- Leverage expertise of TSAs and identify for curriculum adoption, curriculum specific professional learning, and research-based pedagogical best practices
- Pilot and recommend an Early Reading Risk Screener for full K-2 adoption in 2025-26

SCARBOROUGH'S READING ROPE (2001)*

Language Comprehension

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

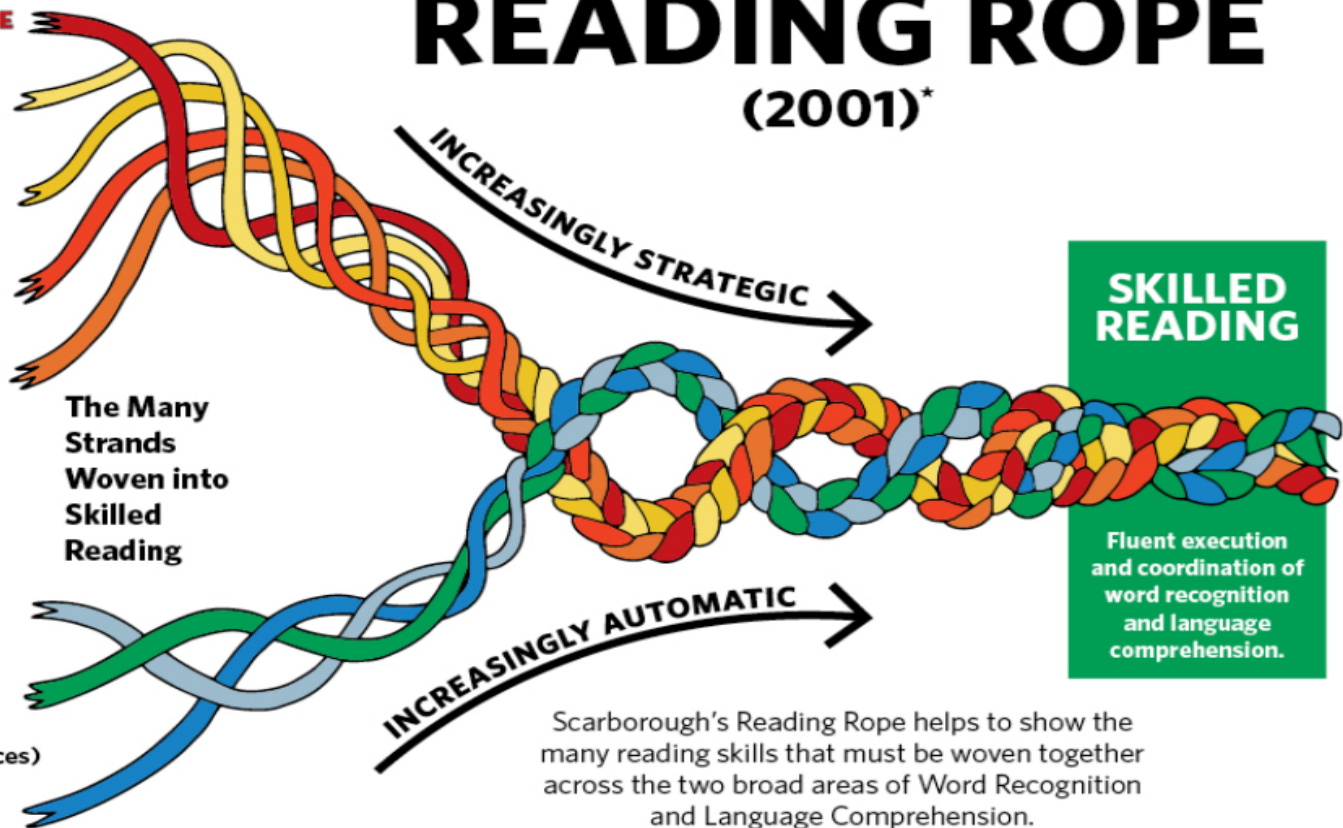
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

Word Recognition

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling—sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Scarborough's Reading Rope helps to show the many reading skills that must be woven together across the two broad areas of Word Recognition and Language Comprehension.

*What is the Reading Rope? (n.d.). *Braintrust Tutors*. March 16, 2023
<https://braintrusttutors.com/what-is-the-reading-rope/>

Detailed Adoption Timeline

Jan 2025	Committee members calibrate and determine evaluation Rubrics
Jan 2025	Steering Committee members and leads recruited, 2 committees, at least 50% teachers
Jan 2025	6 curriculum considered using EdReports, Efficacy Research, and Local Landscape; 4 chosen for deep level review with rubrics
Feb-Mar 2025	Discovery Committee evaluates 4 curriculum using rubrics
Mar 2025	Discovery Committee recommends 3 curriculum for teachers to pilot
Mar - April 2025	Design Pilot Responsibilities and recruit pilot teachers for implementing pilot in-26 SY
May 2025	Pilot teachers and leaders receive information for implementing 3 curriculum
Aug-April 25 - 26	Pilot conducted by teachers and data collection (Observations, Focus Groups, Survey, Rubrics)
April - May 2026	Piloting completed and recommendation to the Board (Steering Committee + District Leaders)
Spring 2026	Board votes on final recommendations, materials purchase & professional learning planned

Curriculum Considered: 6 / Chosen to Review: 4



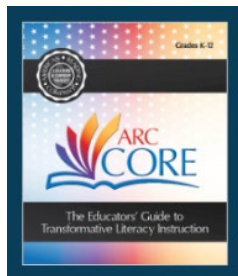
Benchmark Advance



EL Education



Amplify's CKLA



ARC (American Reading Company)



Wit & Wisdom



Wonders

Language Comprehension & Foundational Skills Rubrics

EVIDENCE and Ratings Tracker:

Indicators + Standards	Notes + Tips	Rubric Score
<p>a. Texts exhibit grade-appropriate complexity and are worthy of students' attention.</p> <p><i>(ELA/Literacy Key Shift 1: Regular practice with complex texts and their academic language)</i></p>		
<p>b. Materials include texts of varying genres and types of complexity to meet standards for Reading Literature and Reading Informational texts</p> <p><i>(ELA/Literacy Key Shift 2: Reading, writing, and speaking grounded in evidence from texts, both literary and informational)</i></p>		
<p>c. Materials include texts representing various cultures and perspectives.</p>		
<p>d. Materials include coherent sets and sequences of texts that help students build knowledge systematically.</p>		

EVIDENCE and Ratings Tracker:

Indicators + Standards	Evidence	Rubric Score
<p>a. Materials include explicit instruction and regular practice in phonological and phonemic awareness</p>		
<p>b. Foundational skills scope and sequence is clearly articulated and easy to reference</p>		
<p>c. Materials support phonological awareness/phonemic awareness instruction based on research-based continuum (K-1)</p>		
<p>d. Materials support phonics instruction that teaches students how to write/encode and decode with a research-based progression of skills (K-2)</p>		
<p>e. Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1)</p>		
<p>f. Materials include frequent opportunities for students to practice and gain decoding automaticity and sight-based recognition of both regular and irregular</p>		

Choosing 3 Curriculum to Pilot

On March 21st 2025, the AUSD Elementary ELA Discovery committee had a calibration meeting to decide the three curriculum to pilot during the 2025-2026 school year.

- Discovery committee reviewed quantitative review data
- Discovery committee reviewed comments from reviewers on all curriculum
- Discovery committee chose to pilot: **EL Education, Benchmark, and Wonders**

AUSD ELA Curriculum Review				
	Benchmark	ARC	EL Education	Wonders
Language Comprehension	3.06	2.34	3.23	2.83
Foundational Skills	3.16	2.87	3.07	3.34
Cross Cutting Indicators	3.12	2.60	3.13	3.10

Pilot Across School Year

25-26 AUSD ELA Curriculum Pilot Outline	
Week	Curriculum
August 4-8	PD on Wonders
August 11-15	On ramp and initial assessment buffer
August 18-22	Wonders Unit 1, Week 1
August 25-29	Wonders Unit 1, Week 2
Sept 2-5	Wonders Unit 1, Week 3
Sept 8-12	Wonders Unit 1, Week 4
Sept 15-19	Wonders Unit 1, Week 5
Sept 22-26	Wonders Unit 2, Week 1
Sept 29-Oct 3	Wonders Unit 2, Week 2
Oct 6- Oct 10	Wonders Unit 2, Week 3
Oct 13-17	Wonders Unit 2, Week 4
Oct 20-25	Wonders Unit 2, Week 5
Oct 27-31	Buffer and PD for Benchmark
Nov 3-Nov 7	Benchmark 1st Unit*
Nov 10-15	Benchmark 1st Unit*
Nov 17-21	Benchmark 1st Unit*
Nov 24-28	Thanksgiving Break
Dec 1-5	Benchmark 2nd Unit*
Dec 8-12	Benchmark 2nd Unit*
Dec 15-20	Benchmark 2nd Unit*
	Holiday
	Holiday

19 Kinder-2nd Teachers participated in piloting

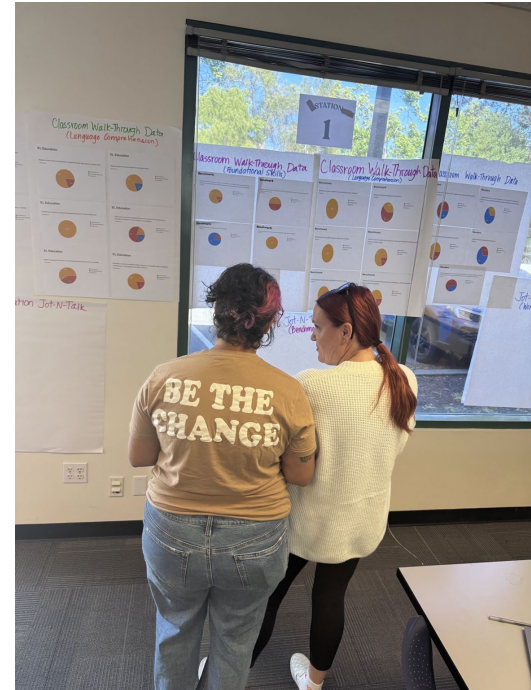
12 3rd-5th Teachers participated in piloting

7 AUSD Elementary Schools participated

Jan 5- Jan9	Benchmark 3rd Unit*
Jan 12-16	Benchmark 3rd Unit*
Jan 19- 23	Benchmark 3rd Unit*
Jan 26-Jan 30	Buffer and PD for EL Education
Feb 2-Feb 6	EL Education, Module 1, Unit 1
Feb 9 -Feb 13	EL Education, Module 1, Unit 1
Feb 16- Feb 20	Ski Week
Feb 23-27	EL Education, Module 1, Unit 1
Mar 2 - Mar 6	EL Education, Module 1, Unit 2
Mar 9 - Mar 13	EL Education, Module 1, Unit 2
Mar 16 - Mar 20	EL Education, Module 1, Unit 2
Mar 23-Mar 27	EL Education, Module 1, Unit 3
Mar 30 - Apr 3	EL Education, Module 1, Unit 3
Apr 6-Apr 10	EL Education, Module 1, Unit 3
Apr 13-17	Spring Break

Data Reviewed for Adoption Decision-Making

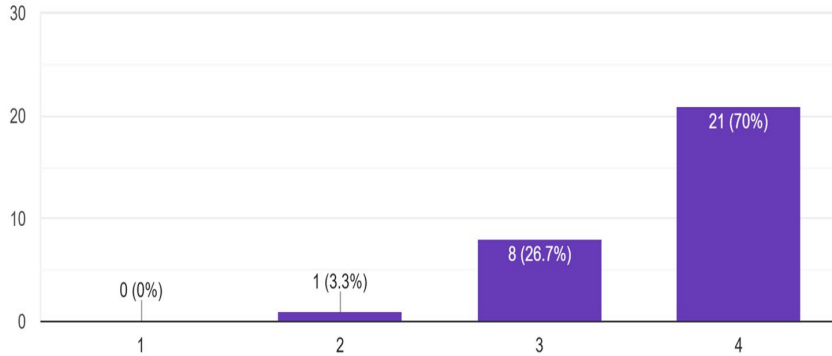
- Level 2 Rubric Review Data
- Focus Group Collaboration Feedback
- Qualitative Pilot Data: Pilot teacher comments on strengths and weaknesses
- Quantitative Pilot Data: Percentages of teachers recommending for adoption
- Quantitative Pilot Data: Ratings on rubric after implementing curriculum
- Observation Data on calibrated learning walk tool



Recommendation to Adopt: Benchmark Advance

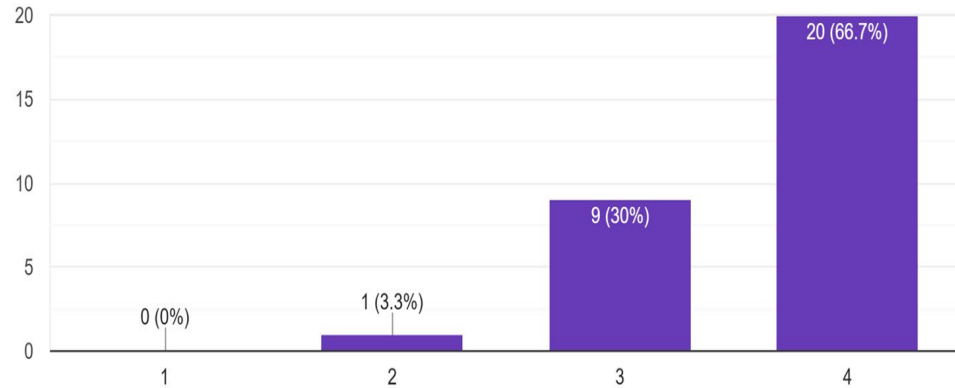
How well did this pilot process meet the objective of giving you the information needed to inform a district-wide adoption recommendation?

30 responses



How well organized and thorough do you consider this process?

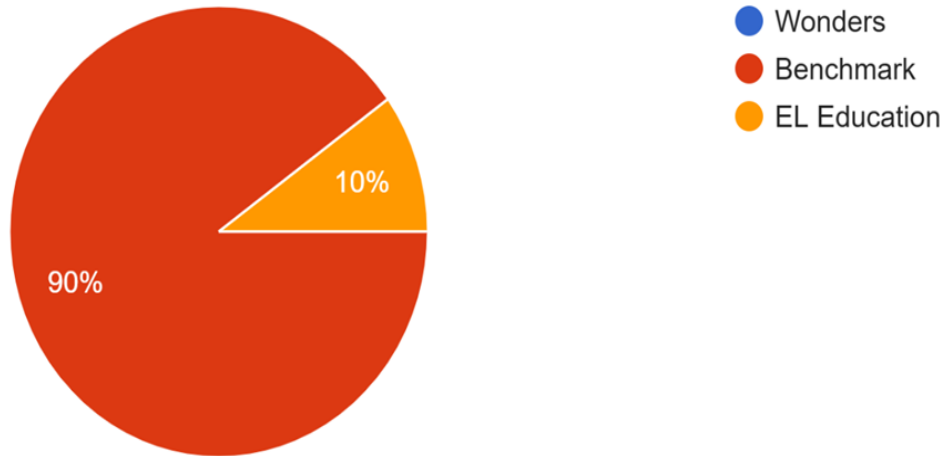
30 responses



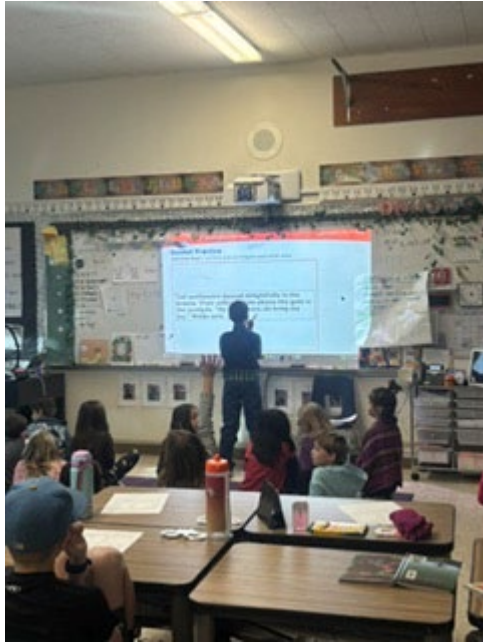
Recommendation to Adopt: Benchmark Advance

Which ELA curriculum would you recommend AUSD adopting for K-5?

30 responses



Recommendation to Adopt



3rd grade students in Michelle Wong's (Maya Lin) class using Benchmark Advance for grammar practice

“...I selected the Benchmark curriculum because of its strong, systematic phonics instruction and its emphasis on explicit, direct teaching. These components are essential to developing foundational reading skills, particularly for early and developing readers. Benchmark provides clear instructional routines that support students in building decoding, fluency, and comprehension skills in a structured way. This explicit approach helps ensure that all students have access to the core skills necessary for reading success.”

-Pilot teacher

“Benchmark Advance’s vertical alignment really resonates with me because it reflects Scarborough’s Reading Rope in action—skills, knowledge, and language build year over year in a way that feels purposeful and supportive of how children actually learn to read ”

-Erin Ashworth, PK-3 Alignment Coach

Recommendation to Adopt, *cont...*



4th grade students in Kelly Falcone's (Paden) room using Benchmark Advance to craft inference statements based on textual evidence

“...I really appreciate the big picture/unit themes that continue across all grade levels- ten themes over each year so the students will build schema and vocabulary returning to the topics with new more sophisticated texts each grade level through their elementary school experience. Each time they come back to one of those ten themes, they can connect new more complex vocabulary to known vocabulary...”

-Pilot teacher

Cost: Year 1, 2 and 3

Product Name	Cost / Year 1	Cost / Year 2	Cost / Year 3
Benchmark Advance 2022 Gr. K-5 Print and Digital (approximately)	\$1,091,636.21	\$156,126.45	\$156,126.45
Total Cost = \$1,403,055.98 (Year 1, 2 & 3)			

Next Steps & Implementation

Timeline of Next Steps

- May 13, 2026: Presentation of Recommendation and opened for Public Hearing
- May 26, 2026: Individually brought back for approval of the Board on the consent calendar
- 2026-27 SY: Implementation
 - Curricular Guidance on ERG
 - Professional Development
 - Materials Distributed

Multi-Year Implementation Plan

Focus Area	Year 1: Establishing Foundations	Year 2: Deepening Practice	Year 3: Full Implementation & Impact
Instructional Practice	Teachers begin implementing core lessons with fidelity. Lesson structures and routines are established. K–2: Daily phonemic awareness, phonics, and decoding routines are observed. 3–5: Focus on comprehension and vocabulary routines.	Most teachers consistently teach both foundational and comprehension strands. Instruction reflects integration of word recognition and language comprehension (Scarborough’s Rope).	Instruction is systematic, responsive, and adaptive. All classrooms reflect a strong balance of foundational and comprehension work, aligned to standards and student needs.
Foundational Skills (K–2)	Explicit daily instruction in phonemic awareness, phonics, decoding, and high-frequency words.	Students apply foundational skills in connected text. Teachers use data to differentiate instruction.	Students demonstrate accuracy, fluency, and automaticity in decoding. Majority read on grade level by end of grade 2.
Language Comprehension (K–5)	Teachers introduce text-based discussions and vocabulary routines. Determine Novel studies.	Teachers deepen comprehension through knowledge-building, syntax, and work with complex texts and text sets.	Students independently access and comprehend complex texts; demonstrate understanding through discussion and writing.
CLR Strategies (Engagement, Task, Time, Talk, Text)	Teachers begin integrating CLR routines (turn and talk, choral reading, structured partner work). Engagement is increasing.	CLR strategies consistently promote academic talk, high engagement, and equitable participation.	CLR practices are fully embedded in classroom culture. Students show high ownership, collaboration, and joy in learning.
Collaboration & Data Use	Teachers attend foundational PD and begin using BOY data to plan instruction.	Grade-level teams regularly use student work and assessment data to adjust instruction.	Teams lead reflection cycles focused on proficiency, equity, and continuous improvement.
Student Outcomes	Baseline data collected; early growth visible in decoding and fluency.	Mid-year data shows consistent progress and narrowing gaps across subgroups.	80%+ of students meet grade-level reading benchmarks by end of grade 3; continued acceleration across all groups.
Sustainability & Capacity Building	Teachers internalize lesson routines and core components through PD.	Teacher leaders model lessons and facilitate collaborative planning.	Site teams sustain strong implementation through coaching, peer leadership, and data-driven reflection.

Recognizing Pilot Teachers

K-2 Foundational Skills

- Esperanza Mendez (Otis)
- Kim Leus (Otis)
- Kim Hare (Love)
- Michelle Thomas (Franklin)
- Michelle Dunn-Ruiz (Edison)
- Kate Fayngersh (Edison)
- Lisa Lee (Edison)
- Aiyanna Beck (Maya Lin)
- Lise Aftergut (Maya Lin)
- Stephanie Lisel (Ruby)

K-2 Foundational Skills

- Joanna Katz (Paden)
- Lauren Reyes (Paden)
- Terry Eichel (Maya Lin)
- Sandy Vo (Ruby)
- Maria-Elena Diaz (Maya Lin)
- Janay Gonsalves (Love)
- Kristen McCarty (Love)
- Nadya Dupree (Love)
- Tina Twite (Franklin)

3-5 Language Comprehension

- Michelle Wong (Maya Lin)
- Jen Howell (Edison)
- Natasha Westlund (Edison)
- Susan Isola (Edison)
- Susan Tuck (Love)
- Eva Cohen (Paden)
- Kelly Falcone (Paden)
- Jordana Elderts (Otis)
- Marie Hsu (Otis)
- Ariel Cohen (Love)
- Nicole Mills (Ruby)
- Lisa Goodwin (Otis)



Board Discussion

25-26 Findings Report on AUSD ELA Curriculum Review and Pilot

- I. [Purpose](#)
- II. [Findings](#)
 - A. [Level 1 Analysis](#)
 - B. [Level 2 Material Review](#)
 - C. [Pilot Teacher Rubric Ratings and Anecdotal Feedback](#)
 - D. [Lesson Observations](#)
 - E. [Focus Groups & Fishbowls](#)
 - F. [Cost of Programs](#)
- III. [Summary of Strengths + Needed Improvements](#)
- IV. [Resource Links](#)

I. Purpose

This report outlines the findings of the AUSD ELA Curriculum Review and Pilot of *Wonders*, *Benchmark*, and *EL Education* conducted from January 2025 through May 2026. The goal of the report is to support further discussion and debate in the AUSD ELA Pilot Committee as it decides on its recommendation to Senior Leadership during the Spring of 2026. The report does not represent the final recommendation of the AUSD ELA Pilot Committee.

II. Findings

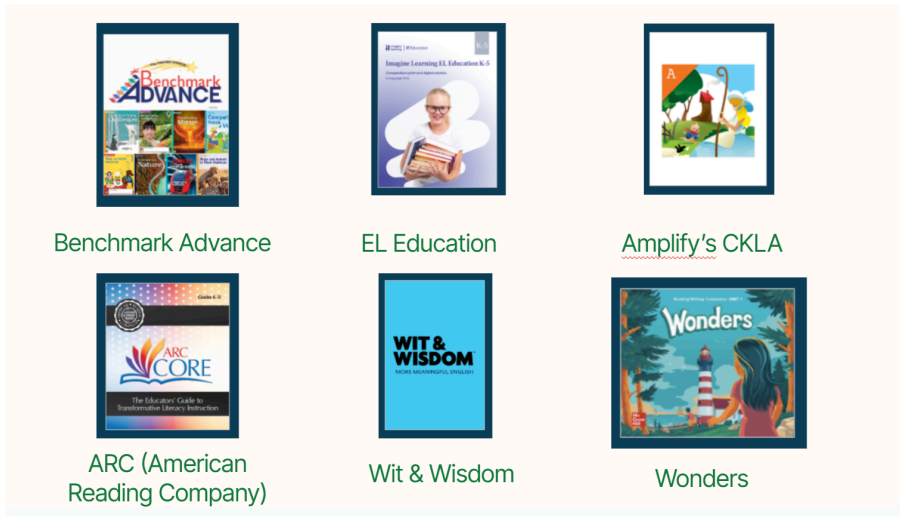
In this section is a description of different data gathering activities and the comprehensive results.

A. Level 1 Analysis

Level 1 Analysis was conducted to “narrow the field” and select curricula to review in depth. The initial analysis included reviewing materials in the following categories:

- ***Curriculum from the adopted CA list*** (*Wonders* from McGraw Hill, *Journeys* from Houghton Mifflin)
- ***Curriculum highly rated by EdReports***
- ***Curriculum that has both a foundational skills and language comprehension strand***

The AUSD Steering committee considered 6 curriculum to review using EdReports, CA Adopted curriculum, Efficacy Research, and Local Landscape. They then chose 4 for a deeper level review with rubrics by the AUSD Discovery committee.

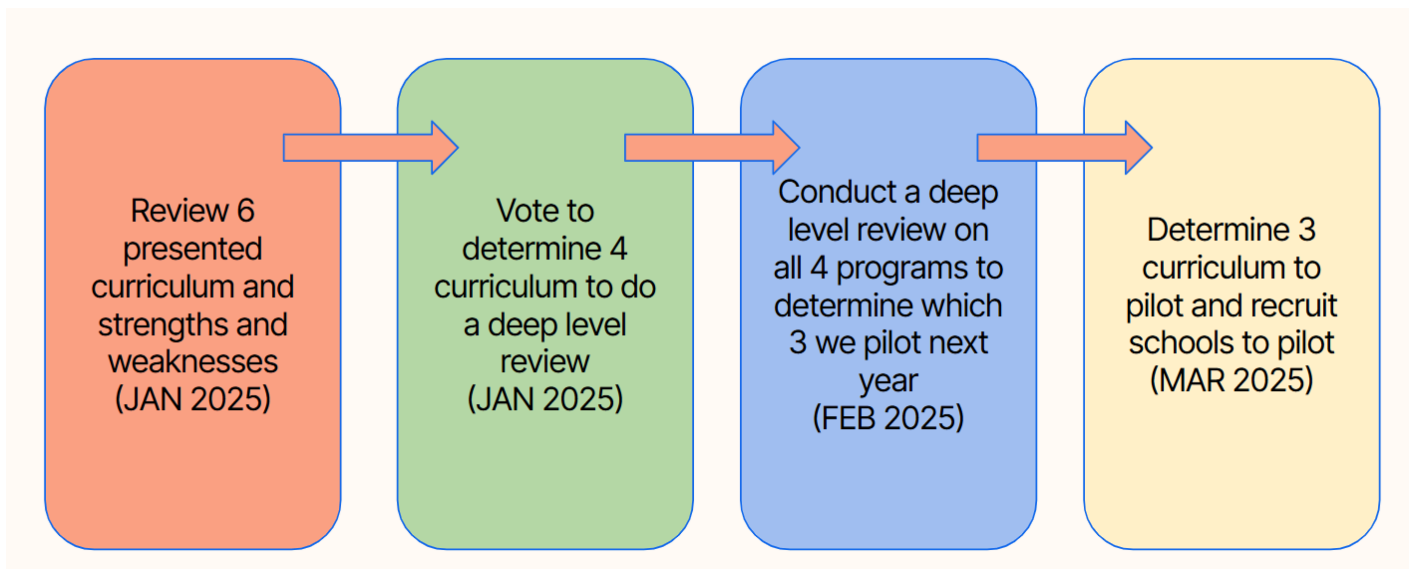


The four curriculum chosen for a deep Level 2 Review were: Benchmark Advance, EL Education, ARC (American Reading Company), and Wonders.

B. Level 2 Material Review

Level 2 Material Reviews were conducted to decide on the curricular materials that would be piloted in the 2025-26 school year and considered for full adoption. The rubrics for level 2 reviews can be accessed in this [PPT](#), one was focused on Foundational Skills and the other Language Comprehension and Development.

Process:



Steering Committee Members: The committee narrowed the field from 6 curriculum to the 4 curriculum to be reviewed. In the table are the names of the Steering Committee leads and members:

Steering Sub-Committee and Leads	Steering Sub-Committee Members
CORE ELA and Language Comprehension Leads: Kathleen	Amanda; Shana; Lindsey; Kathleen; Chandini
Foundational Skills/Word Recognition Leads: Deveny	Erin; Mandie; Julia; Deveny, Betsy

Discovery Committee Members: The committee led the Level 2 rubric review process with the four curriculum to narrow to three curriculum to pilot.

Discovery Sub-Committee and Leads	Discovery Sub-Committee Members
CORE ELA and Language Comprehension Leads: Kathleen	Amanda; Shana; Lindsey; Kathleen; Chandini, Marissa, Grace
Foundational Skills/Word Recognition Leads: Deveny	Erin; Mandie; Julia; Deveny, Betsy, Jen, Anne

Committee Details:

During the convenings to establish shared purpose the members reviewed the rubric and internalized the domains. Members provided feedback to ensure the review tools encompassed domains aligned to research and CA Common Core standards.

Recommendation for Pilot in 2025-26:

After the completion of the comprehensive Level 2 Materials Review, the pool for pilots was narrowed to *Benchmark Advance*, *EL Education*, and *Wonders*.

AUSD ELA Curriculum Review				
	Benchmark	ARC	EL Education	Wonders
Language Comprehension	3.06	2.34	3.23	2.83
Foundational Skills	3.16	2.87	3.07	3.34
Cross Cutting Indicators	3.12	2.60	3.13	3.10

The discovery committee voted on what to pilot from the narrowed list after doing a level 2 review for each curriculum. The discovery committee reviewed the aggregate scores from the rubric review as well as the anecdotal comments on strengths and weaknesses of the curriculum and voted on three curriculum to pilot. ([Full scores by each indicator are found in the spreadsheet](#)) The committee selected *Benchmark Advance*, *EL Education*, and *Wonders* to pilot in AUSD classrooms

C. Pilot Schools 2025-26

Pilots of the three selected curricula were conducted by teachers voluntarily signing up to pilot curriculum. Central administrators ensured the pilot teachers had information in terms of the scope of responsibility as well as ensured that the group represented AUSD elementary school sites and all grade-levels. Teachers applied to be a part of the pilot through [this google form](#).

Schools or Grade-level Bands (K-2 or 3-5) are Invited to Apply for a Fall Pilot in all K-2 classes

- Sites (or grade-level bands) who are interested in formally piloting will pilot three curriculum (*Benchmark, EL Education, or Wonders*) during the 25-26 school year. Sites (or grade-level bands may apply to participate). In order for a site or grade-level band to participate:
 - Principals should complete the AUSD School Site Pilot Survey and distribute it to teachers to complete.
 - Schools or grade-level bands will be selected based on the following criteria:
 - 80% of teachers choose to pilot
 - Strong willingness to support the district with finding the strongest ELA curriculum for our students
 - Strong collaborative mindset
 - Solution-oriented outlooks
 - Strong content-knowledge and curriculum-agnostic understanding of evidence-based literacy instruction
- **Teachers must be willing to:**
 - Implement the Foundational Skill strand of Curriculum if they are a K-2 teacher or implement the Core Literacy (Comprehension and ELD) strand if they are a 3-5 teacher
 - Attend training(s) on the programs that they will be piloting before the school year begins in August 2025
 - Details on PD - extended contract before in service in August, and then Wednesdays during the school year
 - Agree to implement each of the three ELA curriculum with **integrity from August through April** and implement internal LEA assessments
 - Agree to each curriculum being observed in your classroom
 - Fill out a survey about each curriculum and the pilot experience
 - Complete the review rubric for each curriculum at the end of that specific implementation
 - Attend monthly pilot committee meetings
 - Participate in Final Adoption Recommendation meeting in April
 - Engage their students to find out their impressions about curriculum

Curriculum Training and Professional Development:

- **1 hour Information Session from each Provider: May 2025**
- **Baseline Training for each curriculum:**
 - August 5th before Teacher PD Day
 - Week of Oct 27-31
 - Week of Jan 26-30
- **Monthly collaborative spaces: Aug-April**
- **2x Implementation Support Meetings from Publisher**

This amount of training is representative of the amount of professional development hours that would be allotted to any adopted materials and the time that each publisher suggested teachers needed to be prepared for implementation. Pilot teachers were provided a [scope and sequence](#) for implementing the three curriculum over the 2025-26 school year which took into account the AUSD assessment calendar, holidays, and district PD days.

C. Pilot Data from Teacher Ratings

Overall Ratings on Indicators of All Three Curriculum by Pilot Teachers:

AUSD ELA Curriculum Review by PILOT TEACHERS			
	Benchmark	EL Education	Wonders
Language Comprehension	3.03	2.03	2.61
Foundational Skills	3.41	2.62	2.44
Cross Cutting Indicators	3.13	2.21	2.25

To understand the specific ratings for each indicator please review [the spreadsheet](#) with the averages of each pilot teacher who rated the curriculum on each specific indicator.

Wonders Quantitative Data on Recommendation to Adopt:

Language Comprehension		Language Comprehension		
At this moment in time, given the information thus far, would you recommend that AUSD adopt Wonders for our ELA Curriculum?		Pilot Teacher Response	Rate	Number
<p>11 responses</p>	<p>Copy chart</p> <ul style="list-style-type: none"> Yes, definitely Yes, but with reservations No, but I can live with it No, not at all 	Yes Definitely	9.10%	1
		Yes, but with reservations	27.30%	3
		No, but I can live with it	36.40%	4
		No, not at all	27.30%	3
Foundational Skills		Foundational Skills		
At this moment in time, given the information thus far, would you recommend that AUSD adopt Wonders for our ELA Curriculum?		Pilot Teacher Response	Rate	Number
<p>17 responses</p>	<p>Copy chart</p> <ul style="list-style-type: none"> Yes, definitely Yes, but with reservations No, but I could live with it No, not at all 	Yes Definitely	11.80%	2
		Yes, but with reservations	29.40%	5
		No, but I can live with it	41.20%	7
		No, not at all	17.60%	3
OVERALL Wonders		OVERALL Wonders		
		Pilot Teacher Response	Rate	Number
		Affirmative	39.29%	11
		Negative	60.71%	17

Wonders Qualitative Data:

Category	Glows (Strengths)	Grows (Areas for Improvement)
Foundational Skills & Language	Strong, structured spelling and grammar routines; vocabulary taught in context using visuals, games, and cards	Phonics does not consistently align with grade-level standards; need for more explicit and coherent grammar and spelling practice
Reading Comprehension	Strong emphasis on citing text evidence, explaining thinking, and note-taking; improves depth and thoroughness of student responses	Reading and writing components feel disjointed and difficult to integrate
Texts & Content	Rich, diverse, and authentic texts; inclusive stories; engaging read-alouds with real voices	Student feedback described texts as boring or unrelatable; diversity perceived as surface-level and lacking authentic cultural perspectives
Differentiation & Accessibility	Leveled readers and WonderWorks align well with core instruction; strong supports for ELD, RTI, and diverse learners without “othering”	ELD and leveled components often went unused due to unclear guidance and training
Program Design & Resources	Comprehensive, flexible, and resource-rich program; strong print and digital supports, slide decks, and annotated editions	Overwhelming number of materials; lack of clarity about what to use, when, and how; Teacher’s Edition felt overly busy
Digital Platform	Offers a wide range of tools and resources	Platform is confusing, clunky, and non-intuitive; navigation, assessments, and answer keys are difficult to locate; felt more like assessment than instruction
Professional Learning & Implementation	Robust materials have potential to support varied instructional styles	Need for clearer pacing, sequencing, and assessment guidance; strong request for additional training and implementation support
Student Engagement & Outcomes	Authentic texts, annotation, and partner work increase engagement; evidence of measurable growth (e.g., STAR Reading gains)	Program complexity led to teacher and student fatigue; requests for more flexibility and reduced micromanagement

Overall Impression	A comprehensive literacy program that excels in vocabulary, grammar, and comprehension with strong teacher supports	Despite robust materials, complexity, digital challenges, and engagement concerns limit effectiveness without stronger guidance and culturally responsive content
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Benchmark Quantitative Data on Recommendation to Adopt:

Language Comprehension		Language Comprehension		
		Pilot Teacher Response	Rate	Number
<p>At this moment in time, given the information thus far, would you recommend that AUSD adopt Benchmark for our ELA Curriculum?</p> <p>11 responses</p>	<p>Legend: ● Yes, definitely ● Yes, but with reservations ● No, but I can live with it ● No, not at all</p>	Yes Definitely	36.40%	4
		Yes, but with reservations	45.50%	5
		No, but I can live with it	18.20%	2
		No, not at all	0.00%	0
Foundational Skills		Foundational Skills		
		Pilot Teacher Response	Rate	Number
<p>At this moment in time, given the information thus far, would you recommend that AUSD adopt Benchmark for our ELA Curriculum?</p> <p>16 responses</p>	<p>Legend: ● Yes, definitely ● Yes, but with reservations ● No, but I could live with it ● No, not at all</p>	Yes Definitely	75.00%	12
		Yes, but with reservations	25.00%	4
		No, but I can live with it	0.00%	0
		No, not at all	0.00%	0
		OVERALL Benchmark		Number
		Affirmative	92.59%	25
		Negative	7.41%	2

Benchmark Qualitative Data:

Category	Glows (Strengths)	Grows (Areas for Improvement)
Foundational Skills & Word Study	Strong, research-based phonics and word study with systematic, explicit instruction in phonemic awareness, decoding, encoding, spelling patterns, and high-frequency words; engaging and developmentally appropriate routines and consumables	Small-group resources were limited, particularly decodable and differentiated texts; teachers frequently supplemented with outside materials to meet diverse needs

Texts & Knowledge Building	Balanced mix of fiction, nonfiction, poetry, and real-world texts aligned to grade-level themes; texts support background knowledge, vocabulary, and comprehension	Some texts perceived as low-interest, repetitive, or using outdated/archaic language; requests for more diverse texts, novel studies for advanced readers, and fewer repeated readings of short passages
Vocabulary & Language Development	Strong emphasis on Tier 2 academic vocabulary taught in meaningful context; vocabulary supports comprehension across content areas	Teachers requested expanded multilingual glossaries and more embedded visuals to support English learners
Writing Instruction	Writing embedded across units with clear purposes (e.g., opinion, informational) and regular opportunities to write	Writing routines often felt unclear or too advanced; need for clearer step-by-step instruction, stronger scaffolds for below-grade-level students, and more student writing models and mentor texts
Program Design & Coherence	Coherent, teacher-friendly design with consistent weekly and unit structures; three-week thematic units allow for depth, repetition, and skill progression	Some materials felt fragmented across platforms; teachers requested more consolidated resources and easier navigation
ELD & Accessibility	Strong alignment between ELA and Designated ELD; seamless integration with pre-teaching and post-teaching opportunities; embedded scaffolds and UDL supports for multilingual learners	Requests for stronger Designated ELD slides, clearer guidance for ELD implementation, and more explicit visual supports
Assessments	Multiple assessment opportunities embedded within the program	Assessments described as lengthy, complex, or misaligned; teachers requested clearer guidance, running record options, and support with assigning and interpreting digital assessments
Digital & Print Resources	High-quality digital tools (slides, videos, songs, e-pocket charts) enhance instruction and engagement; clear, color-coded Teacher Edition with daily guidance	Heavy reliance on online materials caused challenges during connectivity issues; teachers requested more blackline masters and print-accessible options

Professional Learning & Implementation	Program structure supports efficient planning and student independence	Teachers requested additional training focused on writing, ELD, assessments, and small-group instruction to ensure effective implementation
Overall Impression	A coherent, research-aligned literacy program with strong phonics, vocabulary, and ELD integration that supports structured, consistent instruction	Greater support is needed for writing instruction, assessment usability, differentiation, and access to materials to fully meet diverse classroom needs

EL Education Quantitative Data on Recommendation to Adopt:

Language Comprehension		Language Comprehension		
Pilot Teacher Response		Rate	Number	
Yes Definitely		0%	0	
Yes, but with reservations		0%	0	
No, but I can live with it		10%	1	
No, not at all		90.00%	9	

Foundational Skills		Foundational Skills		
Pilot Teacher Response		Rate	Number	
Yes Definitely		16.00%	3	
Yes, but with reservations		5.00%	1	
No, but I can live with it		32.00%	6	
No, not at all		47.00%	9	

OVERALL EL Education		Number	
Affirmative	14.00%	4	
Negative	86.00%	25	

EL Education Qualitative Data on Recommendation to Adopt:

Theme	Glows (Strengths)	Grows (Areas for Improvement)
Content Quality & Rigor	- Content described as high-quality, rigorous, and standards-aligned - Promotes deep thinking, discussion, and evidence-based analysis - Strong	- Some tasks feel like “busy work” or overly procedural - Rigor not always well-scaffolded, especially for below-grade-level students - In early

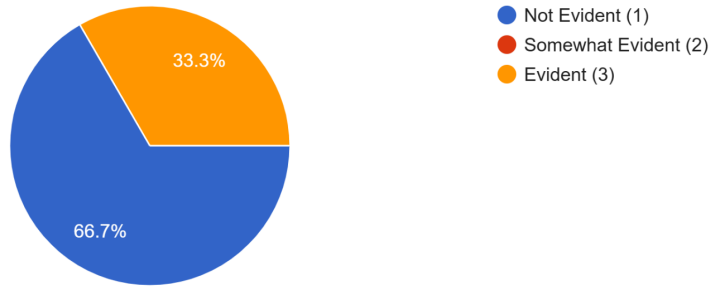
	comprehension tasks and close reading routines	grades, content often not developmentally appropriate
Texts & Knowledge Building	- Diverse, culturally relevant texts that build background knowledge - Use of authentic literature and trade books (e.g., novels) increases engagement - Strong content integration across literacy, science, and social studies	- Limited access to texts (not enough copies; reliance on projection/printing) - Some texts are low-interest, repetitive, or linguistically inaccessible - Over-reliance on short excerpts and repeated readings diminishes engagement
Foundational Skills (Phonics & Fluency)	- Strong Science of Reading alignment in primary grades - Comprehensive phonics scope and engaging routines (songs, slides, decodables) - Fluency supported through poems, repeated practice, and structured routines	- Inconsistent depth in phonics and phonemic awareness across grades - Insufficient decodable practice and limited materials for sustained reading - Gaps in spelling, grammar, and encoding instruction
Small Group Instruction & Differentiation	- Strong small group structures and differentiation for varied learners - Pre-assessments support intentional grouping and targeted instruction	- Limited quantity and quality of small group texts - Differentiation not always explicit or sufficient for struggling learners - Insufficient Tier 2/3 and SPED supports
Student Materials & Experience	- Students enjoy novels, discussions, and collaborative learning - Engagement with content topics and modules is generally strong	- Workbooks described as text-heavy, low-engagement, and not user-friendly - Excessive writing demands reduce engagement and “joy of reading” - Layout and design not developmentally appropriate, especially for younger students
Instructional Routines & Engagement	- Consistent routines (skills block, discussions, sentence frames) support structure - Emphasis on oral language, discourse, and collaboration - Songs, poems, and interactive routines increase engagement	- Some routines feel repetitive or overly rigid - Too much rereading of limited text reduces motivation - Balance between reading, writing, and discussion can feel off (overemphasis on writing)

Teacher Experience & Usability	- Skills block slides and routines are easy to use and consistent - Some components described as straightforward and aligned to best practices	- Teacher materials are overly long, confusing, and not intuitive - Planning is time-intensive, even for experienced teachers - Scope/sequence and daily expectations are not clearly accessible
Materials & Resources	- Includes trade books, decodables, and interdisciplinary resources - Some strong mentor texts and read-alouds	- Insufficient materials overall (books, cards, anchor charts, visuals) - Heavy reliance on teacher-created or printed materials - Materials are sometimes low quality or not durable
Digital Platform & Access	- Digital tools and slides are often easy to use and helpful for instruction	- Platform can also be difficult to navigate and fragmented - Over-reliance on digital access creates barriers during implementation
Writing & Language Development	- Strong discussion, comprehension, and evidence-based responses - Sentence frames support academic language and discourse	- Writing instruction lacks clarity, structure, and modeling - Limited support for grammar, conventions, and scaffolded writing development - Need for mentor texts and exemplars
Assessment	- Assessments aligned to content and comprehension goals - Pre-assessments useful for grouping and planning	- Assessments can be unclear, excessive, or not well-aligned to student performance - Progress monitoring and usability need improvement
Implementation Feasibility	- Strong instructional vision aligned to best practices and research	- Time demands are unrealistic for full implementation - Requires significant teacher adaptation, supplementation, and prep - Not consistently feasible across grade levels and student populations

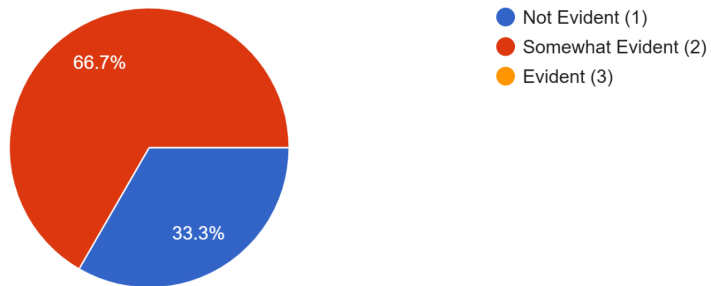
D. Observation Data

Wonders Observational Foundational Skills Look Fors Synthesized:

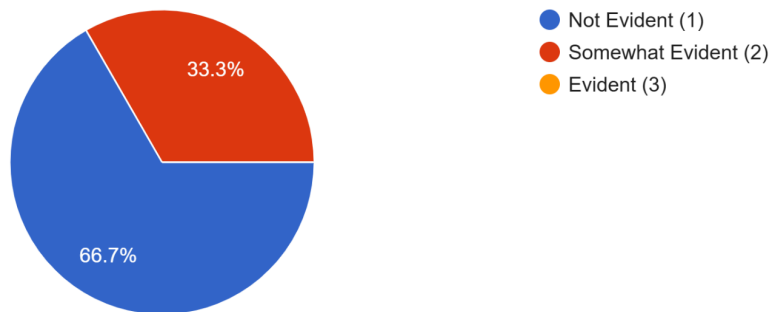
Foundational Skill Instruction is explicit and systematic with ample practice opportunities for students to master skills (phonological awareness, phonics, decoding, fluency, and encoding)
3 responses



Routines and tasks allow for students to hold the cognitive load (e.g. practice opportunities without teacher voice or input)
3 responses

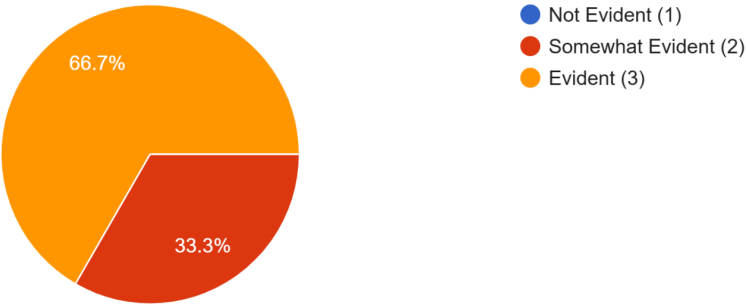


Materials reflect diverse backgrounds and experiences
3 responses



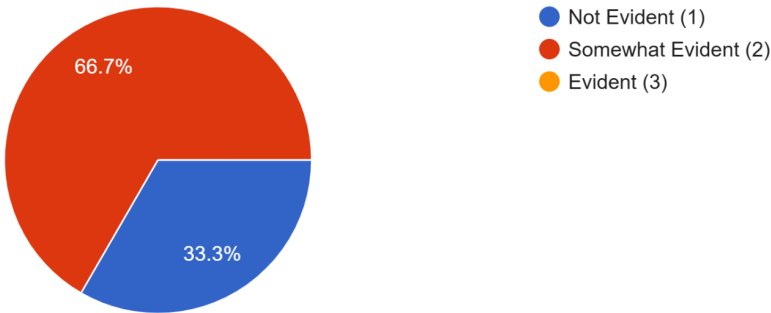
Student engagement: Students actively participating in task, lesson, or activity

3 responses



Instruction provides differentiation to support students mastering foundational skills (e.g. scaffolds for MLLs/visuals for decoded words, small group instruction, multisensory supports, etc.)

3 responses

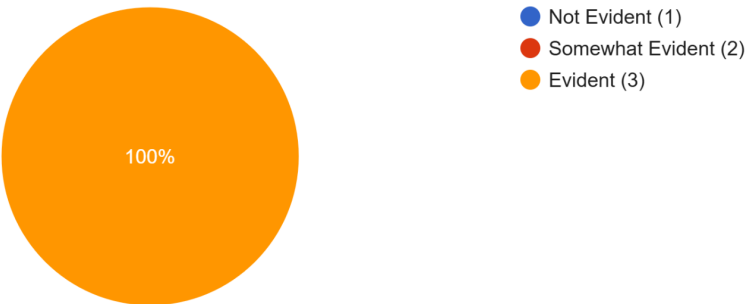


Benchmark Observational Look Fors Synthesized:

Language Comprehension Observations:

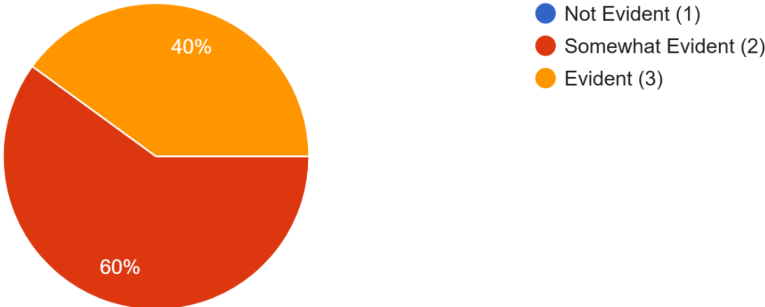
Students have access to grade-level, developmentally appropriate complex texts

5 responses



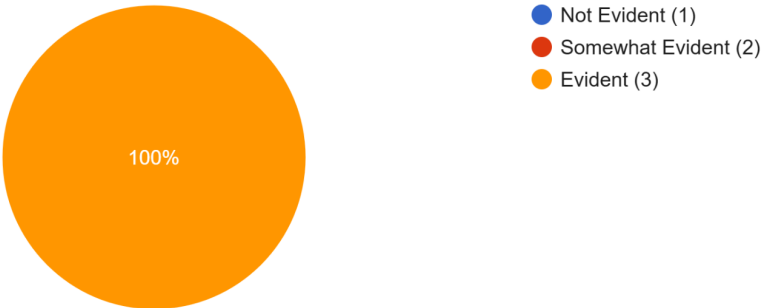
Materials reflect diverse backgrounds and experiences

5 responses



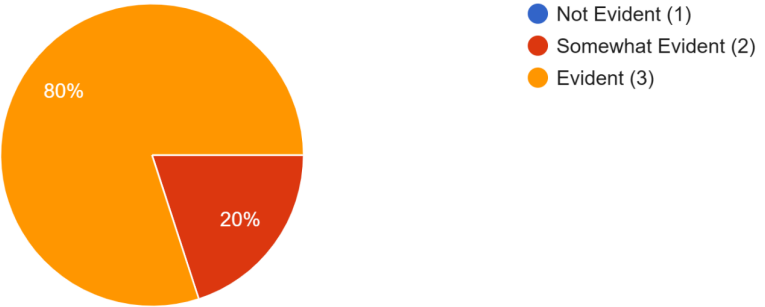
Student task/activity is standards-aligned and ground in the complex text

5 responses



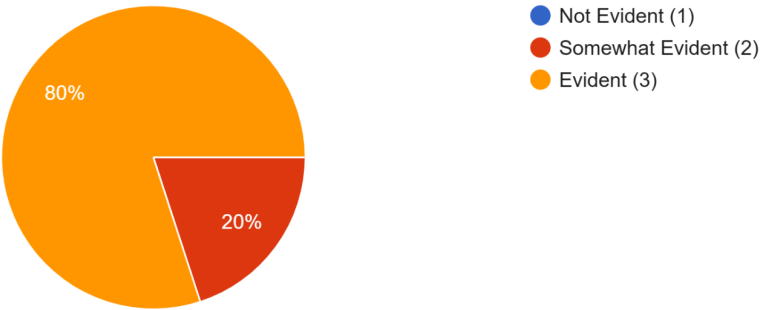
Academic vocabulary explicitly taught, practiced, and applied within meaningful contexts (e.g., oral language, discussion, writing)

5 responses



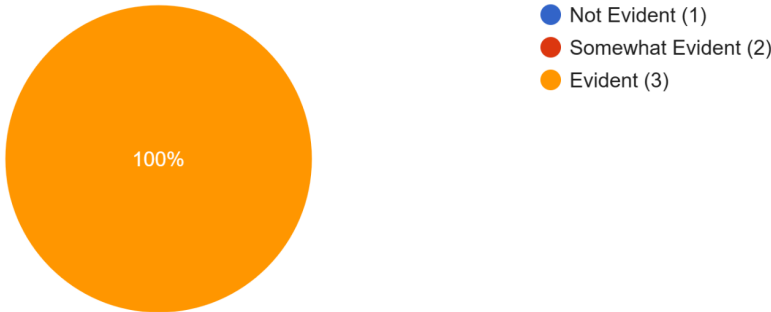
Expressive and receptive language development support is incorporated (e.g., read-alouds, sentence frames, academic conversations).

5 responses



Student engagement: Students actively participating in task, lesson, or activity

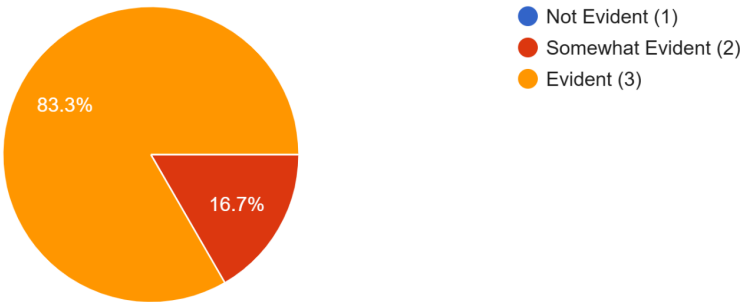
5 responses



Foundational Skills Observations:

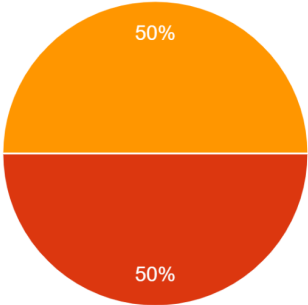
Foundational Skill Instruction is explicit and systematic with ample practice opportunities for students to master skills (phonological awareness, phonics, decoding, fluency, and encoding)

6 responses



Routines and tasks allow for students to hold the cognitive load (e.g. practice opportunities without teacher voice or input)

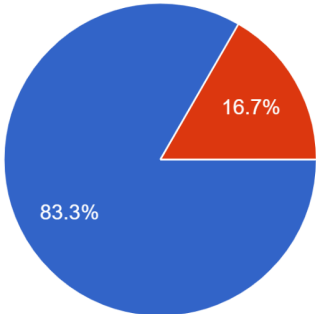
6 responses



- Not Evident (1)
- Somewhat Evident (2)
- Evident (3)

Materials reflect diverse backgrounds and experiences

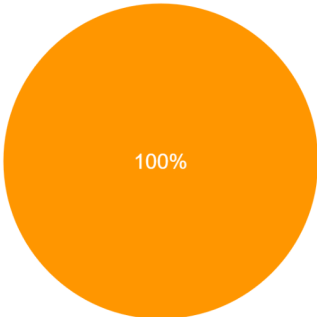
6 responses



- Not Evident (1)
- Somewhat Evident (2)
- Evident (3)

Student engagement: Students actively participating in task, lesson, or activity

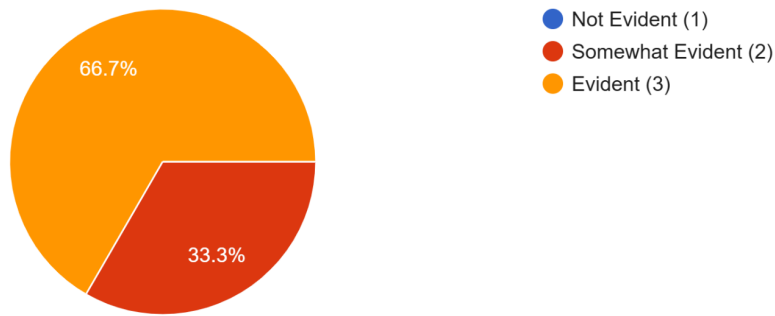
6 responses



- Not Evident (1)
- Somewhat Evident (2)
- Evident (3)

Instruction provides differentiation to support students mastering foundational skills (e.g. scaffolds for MLLs/visuals for decoded words, small group instruction, multisensory supports, etc.)

6 responses

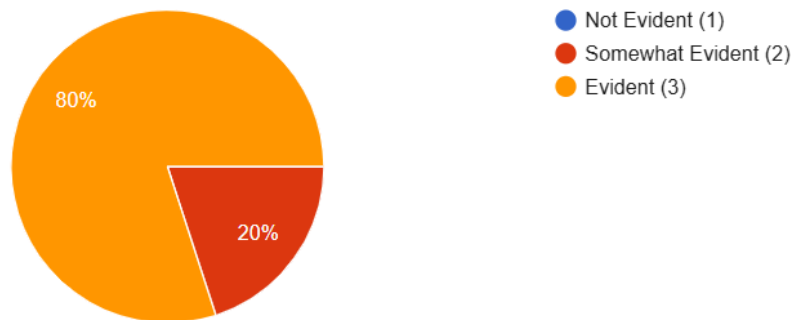


EL Education Observational Look Fors Synthesized:

Language Comprehension Observations:

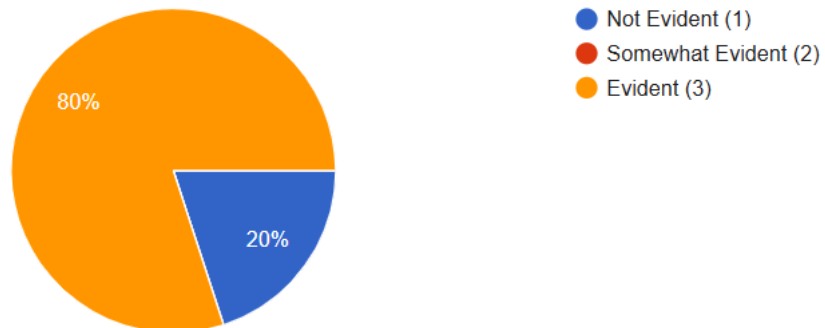
Students have access to grade-level, developmentally appropriate complex texts

5 responses



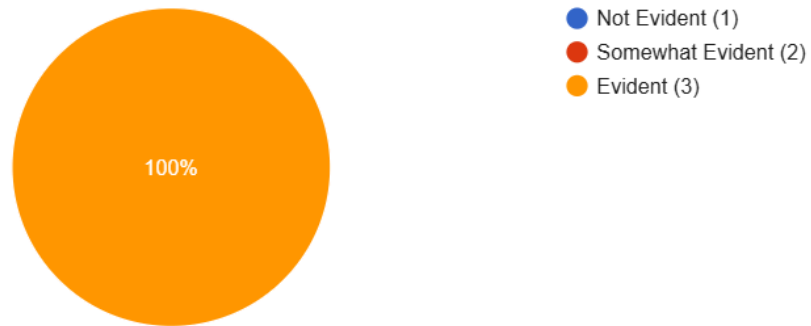
Materials reflect diverse backgrounds and experiences

5 responses



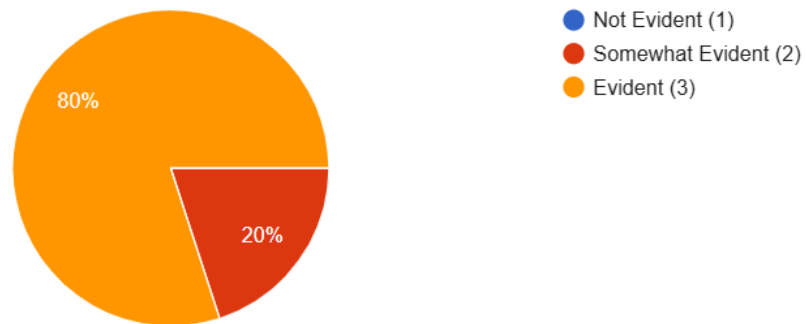
Student task/activity is standards-aligned and ground in the complex text

5 responses



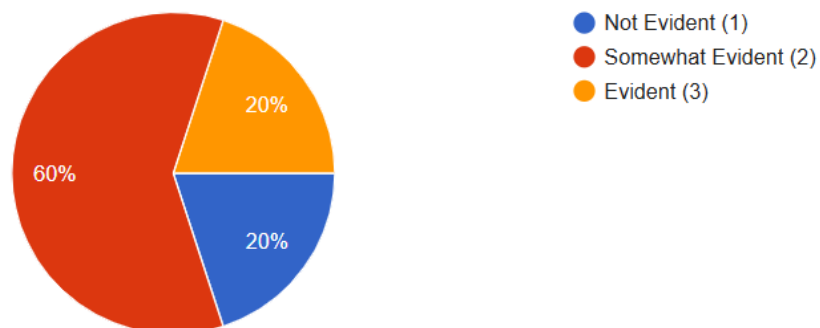
Academic vocabulary explicitly taught, practiced, and applied within meaningful contexts (e.g., oral language, discussion, writing)

5 responses



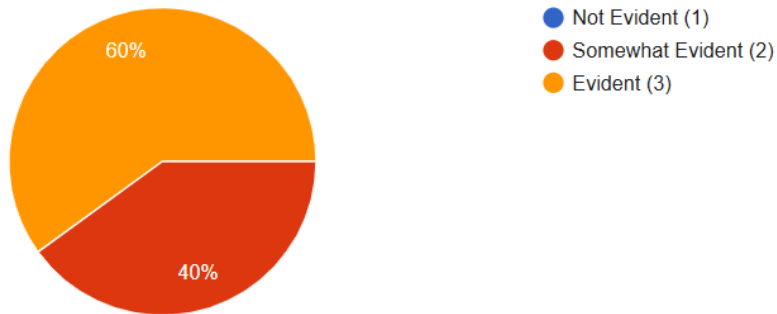
Expressive and receptive language development support is incorporated (e.g., read-alouds, sentence frames, academic conversations).

5 responses



Student engagement: Students actively participating in task, lesson, or activity

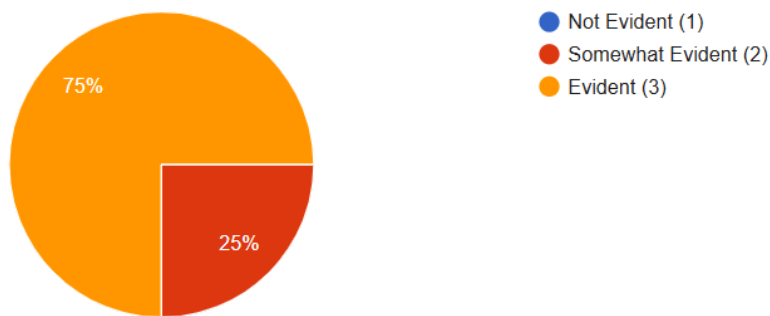
5 responses



Foundational Skills Observations:

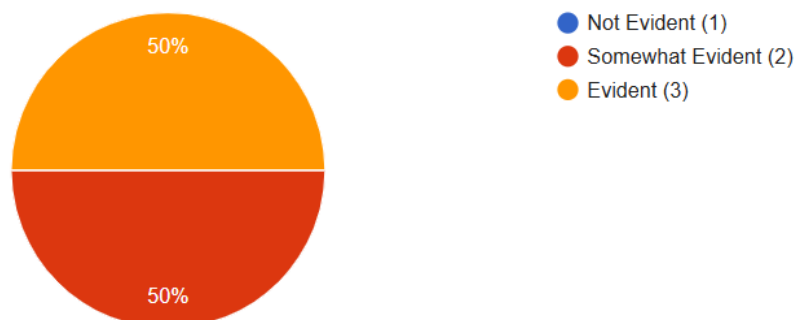
Foundational Skill Instruction is explicit and systematic with ample practice opportunities for students to master skills (phonological awareness, phonics, decoding, fluency, and encoding)

4 responses



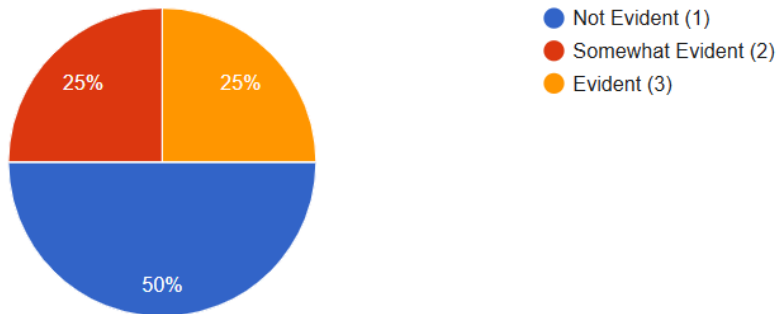
Routines and tasks allow for students to hold the cognitive load (e.g. practice opportunities without teacher voice or input)

4 responses



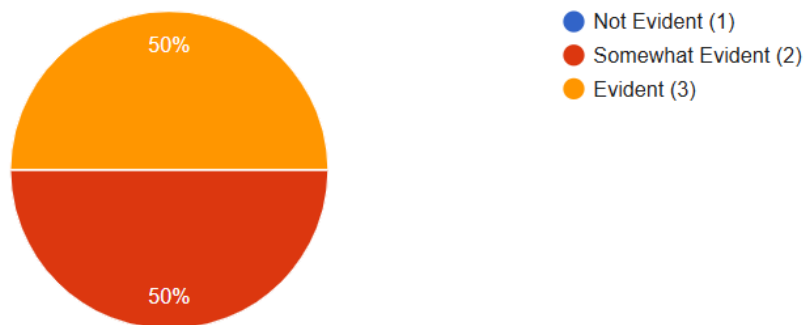
Materials reflect diverse backgrounds and experiences

4 responses



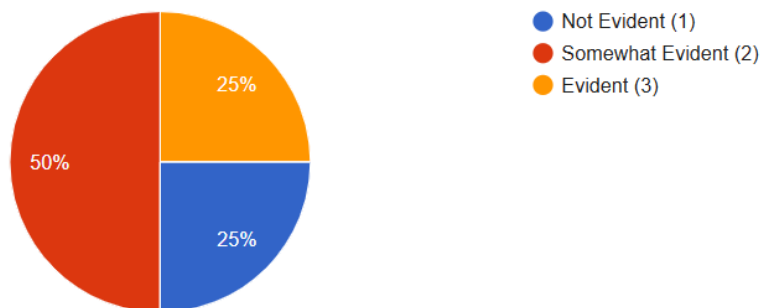
Student engagement: Students actively participating in task, lesson, or activity

4 responses



Instruction provides differentiation to support students mastering foundational skills (e.g. scaffolds for MLLs/visuals for decoded words, small group instruction, multisensory supports, etc.)

4 responses



E. Focus Groups and Fishbowls

Designated ELD

Questions	Wonders Responses	Benchmark Responses
How did the curriculum support you with meeting your multilingual learner students needs through the Designated ELD lessons?		NO Visuals for 3rd. Teacher created visuals to match lesson. Having the designated ELD built into the program is very accessible. Very predictable curriculum.
What are the strengths and areas of growth of the Designated ELD component in the curriculum?	Only one level. Not multiple levels. Not appropriate for new-comers. More appropriate for level 3-4. They have a separate New Comer program for purchase.	
What are the merits and drawbacks of having the Designated ELD block curriculum aligned with your core literacy block curriculum?	ELD is during RTI- might not be your own students (strength and drawback) Merit- solidifies whatever you're teaching during the reg time Drawback- are you limiting the child then, because they are getting the same thing twice Could it be a good thing though that they would "double dip" with the content? Because Wonders in connected. For students who also have an IEP it's great because they need the repetition. Students who are at a higher level don't need as much repetition.	

Differentiation

Questions	Wonders Responses	Benchmark Responses	EL Education
How did the curriculum support you with differentiation for students' needs in your strand (k-2 foundational skills or 3-5 language comprehension)?	Different levels of texts. Accessibility of materials was very difficult. Didn't differentiate well. Small group reading for first grade. Leveling erratic. Overly complicated with multiple versions of the same title. Not in order. Lexile levels were all over the place.	May need to buy novels to supplement for advanced students. WAY better than the problem of supplementing an entire foundational phonics program. There are quite a few social studies/non fiction texts that are appropriate for the	Frustrations: -Concern: we don't have students who understand and we only have 1 book how do I support the student who does not understand? -good for oral comprehension -writing was not strong -6 copies of book for a class of 25

	<p>Confusing. The leveled books weren't consistent with their difficulty levels. Implications for the overall experience of the curriculum. The hope is that if we adopt a program that has phonics we will then need less intervention in the upper grades.</p>	<p>advanced students.</p>	<p>-“find book on this theme in your classroom library” NOT supportive and time consuming to organize books. NOT everyone will do these extra steps</p> <p>-4th grade students do have a book in hand. Every student has a copy of the novel. Bulk of work is in the novel.</p> <p>-3rd grade concern: if I have a novel from the program it would be great. Big frustration is not having a book in students hands. 1 story book for all to share is not usable.</p> <p>Story topics are good Next year I will be spend time on background knowledge to make the reading and learning meaningful</p> <p>Rigor in 4th grade is great but so much is missing. Not a fan of workbooks. Weak differentiation Spacing is tight, not suitable for students, esp. Students with needs. The rigor is great BUT support materials are weak</p> <p>1st: materials are flimsy. Small group readers will fall apart and we will need to purchase more. Not enough books for cycle: the books are short. Need more books on the same pattern. Required lots of supplementing</p>
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			Curriculum feels like it is a draft Kinder: Are there other components that publishers will roll out in the Fall? Publisher sent a list of materials they are making for purchase at an extra cost
2. How easy was it to incorporate the curriculum guidance for differentiation and how accessible were the materials or resources mentioned in the guidance for small groups supports?	Materials were extremely difficult to navigate. Consensus with this. Used it as a buffet. It did not lend itself to diving into it. Challenging for students to use because of the large workbooks. Lower grades- instruction needs to be systematic. They do NOT need a buffet. Student experience was not good either. Upper grade students groaned when Wonders was mentioned. Repetition was easy for teacher. Teacher manual is hard to read. Too many things to do in the day.	Reference questions were appropriate in the books that felt very much like authentic text. Students were very engaged in the lessons. The three levels of differentiation were very helpful.	
3. How well did the curriculum provide reference to appropriate scaffolds to support students accessing content and texts?		Partner reading was very helpful. Social studies books were rich.	

Assessments

Questions	Wonders Responses	Benchmark Responses	EL Education
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<p>How did the curriculum support both formative and summative assessment or short cycle or long cycle of assessments?</p>		<p>Self- Assessment for the designated ELD was fantastic. Graphic organizer easy to use and adapts to all levels.</p>	<p>-In kinder there is a block that is whole class phonics, running cycles. -Easy to use and administer -can differentiate cycles for small group -predictable routines -whit eboards -physical copy -easy to administer -students felt successful</p> <p>-Challenging to find and use assessments. -activities did not align with lesson -UNLOCK PHONICS: designed for remedial phonics so it did not provide grade level needs. -thought it wd be like Frekle or Lexia and it was not. -Not easy to use</p> <p>Formative assessments helped me decide which cycles to redo or start. -the cycle assessment was confusing... students had to look at 3 different spellings of a word and if a student does not have strong memory. Others could select the right word just because they knew how to spell it.</p> <p>Administered the cycle assessment today: sight words, student picked one of the three and this is random and does not really show knowledge</p> <p>Some writing was there... encoding & decoding</p> <p>Whole group is a huge plus</p> <p>Did encoding and then decoding, but did not read</p>
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			the manual so I wasted some time by doing both unnecessarily
How easy was it to find, administer, and score assessments in the curriculum?		<p>Word study, reading passages. How many words they can read across the page: Good brain exercise. Assessment produces a score and shows improvement. Easy to use blueprint. The space given to students was a little too small. Teacher needs to add extra sheets of paper. 1st grade assessments looked too overwhelming for struggling students. Post test for the week (day 5) was great. Very nice that it's built into the instructional routine. Upper grade assessment was difficult to fit in the amount of time so far. Kinder assessment was very developmentally appropriate.</p>	
How easy was it to use the data from the assessment in the curriculum to make instructional decisions?			

F. Cost of Curriculum

These quotes are based on class maximums of 25, we might account for overage in future quotes for board:

Wonders materials:

The cost of materials for 3 years: **\$981,479**

For Year 1: **\$565,577**

For each ongoing year: **\$207,951**

Benchmark materials:

The cost of materials for 3 years: **\$1,403,055.98**

For Year 1: **\$1,091,636**

For each ongoing year: **\$156,126**

EL Education materials:

The cost of materials for 3 years: **\$1,046,529**

For Year 1: **\$576,193**

For each ongoing year: **\$235,167**

III. Brief Summary of Strengths + Needed Improvements

	Wonders	Benchmark	EL Education
Strengths	<ul style="list-style-type: none"> ● Comprehensive, resource-rich program with a clear instructional pathway and extensive print and digital supports ● Strong foundational skills routines, including spelling, grammar, and vocabulary taught in meaningful context ● Emphasis on reading comprehension and text evidence, with structured opportunities for annotation, note-taking, and written responses 	<ul style="list-style-type: none"> ● Strong, systematic phonics and word study aligned to research, with clear routines for decoding, encoding, and high-frequency words ● Well-organized, teacher-friendly design with consistent structures that support planning and student independence ● High-quality, engaging texts across fiction and nonfiction that build knowledge and vocabulary ● Seamless alignment 	<ul style="list-style-type: none"> ● High-quality, rigorous content that promotes deep thinking, discussion, and evidence-based analysis ● Engaging, diverse texts and authentic literature (including novels) that build knowledge and vocabulary ● Strong alignment to the Science of Reading, particularly in phonics, phonemic awareness, and structured literacy routines ● Consistent

	<ul style="list-style-type: none"> ● Wide range of texts, including diverse and authentic selections, with read-alouds that support accessibility ● Built-in differentiation supports (e.g., leveled readers, WonderWorks, ELD/RTI resources) that support a range of learners ● Evidence of student engagement and growth, supported by partner work, annotation, and interactive routines 	<p>of ELA and Designated ELD, with embedded scaffolds and supports for multilingual learners</p> <ul style="list-style-type: none"> ● Effective instructional routines that promote student engagement, discussion, and skill development ● Robust teacher and digital supports, including easy-to-use materials and resources that enhance implementation 	<p>instructional routines (e.g., skills block, discussion protocols) that support student engagement and discourse</p> <ul style="list-style-type: none"> ● Robust small group structures and differentiation, with pre-assessments to guide instruction ● Thoughtful integration across content areas (literacy, science, social studies) to build background knowledge
<p>Needed Improvements</p>	<ul style="list-style-type: none"> ● Digital platform usability challenges, including confusing navigation and difficulty accessing key materials (assessments, answer keys) ● Overwhelming volume of materials, with unclear prioritization leading to disjointed instruction and planning challenges ● Inconsistent student engagement, with some texts perceived as unrelatable or lacking authentic cultural representation ● Lack of clarity in pacing, sequencing, and implementation, resulting in underutilization of 	<ul style="list-style-type: none"> ● Writing instruction and tasks need stronger scaffolding, clarity, and engagement for students ● Small group and differentiated resources (including decodables) are limited, often requiring supplementation ● Assessment systems can be complex, time-consuming, and inconsistently aligned to student performance ● Some texts and tasks lack engagement or feel repetitive, particularly with repeated readings of the same passages ● Navigation of materials and digital 	<ul style="list-style-type: none"> ● Usability challenges for teachers, including complex, wordy materials and time-intensive planning ● Limited access to student-facing texts and materials, often requiring printing or shared resources ● Student workbooks and tasks can be overly text-heavy, writing-intensive, and not developmentally appropriate ● Writing instruction lacks clarity and scaffolding, with limited support for grammar and structured composition ● Inconsistent support for foundational skills across grades,

	<p>key components</p> <ul style="list-style-type: none"> ● Instructional gaps, particularly in writing coherence and alignment of phonics to grade-level expectations ● Implementation complexity, leading to teacher fatigue and a need for stronger training, guidance, and flexibility 	<p>tools can be challenging, with resources spread across multiple locations</p> <ul style="list-style-type: none"> ● Greater professional learning support is needed for effective implementation (e.g., ELD, writing, assessments) 	<p>including gaps in phonics application and decodable practice</p> <ul style="list-style-type: none"> ● Implementation demands (time, materials, navigation) may limit feasibility without significant adaptation and support
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IV. Resource Links

Level 2 AUSD Rubric Foundational Skills

Level 2 AUSD Rubric Language Comprehension

Level 2 Review Results

Pilot Ratings from Teachers



**BENCHMARK
EDUCATION
COMPANY**
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

Contact representative
E02658 Natalie Slattery
Email: nslattery@benchmarkeducation.com
Office Phone:
Phone: 619-405-3295

QUOTE: 95892

Customer:
ALAMEDA UNIFIED SCHOOL DIST
2200 CENTRAL AVE
ALAMEDA CA 94501
United States

Ship To:
ALAMEDA UNIFIED SCHOOL DIST
2200 CENTRAL AVE
ALAMEDA CA 94501

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY13126	BEC Benchmark Advance 2022 (California Edition) Gr. K Deluxe Classroom 25-Copy Print and Digital 3-Year	Current	\$5,480.00	25	\$137,000.00
Discount * Gratis Materials Applied (Custom)					(\$66,380.72)
Y63121	BEC Benchmark Advance 2022 (National Edition) Gr. K My Reading and Writing Units 1-10 5-Copy Consumables 3-Year	Current	\$345.00	25	\$8,625.00
X102531	BEC Benchmark Advance 2022 Gr. K California Deluxe Student Digital Subscription	3-Year	\$15.40	125	\$1,925.00
XY13127	BEC Benchmark Advance 2022 (California Edition) Gr. 1 Deluxe Classroom 25-Copy Print and Digital 3-Year	Current	\$5,480.00	28	\$153,440.00
Y63129	BEC Benchmark Advance 2022 (National Edition) Gr. 1 My Reading and Writing Units 1-10 5-Copy Consumables 3-Year	Current	\$345.00	28	\$9,660.00
X102532	BEC Benchmark Advance 2022 Gr. 1 California Deluxe Student Digital Subscription	3-Year	\$15.40	140	\$2,156.00
XY13128	BEC Benchmark Advance 2022 (California Edition) Gr. 2 Deluxe Classroom 30-Copy Print and Digital 3-Year	Current	\$5,940.00	21	\$124,740.00
Y65048	BEC Benchmark Advance 2022 (National Edition) Gr. 2 Text for Close Reading 10 Volumes 5-Copy Consumables 3-Year	Current	\$345.00	21	\$7,245.00
X102533	BEC Benchmark Advance 2022 Gr. 2 California Deluxe Student Digital Subscription	3-Year	\$25.20	105	\$2,646.00
XY13016	BEC Benchmark Advance 2022 (California Edition) Gr. 2 Deluxe Teacher Print and Digital 3-Year	Current	\$4,815.00	5	\$24,075.00



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EDUCATION
COMPANY**
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Office Phone:
Phone: 619-405-3295

QUOTE: 95892

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY13129	BEC Benchmark Advance 2022 (California Edition) Gr. 3 Deluxe Classroom 30-Copy Print and Digital 3-Year	Current	\$5,940.00	20	\$118,800.00
Y65049	BEC Benchmark Advance 2022 (National Edition) Gr. 3 Text for Close Reading 10 Volumes 5-Copy Consumables 3-Year	Current	\$345.00	20	\$6,900.00
X102534	BEC Benchmark Advance 2022 Gr. 3 California Deluxe Student Digital Subscription	3-Year	\$25.20	100	\$2,520.00
XY13017	BEC Benchmark Advance 2022 (California Edition) Gr. 3 Deluxe Teacher Print and Digital 3-Year	Current	\$4,815.00	5	\$24,075.00
XY13130	BEC Benchmark Advance 2022 (California Edition) Gr. 4 Deluxe Classroom 30-Copy Print and Digital 3-Year	Current	\$5,940.00	21	\$124,740.00
Y65050	BEC Benchmark Advance 2022 (National Edition) Gr. 4 Text for Close Reading 10 Volumes 5-Copy Consumables 3-Year	Current	\$345.00	21	\$7,245.00
X102535	BEC Benchmark Advance 2022 Gr. 4 California Deluxe Student Digital Subscription	3-Year	\$25.20	105	\$2,646.00
XY13018	BEC Benchmark Advance 2022 (California Edition) Gr. 4 Deluxe Teacher Print and Digital 3-Year	Current	\$4,815.00	2	\$9,630.00
XY13131	BEC Benchmark Advance 2022 (California Edition) Gr. 5 Deluxe Classroom 30-Copy Print and Digital 3-Year	Current	\$5,940.00	23	\$136,620.00
Y65051	BEC Benchmark Advance 2022 (National Edition) Gr. 5 Text for Close Reading 10 Volumes 5-Copy Consumables 3-Year	Current	\$345.00	23	\$7,935.00
X102536	BEC Benchmark Advance 2022 Gr. 5 California Deluxe Student Digital Subscription	3-Year	\$25.20	115	\$2,898.00
Y65400	BEC Decodables Gr. K Take Home Book 25-Copy Consumable Set 3-Year	Current	\$625.00	25	\$15,625.00
Y58182	BEC Decodables Gr. 1 Take Home Book 25-Copy Set - 72-Titles Consumables 3-Year	Current	\$1,150.00	28	\$32,200.00



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E02658 Natalie Slattery
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Product Code	Title	Price Level	Unit Price	Qty	Total Price
Y58962	Dynamite Decodables Gr. 2 Take Home Books 25-Copy Set Consumables 3-Year	Current	\$805.00	26	\$20,930.00
XY10616	Dynamite Decodables Gr. 2 Complete 6-Pack Set Print and Digital 3-Year	Current	\$2,090.00	26	\$54,340.00
Y65901	Benchmark Advance 2022 Gr. 2 Phonics and Word Study Student Books 30-Copy 3-Year	Current	\$630.00	26	\$16,380.00
Y56935	Benchmark Advance 2022 Gr. 3 Phonics and Word Study Student Books 30-Copy 3-Year	Current	\$630.00	25	\$15,750.00
Y56942	Benchmark Advance 2022 Gr. 4 Phonics and Word Study Student Books 30-Copy 3-Year	Current	\$630.00	23	\$14,490.00
Y56949	Benchmark Advance 2022 Gr. 5 Phonics and Word Study Student Books 30-Copy 3-Year	Current	\$630.00	23	\$14,490.00
Y71925	Benchmark Handwriting Gr. K Single Student Manuscript Practice Workbook 3-Year	Current	\$26.95	625	\$16,843.75
Y71926	Benchmark Handwriting Gr. 1 Single Student Manuscript Practice Workbook 3-Year	Current	\$26.95	680	\$18,326.00
Y71929	Benchmark Handwriting Gr. 2 Single Student Manuscript & Cursive Practice Workbooks 3-Year	Current	\$53.95	634	\$34,204.30
Y71930	Benchmark Handwriting Gr. 3+ Single Student Cursive Practice Workbook 3-Year	Current	\$26.95	1,914	\$51,582.30
Y71302	Manuscript Practice Pages Teacher Guide (Gr. K) Teacher Resource	Current	\$0.00	25	\$0.00
Y71303	Manuscript Practice Pages Teacher Guide (Gr. 1) Teacher Resource	Current	\$0.00	28	\$0.00
Y71304	Manuscript Practice Pages Teacher Guide (Gr. 2) Teacher Resource	Current	\$0.00	26	\$0.00
Y71305	Cursive Practice Pages Teacher Guide (Gr. 2) Teacher Resource	Current	\$0.00	26	\$0.00
Y71306	Cursive Practice Pages Teacher Guide (Gr. 3-5) Teacher Resource	Current	\$0.00	71	\$0.00
NS1682	Reycraft Books Gr. K Knowledge Strands Set (paperback)	Current	\$88.00	25	\$2,200.00



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Phone: 619-405-3295

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Product Code	Title	Price Level	Unit Price	Qty	Total Price
NS1683	Reycraft Books Gr. 1 Knowledge Strands Set (paperback)	Current	\$92.00	28	\$2,576.00
NS1684	Reycraft Books Gr. 2 Knowledge Strands Set (paperback)	Current	\$89.00	26	\$2,314.00
NS1685	Reycraft Books Gr. 3 Knowledge Strands Set (paperback)	Current	\$89.00	25	\$2,225.00
NS1686	Reycraft Books Gr. 4 Knowledge Strands Set (paperback)	Current	\$84.00	23	\$1,932.00
NS1687	Reycraft Books Gr. 5 Knowledge Strands Set (paperback)	Current	\$90.00	23	\$2,070.00
TR235	Read Aloud Trade Books Gr. K Classroom Library	Current	\$625.00	25	\$15,625.00
TR236	Read Aloud Trade Books Gr. 1 Classroom Library	Current	\$575.00	28	\$16,100.00
TR237	Read Aloud Trade Books Gr. 2 Classroom Library	Current	\$540.00	26	\$14,040.00
TR238	Read Aloud Trade Books Gr. 3 Classroom Library	Current	\$580.00	25	\$14,500.00
TR239	Read Aloud Trade Books Gr. 4 Classroom Library	Current	\$705.00	23	\$16,215.00
TR240	Read Aloud Trade Books Gr. 5 Classroom Library	Current	\$745.00	23	\$17,135.00
PR991	PD-Free Implementation (Gratis)	On-Site	\$0.00	15	\$0.00

Subtotal	Discount / Gratis Product Total	Sales Tax	Shipping Cost	Total
\$1,327,614.35	-\$66,380.72	\$133,992.58	\$7,829.77	\$1,403,055.98 USD

Memo

* One-Time Special Offer of Gratis Materials + Reduced Shipping from 10% to 0% Applied. * A temporary 2% fuel surcharge has been added to our shipping and handling.

- * The above pricing cannot be combined with any other offers.
- * Price valid through 6/18/2026. Price quote must be attached to school purchase orders to receive the quoted price.
- * All digital subscriptions will end on July 31st the last year of the term purchased.
- * Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.



**BENCHMARK
EDUCATION
COMPANY**
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

Contact representative
E02658 Natalie Slattery
Email: nslattery@benchmarkeducation.com
Office Phone:
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SEND ORDER TO:	Benchmark Education Company 6295 Commerce Center Drive, Suite B Groveport, OH 43125-1160 Email: neworders@benchmarkeducation.com Phone: 877-236-2465 Fax: 877-732-8273

Terms of Service

* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (Please visit this site: <https://help.benchmarkuniverse.com/bubateacher/Content/Customer%20Support/Privacy%20Policy.htm?Highlight=privacy>). Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products.

Multi Year Commitment Agreement

This Multi Year Commitment Agreement (this "Agreement") is made effective this May 26, 2026, by and between Benchmark Education Company LLC (Hereafter referred to as "Provider"), and Alameda Unified School District, headquartered at 2060 Challenger Drive Alameda, California 94501 hereafter referred to as "District".

WHEREAS, Provider is engaged in the business of providing instructional materials, including print and digital textbooks and supplemental materials; and

WHEREAS, the District conducted a comprehensive curriculum pilot for English Language Arts (ELA) and has determined that there is a need to adopt Provider's materials specified below in the agreement and that Provider is qualified to provide materials to District.

NOW, THEREFORE, the parties agree as follows:

1. **Adoption of Materials.** Subject to the terms and conditions of this Agreement, the District agrees to adopt Benchmark Advance 2.75 materials for 3 years at the agreed upon price and to purchase such materials in accordance with this Agreement.
2. **Adoption and Contract Term.**
 - 2.1. **Initial term.** The term of this agreement begins on the effective date listed above and ends on June 30th, 2029. This term shall be referred to as the "initial term."
 - 2.2. **Extensions and termination.** This agreement may be extended or terminated before the end of the "initial term" only by agreement of parties.
3. **Purchase Orders.** Annually, District shall submit purchase orders to Provider by emailing neworders@benchmarkeducation.com. Purchase orders made under this agreement shall be limited to quantities listed in Table 1 and made at prices listed in Table 1. During the term of this agreement, District shall make purchases for no less than these quantities. Should District require additional quantities of any materials, this Agreement shall thus be amended.
4. **Invoicing.** During the term of the agreement. Provider shall invoice the District per purchase order annually. If a purchase order is fulfilled partially in multiple shipments, Provider may invoice District per shipment, and shall email all invoices to accountspayable@alamedaunified.org or an alternative billing email address provided on the purchase order.
5. **Delivery of goods.**
 - 5.1 **Delivery method.** Provider ships orders from the warehouse located in Groveport, Ohio or Corona, CA. Provider shall ship materials. to each designated District location and shall deliver digital items by email or using another method mutually agreed upon with District

6. **Shipping Deadline; Instructional Impact; Remedies.** With the submission of a purchase order and a school distribution list, District establishes a thirty (30) calendar day shipping deadline. (“Shipping Deadline”). Time is of the essence with respect to this obligation. If Provider fails to meet the Shipping Deadline, and such failure interferes with or delays classroom instruction, assessment administration, or scheduled instructional use, District may, in its sole discretion and without penalty:

- Cancel all or any portion of the affected quantity on the order, and the canceled quantity shall be deducted from the quantity established in this Agreement;
- Procure substitute or replacement materials (“cover”) from another source, including accelerated or alternative formats, and Provider shall be liable for any additional costs incurred by District above the contract price;
- Require expedited production, shipping, or alternative delivery methods at Provider’s sole cost and expense, including but not limited to rush printing, overnight shipping, or temporary digital access;
- Withhold payment for the late materials until delivery is complete and deemed acceptable by District;
- Assess liquidated damages or instructional impact damages, where permitted by law, in an amount reasonably representing District’s administrative costs, instructional disruption, and staff time caused by the delay; and/or
- Terminate this Agreement, in whole or in part, for cause, upon written notice, if Provider’s failure to meet the Shipping Deadline is repeated or material.

If District elects not to cancel the purchase order or accepts delivery of materials for which the Shipping Deadline was not met, District shall be liable only for payment of the materials accepted, and such quantity shall not be deducted from the total quantity agreed upon in this Agreement; however, acceptance shall not waive District’s right to pursue any other remedies provided herein or available at law or in equity.

Provider acknowledges that timely delivery of instructional materials is critical to District’s educational mission and that late delivery may cause harms that are difficult to quantify, including loss of instructional time. The remedies set forth in this section are cumulative and not exclusive.

7. **Payment.** Payment for the goods received will be due 45 days after the date of the invoice. The cost will be calculated based on the prices agreed upon at the initiation of the relationship between Provider and the District and displayed below. The agreed upon pricing will be used for all purchases made within the bounds of this Agreement, up to the quantities displayed despite any changes in retail price up to the quantities displayed. Provider may allow additional purchases at these prices at its discretion,
8. **Severability.** If any provision of this Agreement is ruled to be invalid or illegal, such ruling shall have no effect upon the remaining provisions, which shall be considered legally binding and given full effect.
9. **Force majeure.** Neither party shall be in breach of this contract, including for purposes of articles 3 and 4.2, as long as its default was due to causes beyond the reasonable control of and occurred without any fault or negligence on the part of such party. Such causes may include, but are not restricted to, acts of God or of the public enemy, fires, floods, hurricanes, epidemics, strikes, or freight embargoes. A party affected by a force majeure shall provide the other party prompt written notice of the nature and extent of any such force majeure as soon as practicable and keeps the other party apprised of developments and mitigation efforts with respect thereto.
10. **Miscellaneous.** This Agreement will be governed by and construed in accordance with the internal laws of the County of Alameda, State of California without reference to principles of conflict of laws. This Agreement and the Exhibits hereto constitute the entire agreement among the parties with respect to the matters covered hereby and supersedes any prior understanding, written or oral, with respect thereto. No amendment of this Agreement will be valid unless in writing duly executed on behalf of each of the parties. No waiver of any provision hereunder or breach hereof will affect any other

provision, or prior or subsequent breach or default. Neither party may assign any of its rights or obligations under this Agreement without the prior written consent of the other party. This Agreement may be executed in counterparts. Any such counterpart, to the extent delivered by .pdf, .tif, .gif, .jpeg or similar attachment to electronic mail will be treated as an original executed counterpart and will be considered to have the same binding legal effect as if it were the original signed version thereof delivered in person.

- 11. **Professional Development.** Provider will provide onboarding and ongoing implementation training to District, and such PD will be contracted through the district's professional services agreement each year.

Provider:

By:

Signed by:

0241AEEDAC05491...

Print Name:

John Gruber

Title:

EVP & CFO

Date:

5/6/2026

District:

By:

Print Name:

Title:

Date:

Quantities and Prices (please see attached quotes)

- QUOTE #:95895 Year 1 of 3 - \$1,091,636.21 USD
- QUOTE #:95908 Year 2 of 3 - \$156,126.45 USD
- QUOTE #:95909 Year 3 of 3 - \$156,126.45 USD

Year	Program	Benchmark Advance		Additional BA Student Consumable		Express ELD		BEC Take Home Books	Dynamite Take Home Books	Word Study Consumables	Handwriting Books	Total
	Grade	Student Digital	Student Print	Student Digital	Student Print	Student Digital	Student Print	Student Print	Student Print	Student Print	Student Print	
1st	K	\$4,181.25	\$6,385.25	\$1,325.00	\$2,875.00	\$2,365.00	\$4,705.00	\$5,250.00			\$6,218.75	\$33,305.25
	1	\$4,683.00	\$5,790.96	\$1,484.00	\$3,220.00	\$2,648.80	\$4,267.20	\$10,780.00			\$6,766.00	\$39,639.96
	2	\$6,633.90	\$8,314.11	\$1,764.00	\$2,415.00	\$1,976.10	\$5,105.10		\$7,020.00	\$6,084.00	\$12,648.30	\$51,960.51
	3	\$6,318.00	\$8,159.20	\$1,680.00	\$2,300.00	\$1,882.00	\$5,010.00			\$5,850.00	\$6,069.50	\$37,268.70
	4	\$6,633.90	\$8,885.10	\$1,764.00	\$2,415.00	\$1,976.10	\$5,455.80			\$5,382.00	\$6,298.35	\$38,810.25
	5	\$7,265.70	\$9,607.33	\$1,932.00	\$2,645.00	\$2,164.30	\$5,899.50			\$5,382.00	\$6,676.45	\$41,572.28
	Total	\$35,715.75	\$47,141.95	\$9,949.00	\$15,870.00	\$13,012.30	\$30,442.60	\$16,030.00	\$7,020.00	\$22,698.00	\$44,677.35	\$242,556.95
2nd	K		\$17,061.10					\$5,250.00			\$6,218.75	\$28,529.85
	1							\$10,780.00			\$6,766.00	\$17,546.00
	2								\$7,020.00	\$6,084.00	\$12,648.30	\$25,752.30
	3						\$5,452.55			\$5,850.00	\$6,069.50	\$17,372.05
	4						\$12,600.00			\$5,382.00	\$6,298.35	\$24,280.35
	5						\$13,800.00			\$5,382.00	\$6,676.45	\$25,858.45
	Total	\$0.00	\$17,061.10	\$0.00	\$0.00	\$0.00	\$31,852.55	\$16,030.00	\$7,020.00	\$22,698.00	\$44,677.35	\$139,339.00
3rd	K		\$17,061.10					\$5,250.00			\$6,218.75	\$28,529.85
	1							\$10,780.00			\$6,766.00	\$17,546.00
	2								\$7,020.00	\$6,084.00	\$12,648.30	\$25,752.30
	3						\$5,452.55			\$5,850.00	\$6,069.50	\$17,372.05
	4						\$12,600.00			\$5,382.00	\$6,298.35	\$24,280.35
	5						\$13,800.00			\$5,382.00	\$6,676.45	\$25,858.45
	Total	\$0.00	\$17,061.10	\$0.00	\$0.00	\$0.00	\$31,852.55	\$16,030.00	\$7,020.00	\$22,698.00	\$44,677.35	\$139,339.00

Total Curriculum Cost: \$1,403,055.98 USD

Professional Development (contracted through PSA annually)

PD estimated Total Cost - Gratis 15 days with Purchase

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Committee Recommendations for Naming Encinal Jr. & Sr. High School Athletic Field (10 Mins/Information)

Item Type: Information

Background: Earlier this year, community members expressed interest in naming the new athletic stadium at Encinal Jr. & Sr. High School.

BP and AR 7310, "Naming of Facility," dictate the steps involved with naming a new AUSD school or facility.

Those steps include:

- Requesting name suggestions
- Convening a committee to review names
- Choosing three suggestions to move forward to Board of Education
- A Board vote on the final name

The Board voted on January 13, 2026 to initiate the naming process for the field. Tonight, staff is presenting the three names recommended by the Encinal Athletic Field Naming Committee. The Board of Education will vote on a name at a future meeting.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

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

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

Submitted By: Susan Davis, Sr. Manager, Community Affairs

ATTACHMENTS:

	Description	Upload Date	Type
▣	Committee Recommendations for Naming Encinal Athletic Field	5/6/2026	Presentation
▣	From January 2026 - Process for Naming Encinal Athletic Field	1/9/2026	Presentation

Encinal Field Naming Process: Committee Recommendations

May 12, 2026



Susan Davis
Senior Manager, Community Affairs

Kirstin Snyder
Principal, Encinal Jr. & Sr. High School

Kevin Gorham
Teacher, Encinal Jr. & Sr. High School

Presentation Goals

- Review steps to name a new facility
- Present committee recommendations for names
- Initiate review period

Step 1: Request for Suggestions

BP 7310

- **January 13:** Board formally requested name suggestions
- **January 14 – February 16:** Name suggestion form promoted to community via:
 - Newsletter
 - Social Media
 - Local press



Criteria for Names

BP 7310

- Individuals or entities that have made outstanding contributions to schools or district
- Individuals who have made state, national, or global contributions
- Geographic area in which school or building is located
- An educational value or area of curricular concern

Step 2: Committee Formation

BP 7310

- Kirstin Snyder (staff)
- Kevin Gorham (staff)
- Tracy Allegrotti (former staff, alumni)
- Derrick Lyons (staff, alumni)
- Juanita Lyons (staff)
- Brad Whalen (Boosters)
- Susan Davis (facilitator)

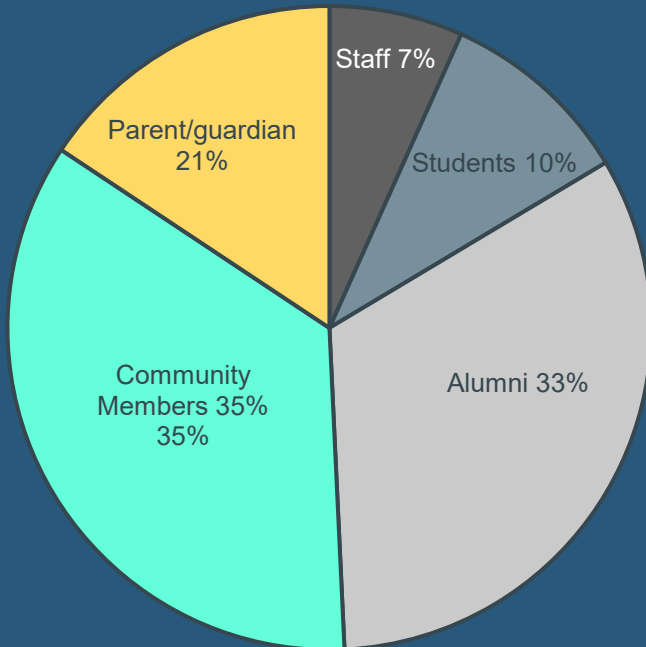
*Students were invited but did not participate.
We will engage them during the public comment period.*

Step 3: Committee Review of Names

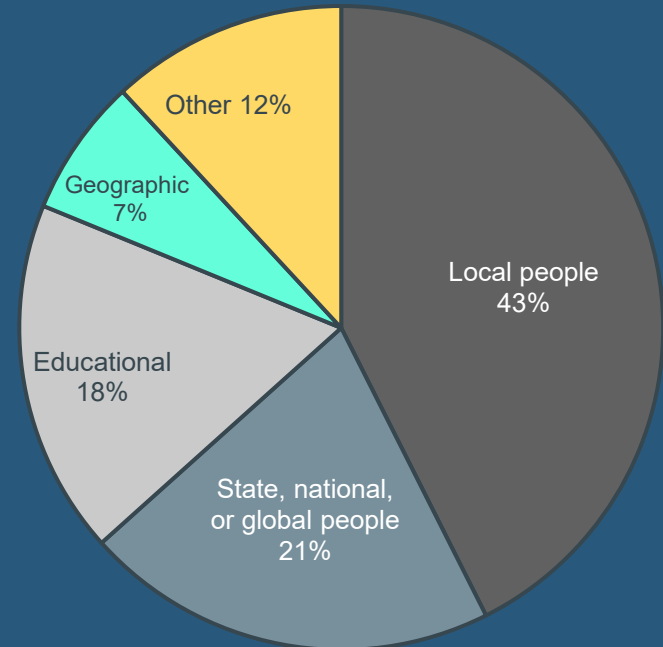
BP 7310

- Survey open 35 days
- 101 suggestions

Respondents



Criteria



Step 3: Committee Review of Names

- Initial interest in naming after an alumnus or coach
 - Tempered by:
 - ☹ Potential for later revelations of inappropriate behavior
 - 👤 Current students/staff/families may not know these individuals
 - 👥 Who is the **one person** who should be honored?

"I don't want to single any one person out because there are so many to honor."

Step 3: Committee Review of Names

Focus shifted to educational values, school spirit

- Jetway Field
- Jet Field
- **Jet Pride Field**
 - Long-time value
 - PBIS motto



Provides space to honor alumni and coaches

- Banners and game announcements
- “Runway of Honor”
- Community building

Next Steps: Public Comments, Board Vote

BP 7310

Step 4

Committee submits names to the Board:

- Jet Pride Field
- Jetway Field
- Jet Field

Step 5

Staff publicizes the three names to Encinal community

Step 6

Board votes at a future meeting

Board Discussion



Encinal Field Naming Process

Susan Davis

Senior Manager, Community Affairs

January 13, 2026



Presentation Goals

- Discuss steps for naming a new facility
- Review potential timeline for naming Encinal field
- Board vote on initiating naming process

Board Policy 7310

Governs:

- Naming new schools
- Naming new facilities
- Naming unnamed facilities (AHS scoreboard)
- Re-naming schools
- Re-naming facilities

“The Board encourages community participation in the process of selecting names.”

Step 1: Request for Suggestions

- Board announces request for name submission at a regular meeting
- AUSD requests name submissions through regular communications:
 - Newsletter
 - Websites
 - Social Media
 - Local press



Step 2: Committee Formation

For new school:

- BP and AR call for creation of a naming committee “composed of representatives of the new school’s community, students, and parents/guardians and members of the staff.”

For new facility:

- BP & AR are silent on need for a naming committee

Staff Recommendation:

- Form a naming committee for Encinal field to ensure community participation in the name selection process.

Steps 3 & 4: Review of Submitted Names

Step 3

- Committee reviews name suggestions from the public.



Step 4

- Committee chooses three names to forward to the Board.

Step 5 & 6 Public Hearing & Board Vote

Step 5

- Board holds a public hearing on the three names at a public meeting.

Step 6

- Board votes on names at the following meeting.

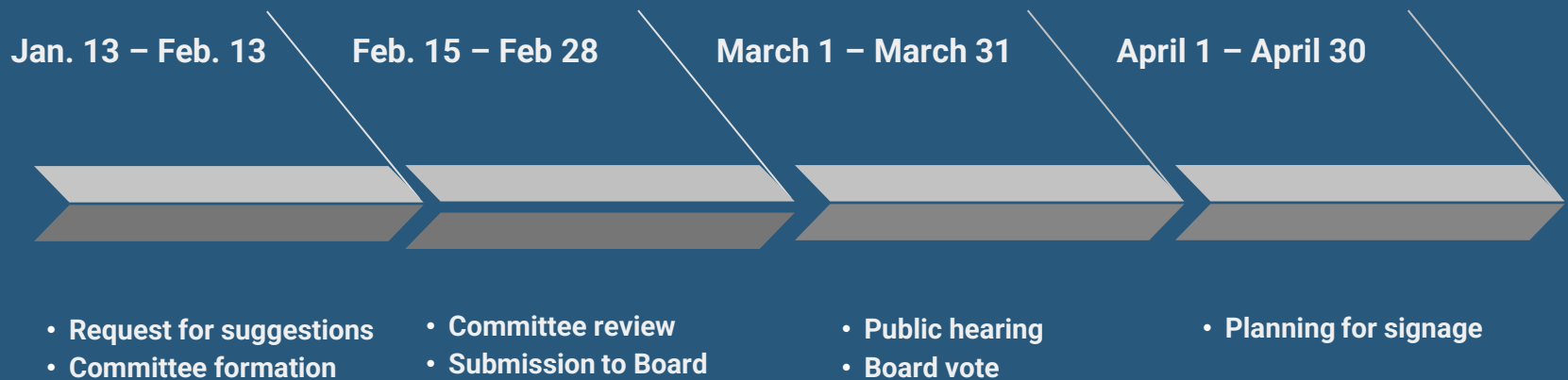


Criteria for Names

- Individuals or entities that have made outstanding contributions to schools or district
- Individuals who have made state, national, or global contributions
- Geographic area in which school or building is located
- Any other entity Board deems worthy of recognition
- An educational value or area of curricular concern

Timeline

Possible to complete by late March:



Board Discussion



ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Parcel Tax Program Annual Reports for 2024-2025 (10 Mins/Information)

Item Type: Information

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

On March 3, 2020, Alameda voters approved Measure A, with 67.1% voting yes. This parcel tax will generate approximately \$10 million per year until it sunsets in 2025.

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

During the 2024-25 parcel tax program, the Committee met with AUSD staff four times in public meetings to review the District's compliance with the terms of Measure B1 and Measure A. All meetings of the Committee were open to the public and complied with open meeting laws as set forth under the Brown Act. Agendas were posted at least 72 hours before each meeting.

This item is a presentation of the AUSD Parcel Tax Program Annual Staff and Oversight Committee Reports for 2024-25 fiscal year.

***NOTE: The parcel tax reports and the presentation will be uploaded to this agenda item by 5:00pm on Friday, May 8.**

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):

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Susan Davis, Sr. Manager, Community Affairs

ATTACHMENTS:

Description	Upload Date	Type
▢ 2024-25 Committee Report	5/7/2026	Backup Material
▢ 2024-25 Staff Report	5/7/2026	Backup Material
▢ Presentation	5/7/2026	Presentation

2024-25 Parcel Tax Oversight Committee Report

Since 2011, AUSD students and staff have benefited from three significant parcel taxes: Measure A (passed in 2011); B1 (a renewal of Measure A that was passed in 2016); and a new parcel tax, Measure A, that voters approved in 2020.

Both measures called for an Oversight Committee to review the District's compliance with the terms of the measures. In October 2020, AUSD's Board of Education approved a policy that allowed for one unified committee to oversee revenues, expenditures, and administration of both parcel taxes.

This is the fifth report of that combined committee. It is a companion piece to the 2024-25 Staff Annual Parcel Tax Program Report, which summarizes the revenues and expenditures of 2024-25 parcel tax program both for that year and the preceding 15 years.

The Oversight Committee met four times to review and ensure that parcel tax revenues and expenditures were consistent and complied with the measures' language. Agendas and minutes of those meetings can be found on AUSD's [Parcel Tax Oversight Committee web page](#).

The work of the 2024-25 Committee included:

- Reviewing Measure B1 revenues and expenditures throughout the school year
- Reviewing Measure A revenues and expenditures throughout the school year
- Asking for additional data on how Measure B1 revenues are spent across and within each category and what its impact has been
- Asking for additional data on how Measure A has helped to attract and retain employees
- Development of the annual staff and committee reports

- Broad discussion of the AUSD budget and how it is impacted by state and federal revenues
- Discussions of Measure E, a parcel tax to combine and replace Measures B1 and A, which voters approved in March, 2024, including how it will be overseen and reported
- The transition of the Parcel Tax Oversight Committee's focus from Measures B1 and A to Measure E.

The Parcel Tax Oversight Committee is not responsible for auditing the financial statements of AUSD. As per Board Policy 3221, an audit is performed by an independent, professional accounting firm annually. A sample of that 2024-25 audit is included in the Staff Annual Report. The Committee is also not responsible for making decisions on parcel tax expenditures, although it reviews and discusses those expenditures in some detail at its meetings.

The Committee concludes that the attached staff report properly represents AUSD's expenditures of parcel tax revenues for the 2024-25 fiscal year and that AUSD has complied with the funding priorities established by the voting citizens of Alameda and as approved by the Board of Education.

As members of this Oversight Committee, we would like to emphasize the crucial role parcel taxes play in our school district, especially in the context of the state and federal governments' continually deficient and volatile funding. Since 2011, Alameda's property owners have contributed more than \$229 million to the AUSD programs and salaries. The District would not have been able to maintain some of its signature programs – including smaller class sizes, neighborhood schools, high school athletics, and secondary school options – without these significant contributions.

As such, we are grateful to Alameda voters for continuing to support education in Alameda by approving these taxes.

We encourage interested community members to consider volunteering to serve on the Parcel Tax Oversight Committee in future years, and we recommend that the community remains engaged in the discussion around additional sources of funding for public education.

The Committee also appreciates the efforts of AUSD staff Susan Davis (Senior Manager, Community Affairs), Shariq Khan (Assistant Superintendent of Business Services), and Steve Chonel (Director, Fiscal Services) in support of our work as a committee and continuously improving our understanding of the parcel tax program by providing data and insights.

2024-2025 Parcel Tax Oversight Committee

Joyce Boyd (chair)

Jessica Downs (left mid-year)

Erin Fraser

Anna Maier

Timothy McQuillan

Kirsten Navis

Ronald Parodi

Sean Noonan

Adam Schlosser

2024-25 STAFF PARCEL TAX REPORT



PUBLISHED BY AUSD'S BUSINESS SERVICES
DEPARTMENT

May 12, 2026

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Superintendent's Introduction

Dear community,

For the last 14 years, AUSD students and staff have benefited from a series of parcel taxes generously approved by our community.



- **Measure A** (passed in 2011) and its 2016 successor, **Measure B1**, have provided about \$13 million per year to protect highly valued programs such as small class sizes in grades K-3; neighborhood elementary schools; secondary school choice; programs to close the achievement gap; high school athletics; enrichment programs; attracting and retaining excellent teachers; counseling and student support services; Alameda charter school students; and technology.
- A new **Measure A**, passed in 2020, has provided about \$11 million per year to help AUSD attract and retain high-quality employees.

Together, these three taxes have provided \$229,152,648 to AUSD over the last 14 years and supported crucial educational programs that have benefited every teacher and every student in our schools.

In March, 2024 Alameda 76.15% of Alamedans who voted approved Measure E, a third parcel tax that *replaced, combined, and extended* Measures B1 and A without increasing tax rates for residents or business owners. As such, Measures A and B1 expired on June 30, 2025, and Measure E replaced them.

This year's Annual Report summarizes and celebrates not only the last year of the combined parcel tax program, but the history and contributions of this particular set of taxes. A separate Parcel Tax Program Oversight Committee Annual Report is available [here](#).

I remain deeply grateful to the Alameda community for their support of our students, our staff, and our educational programs. At a time of ever-changing educational priorities and budgetary allocations at the federal and state level, having a stable, long-term source of funding at the local level allows us to both build stronger programs and attract and retain the high-quality teachers our students need and deserve.

Sincerely,

Pasquale Scuderi
Superintendent, AUSD

AUSD Parcel Taxes at a Glance

	Measure A (2011)	Measure B1 (2016)	Measure A (2020)	Measure E (2024)
Approved	March, 2011	November, 2016	March, 2020	March, 2024 (replaced Measures B1 and A beginning July 1, 2025)
Structure	\$0.32/building square foot with a cap of \$7,999; \$299 for unimproved parcels	\$0.32/building square foot with a cap of \$7,999; \$299 for unimproved parcels	\$0.265/building square foot with a cap of \$7,999	\$0.585/building area square foot with a cap of \$15,998/parcel
Revenues	~ \$12 million	~ \$13 million	~ \$11 million	~ \$24 million
Expenditures	~ \$12 million	~ \$13 million	~ \$11 million	Expenditures will match revenues
Purpose ¹	Maintain high-quality Alameda schools by protecting small class sizes; core academic, art, music and athletic programs; neighborhood schools; and retaining excellent teachers.	Maintain high-quality Alameda schools by protecting small class sizes; core academics; art, music, science, innovative, and athletic programs; neighborhood schools; and retaining excellent teachers.	Support all Alameda students and maintain high-quality Alameda schools by attracting and retaining excellent teachers and employees, sustaining strong academic programs in reading, writing, math, arts/sciences, and helping counselors support struggling students.	Support all Alameda students and maintain quality schools without increasing tax rates by: attracting and retaining excellent teachers; sustaining strong academic programs in reading, writing, math, science, and arts; supporting struggling students; and preparing students for college/careers.
Sunset	June 30, 2016	June 30, 2025	June 30, 2025	June 30, 2034

¹ As written in the ballot question. Full ballot language is available on [AUSD's Parcel Tax Program web page](#).

What is a Parcel Tax?

California public schools receive the bulk of their revenue through the state government and typically less than 10 percent from the federal government. School districts have only one way to raise additional money for instructional programs: through special “parcel taxes.” (To raise funds for facilities, districts can put construction bonds on election ballots, but bonds cannot be used for instructional programs or teachers’ salaries.)

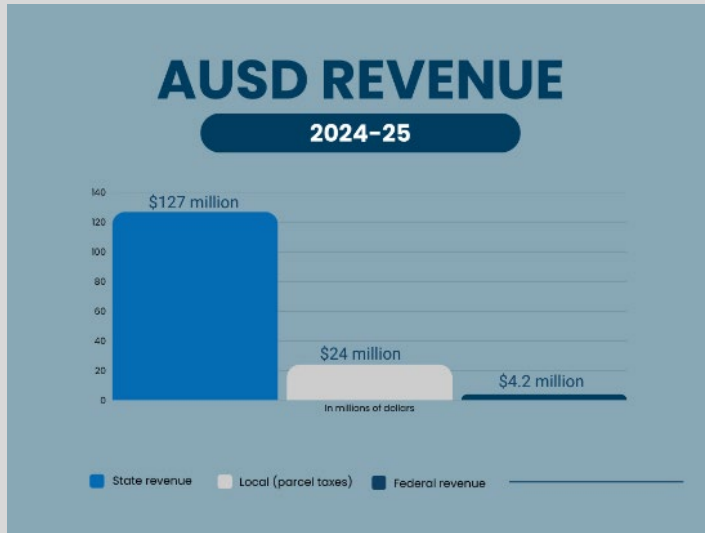
A “parcel” refers to a unit of property. Under state law, parcel taxes can be “flat” (meaning all property owners pay the same amount, no matter the size of their property) or based on a set amount per square foot. AUSD’s parcel taxes are based on square footage.

Parcel taxes cannot be based on the value of the property, and districts cannot use other types of taxes — such as income or sales taxes — to generate revenue for their schools. Moreover, these parcel taxes need a supermajority (66.67%) vote to pass if a school board puts the measure on the ballot or a simple majority (50%+ 1) if it is put on the ballot via the citizen initiative process. So far, very few districts have relied on the latter, as it has been challenged in the courts.

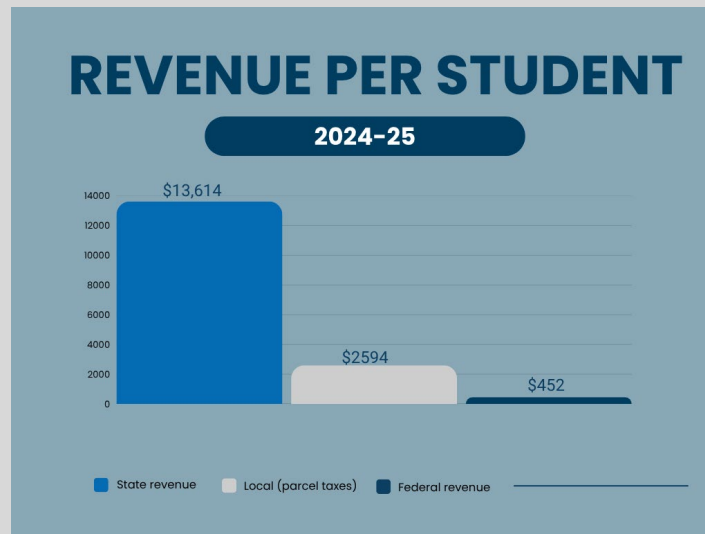
The advantage of parcel taxes is that they provide a stable source of revenue that can be used for local needs. Put another way, unlike state funding, parcel tax funding does not change in response to state- or federal-level values or budget decisions. Instead, it can be thoughtfully allocated to resolving local issues.

About 12% of school districts in California use parcel taxes to supplement their state funding, which has been sharply limited by the 1978 Proposition 13. The majority of those districts are in the Bay Area.

AUSD's Sources of Revenue



AUSD's primary source of revenue is the State of California. In 2024-25 AUSD received \$127 million from the state. The second largest source of revenue is local parcel taxes. In 2024-25 AUSD received \$24 million in parcel taxes, more than five times as much as the district received from the federal government.



Taken as revenue per student, in 2024-25, AUSD received \$13614 per student from the state, \$2594 per student from local parcel taxes, and \$452 from the federal government.

Source: ["FY 2024-25 Unaudited Actuals Financial Report,"](#) presented to the Board of Education on September 9, 2025.

Parcel Tax Program Oversight Committee

State law mandates that school districts organize citizen oversight committees for facilities bonds. Parcel taxes do not require oversight committees. To ensure transparency and community trust, however, AUSD included oversight committees in Measure A-2011, Measure B1, and Measure A-2020. Those committees are specifically charged with "annually reviewing District compliance with the terms of this Measure."

In October 2020, AUSD's Board of Education voted to combine oversight and reporting of Measures B1 and Measure A-2020 to facilitate more streamlined and unified oversight of and reporting on AUSD's parcel tax program. The resulting changes are reflected in AUSD's [Board Policy 3471.01](#).

Since 2011, more than four dozen Alameda residents have participated in the Parcel Tax Oversight Committee. (See Appendix 1.) Those members have provided experience in accounting, public school finance and administration, government, organizational development, policies, regulations, and non-profit management. We are grateful to the committee's expertise, suggestions, and willingness to serve our district's community.

The 2024-25 Oversight Committee reviewed Measure B1 and Measure A revenues and expenditures and made suggestions on how to better analyze and communicate the results of the parcel tax program as a whole. More details are available in the committee's annual report, which is a companion piece to the staff report.

Meeting agendas and minutes, as well as background on AUSD parcel taxes and all Annual Reports dating back to 2011 are available on AUSD's [Parcel Tax Program](#) web page.

2024-25 Parcel Tax Program Oversight Committee Members

Joyce Boyd (Chair)
Jessica Downs (AEA)¹
Erin Fraser
Anna Maier
Timothy McQuillan

Kirsten Navis
Sean Noonan
Ronald Parodi (AEA)
Adam Schlosser

¹ Stepped down mid-year

Staff Presentations to the Board of Education

AUSD Board Policy 3471 (Parcel Tax Funds) requires that district staff generate three reports about both Measure B1 and Measure A.

During the 2024-25 school year, staff gave the following four presentations about Measure B1 and Measure A to the Board of Education:

May 28, 2024: 2024-2025 Budget Adoption Process: "[Presentation on Governor's May Revise Report & Recommendations on Budgeting by Site, by Program and Parcel Tax Funds](#)"

June 11, 2024: "[Public Hearing of Budget Proposal 2024-25](#)"

June 25, 2024: The Board approved those recommendations as part of the "[Adoption of Budget for Fiscal Year 2024-25](#)"

March 25, 2025: "[Parcel Tax Program Annual Reports for 2023-24](#)"

This Annual Report, as well as the Oversight Committee's report, will be presented to the Board of Education in April, 2026. Both reports will be posted to AUSD's Parcel Tax Program page.

At the request of the committee, a sample of parcel tax expenditures was tested by the auditor as part of the general audit of district finances this year. The auditor has reported:

Revenue of \$13,048,718 and expenditures of \$13,048,718 for the Measure B1 parcel tax for the year ended June 30, 2025 are included in these audited financial statements.

Revenue of \$11,076,204 and expenditures of \$11,076,204 for the Measure A parcel tax for the year ended June 30, 2025, are included in these audited financial statements.

The full auditor's report is available on our [District Financials web page](#).

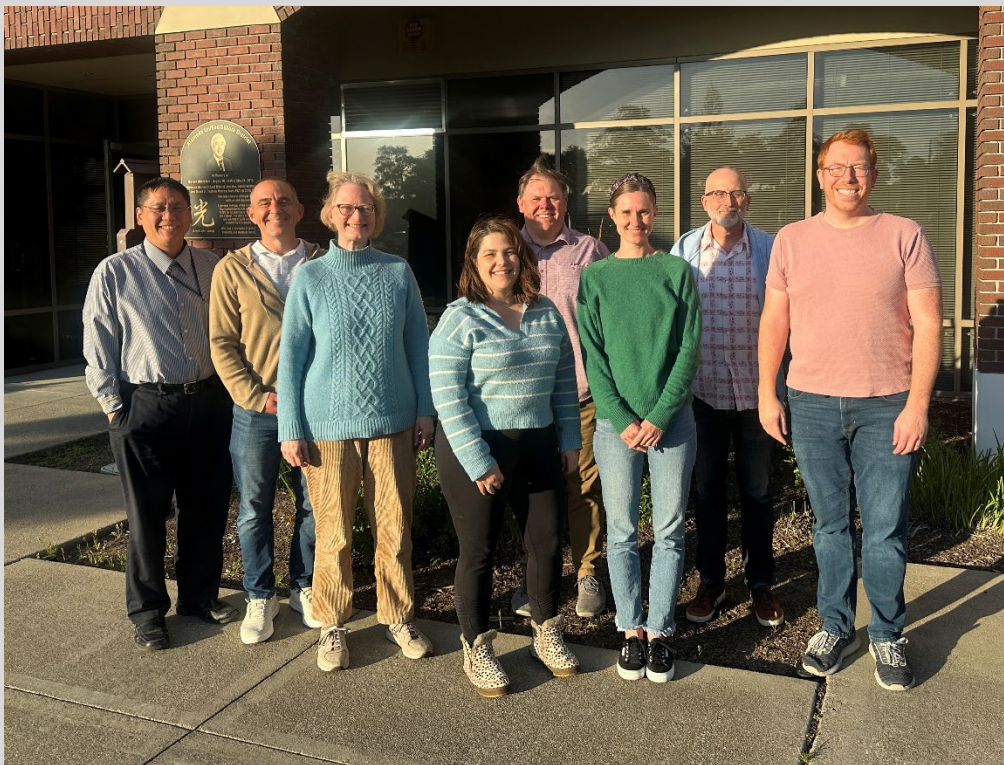
2024-25 Parcel Tax Oversight Committee Meetings

The 2024-25 parcel Tax Oversight committee met four times:

- May 7, 2025
- November 3, 2025
- December 16, 2025
- April 6, 2026

Each of these meetings was open and noticed to the public.

Agendas, minutes, and supporting documents for these meetings are available on the [Parcel Tax Program Oversight Committee page](#).



AUSD welcomes volunteers at all levels of our organization. From supporting school sites with lunch supervision, tutoring, and driving students on field trips to participating in district-level committees about AUSD's budget, facilities, and curricula, volunteers play a pivotal role in the healthy functioning of our schools, our district, and our community at large. You can learn more on our [Ways to Get Involved web page](#).

2024-25 Measure B1 Revenues

In June 2024, when the Board adopted its 2024-25 budget, the District projected that Measure B1 would generate revenues of \$12,895,139 that fiscal year. This projection was based on tax information from Alameda County.

At the time of the unaudited actuals (“closing of the books”) for 2024-25 in September 2025, the actual Measure B1 revenues received for the year were \$13,048,718— or \$153,579 more than expected.

Note: *As parcels on Alameda Point continue to be divided and sold, we expect tax revenues to continue to increase. This is because each time a large parcel is divided, the \$7,999 cap is lifted, and the resultant new parcels generate more revenue. New homes built on the island will also be contributing to the Measure B1 revenues.*

Revenue Category	Measure B1
2024-25 payments	\$12,896,922
Possessory Interest on government property*	121,922
Prior Year Revenue	29,804
TOTAL	\$13,048,718

**Possessory interest is paid by lessees of City of Alameda property, including property at Alameda Point.*

Exemptions

A property that is the primary residence of a community member aged 65 or older or who receives Social Security for a disability is eligible to be exempted from the parcel tax.

Category	Number of Exemptions
Seniors	3054
Supplemental Security Income (SSI)	1
Social Security Disability Insurance (SSDI)	8

Exemption forms are available on AUSD’s [Measure B1 web page](#).

2024-2025 Measure B1 Allocations and Expenditures

Item #	Expenditure Category	Percentage Originally Allocated	Percentage Spent (2024-25)	Amount Spent (2024-25)
1	Small Class Sizes K-3 • Maintaining 25:1 K-3 class size	13-14%	14.08% ¹	\$1,805,926
2	Neighborhood Elementary Schools	7-8%	7.29%	934,700
3	Secondary School Choice Initiative & AP Courses • EHS 8 AP Sections; 1.6 FTE ¹ • AHS 9 AP Sections; 1.6 FTE ² • ASTI (maintaining small class sizes) 2.0 FTE ² • Island (maintaining small class sizes) 2.0 FTE ²	7-8%	7.55%	967,745
4	Programs to Close Achievement Gap • Restore 5 days of instruction ³	15-16%	13.51% ¹	1,732,648
5	High School Athletic Programs • Coach stipends • Athletic supplies • Outside services	4.00%	4.00%	512,823
6	Enrichment Programs • Elementary schools - music, PE, and libraries • Middle schools - 4 Fine Art sections • High schools - 10 Fine Art sections	9-10%	9.57%	1,227,550
7	Attract and retain excellent teachers • Maintenance of current AEA salary schedule	25-26%	30.00% ¹	3,846,172
8	Counseling and student support services • Counselors: 6.0 FTE ² • College Career Techs: 0.8 FTE ²	6.00%	6.00%	769,234
9	Alameda Charter Students	3-4%	3.00%	384,678
10	Technology • Equipment • 3.5 FTE ²	5%	5.00%	641,130
11	Adult Education	4%	0% ¹	0
	Subtotal (Measure B1)			12,822,606
	Accountability and Transparency	1.5-2%	1.7%	226,112
	Total 2024-25 parcel tax expenditures			\$13,048,718

1. Allocations for this category were adjusted due to changed funding circumstances. See page 13 for details.

2. FTE: Full-time equivalent, or one person working a 40-hour work week.

3. These days were cut in 2010 when a prior parcel tax, Measure E, did not pass.

Measure B1 Allocation Changes

Measure A-2011 and Measure B1 (2016) clearly articulate the percentage of parcel tax revenue that should be allocated to the 11 categories. The Measures also allow for the Board of Education to change the allocations under two scenarios: 1) a fiscal emergency; or 2) a changed funding circumstance.

Since 2011, AUSD's Board of Education has adjusted the allocations for Measure A and B1 only two times.

In **2015-16**, the California Department of Education began funding adult education after a four-year hiatus. Because Measure A allowed for a re-allocation of funds in the event of "changed funding circumstances," the Board of Education approved distributing the \$480,000 typically spent on Adult Education to the three most expensive categories of Measure A funding:

- Attracting and retaining excellent teachers
- Programs to close the achievement gap
- Small class sizes in grades K-3

This redistribution continued with Measure B1.

In **2018**, the Board approved [a resolution](#) reallocating \$395,788 from the Program to Close the Achievement Gap category to Attracting and Retaining Excellent Teachers. The Board approved this due to increased Local Control Funding Formula (LCFF) Supplemental revenues aimed at helping struggling learners. As this reallocation was also due to changed funding circumstances, it is consistent with Measure B1 language.

As such, in the following pages, category descriptions include both the original allocation described in the Measure B1 ballot language and, where relevant, the percentage actually spent due to these changed funding circumstances.

Resources

- AUSD: [Measure B1 web page](#)
- AUSD: [Measure A web page](#)
- AUSD: [Board Policy 3471: Parcel Taxes](#)
- AUSD: [District Financials](#)
- Ed100: "[Parcel Taxes and Bonds Demystified](#)"

Measure B1 Expenditures Per Category

Maintaining small class sizes in grades K-3

“Small class sizes: 13-14 % of the Available Revenues of this Measure shall be dedicated annually to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms. Revenues from this Measure will support small class sizes in a manner which may not be achieved solely with support from the District's General Fund.”

Percentage originally allocated in Measure B1: 13-14% of parcel tax revenues

Re-allocated percentage: 14-15%

Percentage spent in 2024-25: 14.08%

Smaller class sizes have been linked to better outcomes for students, especially for those students who have traditionally been underserved in education systems. Smaller class sizes also can have a positive impact on campus climate and parent engagement. Yet state law mandates a maximum of 31 students in kindergarten and 30 in the first, second, and third grades.



“When paired with strong, high-quality instruction, smaller class sizes in the early grades allow teachers to better differentiate, build relationships, and respond to student needs,” says Tanya Harris, AUSD’s Director of Elementary Education. “This is critical in K–3, where students are developing the foundational literacy, math, and socio-emotional skills that set the trajectory for long-term success.”

Since 2011, AUSD has spent \$23,943,489 to keep K- 3 classes staffed at a more reasonable and effective 25:1 maximum.

In 2024-25, the district spent \$1,805,926 in this category.

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$12,573,357	\$23,943,489

Maintaining High-Quality Neighborhood Elementary Schools

“7-8% of the Available Revenues of this Measure shall be dedicated annually to maintaining high-quality neighborhood elementary schools. For purposes of this Measure, high quality shall be determined by external measurements, parental choice, and student outcomes. Revenues from this Measure may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum.”

Percentage allocated in Measure B1:

7-8% of parcel tax revenues

Percentage spent in 2024-25: 7.29%

Neighborhood schools confer a number of benefits. Key among them are creating optimal conditions for learning by developing close-knit communities on and around our campuses. In addition, enabling walking and biking to school helps reduce traffic and pollution in our community, supports student independence, and improves student health.



Walking or biking to school can strengthen family bonds as it provides focused time for talking as well as shared experiences.

Since 2011, AUSD has spent \$12,619,725 on maintaining the district’s network of neighborhood elementary schools. Without these revenues, AUSD would have needed to merge schools to reduce the amount spent on administrators, teachers, and other staff, as well as maintenance costs.

In 2024-25 the District spent \$934,700 in this category.

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$6,400,366	\$12,619,725

Supporting Secondary School Choice

“7-8% of the Available Revenues of this Measure shall be dedicated annually to maintaining Advanced Placement Courses and supporting the secondary school choice initiative to create different educational pathways to careers and college. Revenues from this Measure may be used to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous, relevant, and interesting curricula to engage young learners as more specifically set forth in the Master Plan. Revenues from this Measure may also be used to sustain secondary courses with student to teacher ratios less than 35 to 1.”

Percent allocated in Measure B1: 7-8% of parcel tax revenues

Percent spent in 2024-25: 7.55%

Providing options for secondary learning gives students more opportunities to engage in rigorous and varied academic pathways that support their interests and goals. Included among AUSD’s secondary school options are:

- The **Alameda Science and Technology Institute (ASTI)**, which provides students with the opportunity to earn community college credits during their 11th and 12th grades. The school seeks out students who are traditionally underrepresented in the areas of socioeconomic level, home language, and ethnicity.
- **Island High School**, AUSD’s “continuation” program, which provides an alternative diploma program for students who are at risk of not graduating from high school.
- **Advanced Placement (AP) classes** at AUSD’s two comprehensive high schools.

Since 2011, AUSD has spent \$12,547,159 on providing these options to families.

The \$967,745 AUSD spent on this category in 2024-25 supplemented our funding for AP classes at our comprehensive high schools, as well as smaller class sizes at ASTI and Island High School.

- 9 AP sections at Alameda High (1.6 FTE): \$227,873 (24% of total allocation)
- 8 AP sections at Encinal High School (1.6 FTE): \$206,076 (21% of total allocation)
- Smaller class sizes at ASTI to support its programs (2.0 FTE): \$244,495 (25% of allocation)
- Smaller class sizes at Island High School to support its programs (2.0 FTE): \$289,301 (30% of total allocation)

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$6,669,740	\$12,547,159

Supporting Programs Designed to Close the Achievement Gap

“15-16% of the Available Revenues of this Measure shall be dedicated annually to supporting programs which are specifically designed to close the achievement gap. Revenues from this Measure may be used to support professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support.”

Percent originally allocated in Measure B1: 15-16% of parcel tax revenues

Re-allocated percent: 13-14%

Percent spent in 2024-25: 13.51%

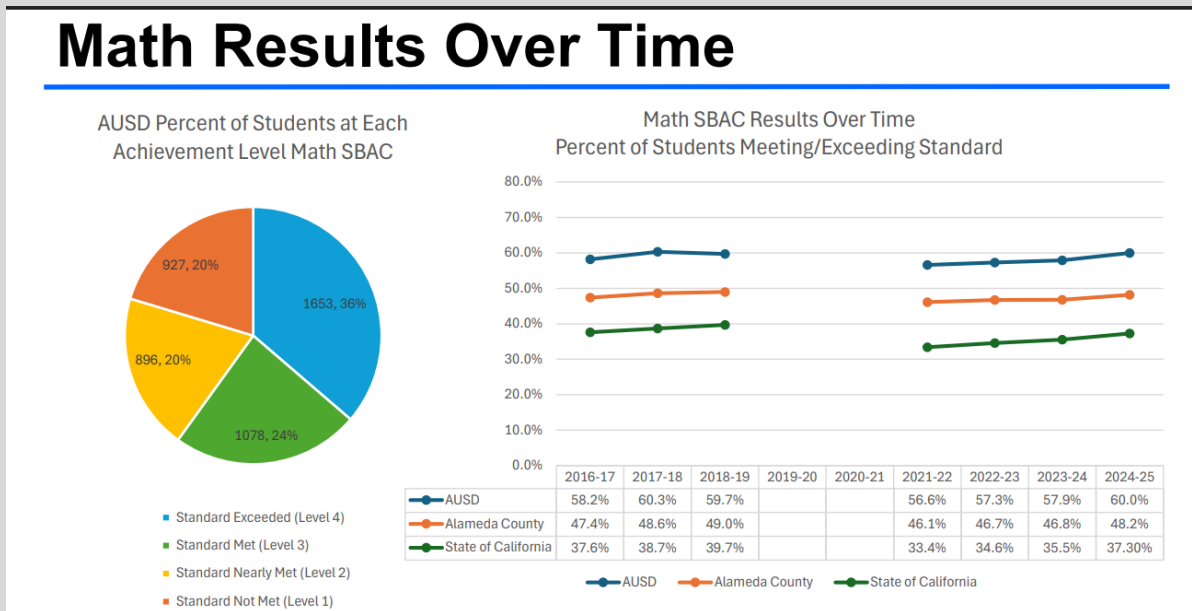
For decades, education experts in the United States have tracked the “achievement gap,” a term used to describe ongoing disparities in academic outcomes between groups of students. Most commonly, the term refers to disparities in test scores, but it can also refer to disparities in course selection, graduation rates, college acceptance, and college completion.

Typically, the gaps exist between White and Asian students, who perform on the upper end of the spectrum and African-American, Hispanic, low-income, and English Learning students, as well as students with disabilities, who as a group tend to perform at the lower end.

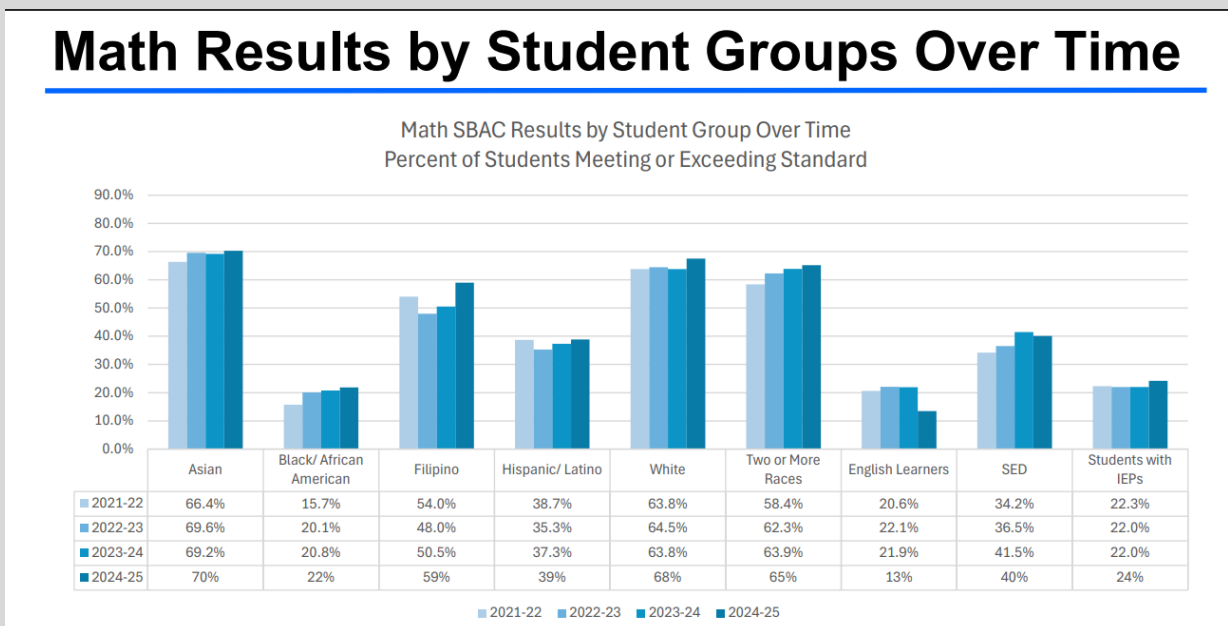
Because myriad factors affect academic outcomes — including parental education, parental income, and community property wealth — in recent years analysts have begun to refer instead to the “opportunity gap,” or the fact that some groups of students begin their academic journeys with less access to supports such as high-quality childcare, preschool, healthcare, and enrichment activities.

AUSD’s most recent assessments show that AUSD’s students as a whole continue to perform at higher levels than the county and state and they have bounced back from the learning loss that they — like students in public schools around the country — experienced during the pandemic. However, as our recent [Dashboard Results slideshow](#) reveals, while most student demographic groups continue to improve over time, persistent gaps remain between certain demographic groups, as shown in the following charts.

Math Results

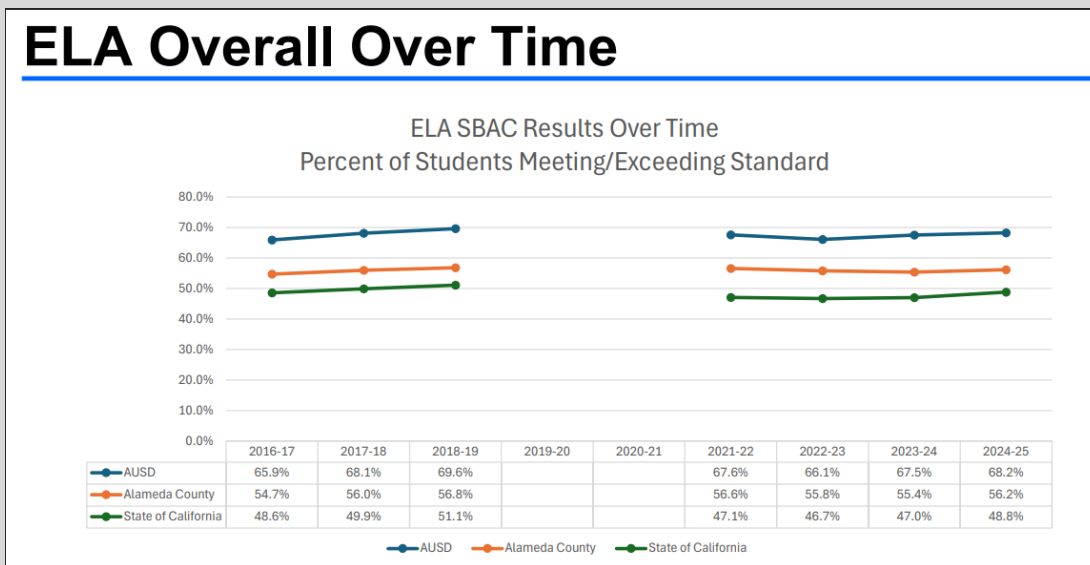


The percentage of AUSD students meeting or exceeding Math standards has continued to be significantly higher than the county or state average.

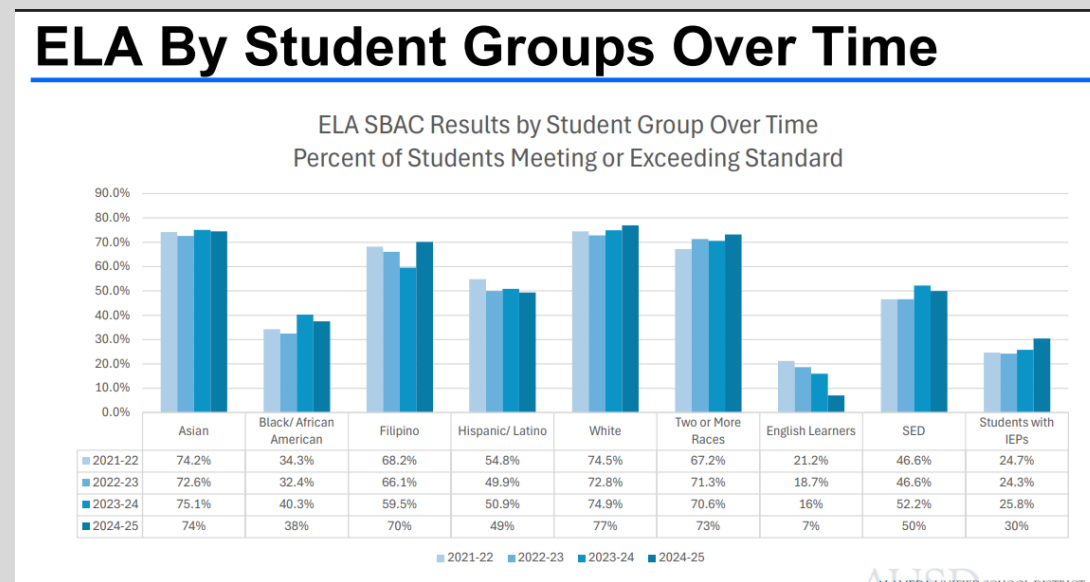


Yet the percentage of Asian and White students (as well as those who identify as being of two races) remains significantly higher than the percentage of students who are English Learners, socio-economically disadvantaged, Black/African American, or who have IEPs. The percentage of English Learners who met or exceed the standard dropped due to an increase in students enrolling who spoke very little English.

English Language Arts Results



Likewise, the percentage of AUSD students meeting or exceeding English Language Arts standards has continued to be significantly higher than the county or state average.



As with math, the percentage of Asian and White students (as well as those who identify as being of two races) who meet or exceed the ELA standard is significantly higher than the percentage of students who are English Learners, socio-economically disadvantaged, Black/African American, or who have IEPs. The percentage of English Learners who met or exceed the standard dropped due to an increase in students enrolling who spoke very little English.



focused on creating more nurturing and equitable classrooms, including via sessions on cultural responsiveness, offered by Dr. Sharroky Hollie.

AUSD’s Programs to Close the Gaps

Since 2011, AUSD has allocated \$25,156,156 to programs to close these troubling gaps. In the early years of the parcel taxes, the funds went to restoring five days cut by a furlough in 2010-11, as well as to programs such as JROTC, Inquiry By Design (an ELA program), and the Strategic Instruction Model (a program that provides tools for learning).

In more recent years, those programs have been discontinued or funded in other ways. As such, the allocation has been used primarily for the five AEA days, which are now used for professional development, long known to be one of the primary drivers of teacher effectiveness and student performance. In 2024-25, AUSD spent \$1,732,648 to maintain five extra days in the school year for PD included: sessions on best practices for teaching reading, writing, math, history, and assessments, as well as sessions focused on culturally responsive teaching, English Learners, students receiving special education services, and restorative practices.

The direct impact of these programs can be hard to measure due to several factors. Not all of AUSD’s programs to reduce the opportunity gap are funded by parcel taxes, for instance, which makes correlating results to specific parcel tax investments difficult. Nevertheless, AUSD continues to expend significant time and resources to narrowing the opportunity gap. Indeed, AUSD’s Strategic Plan, adopted in 2023, clearly articulates a commitment to providing both the foundation and the supports needed to help all students thrive educationally. And since the plan’s release in 2023, AUSD has developed numerous programs aimed at providing an equitable and excellent education for all, including:

- A rigorous new [literacy framework](#) designed to have all third graders reading proficiently by the end of third grade
- Adoption of a new grading framework for secondary students focused on assessing students more accurately
- Re-aligning math instruction between the grades to support students in getting the foundation they need to go on to higher levels
- Providing mentors/advisors to African-American students
- Adopting new math curricula for all grade levels
- Ongoing professional development in both Math and English
- Re-working bell schedules to provide more time for students to receive support

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$11,689,518	\$25,156,156

Maintaining High School Athletics Programs

“4% of the Available Revenues of this Measure shall be dedicated annually to maintaining high school athletic programs. Revenues from this Measure may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment, and other operational costs.”



Encinal's Women's Basketball team poses at the NCS championship in March 2025.

Percent allocated in Measure B1: 4% of parcel tax revenues
Percent spent in 2024-25: 4.00%

More than a century of studies has shown that participating in high school sports confers numerous benefits, especially to those from more disadvantaged backgrounds. Those benefits include improvements to mental and physical health, boosts to academic performance, development of leadership and social skills, and increased self-confidence, self-efficacy, and social intelligence.

Since 2011, AUSD has allocated \$6,889,394 of its parcel tax revenues to maintaining athletics at its two comprehensive high schools. (Students at ASTI are permitted to play on the comprehensive high schools’ teams.) These funds have gone to purchasing uniforms and equipment, as well as paying for coaches’ stipends.

In 2024-25, the District spent \$512,823 in Measure B1 funds on this category.

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$3,530,304	\$6,889,394

Maintaining Art, Music, Drama, PE, and Library as Integral Subjects of the K-12 Curriculum

“9-10% of the Available Revenues of this Measure shall be dedicated annually to maintaining art, music, and drama as integral subjects of the K-12 curriculum. Funds may be used to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment, and facilities.”

Percent allocated in Measure B1: 9-10% of parcel tax revenues

Percent spent in 2024-25: 9.57%

Taken together, art, music, PE, and libraries provide students with a well-rounded public education and the opportunity to learn crucial skills such as researching, critical thinking, hand-eye coordination, collaboration, and expression.

Since 2011, AUSD has allocated \$16,178,276 to maintaining art, music, drama, PE, and library as subjects in our schools.

In 2024-25, the District used \$1,227,550 in Measure B1 funds to support:

- Salaries of elementary music teachers, PE teachers, and teacher librarians: \$995,224
- Middle School fine arts classes: \$83,217
- High School fine arts classes: \$149,109



Paizley Spencer, an elementary teacher librarian at Otis Elementary School, has long advocated for the benefits of school librarians.

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$8,288,179	\$16,178,276

Attracting and Retaining Highly Qualified and Excellent Teachers

“25-26% of the Available Revenues of this Measure will be dedicated annually to attracting and retaining highly qualified and excellent teachers.”

Percent originally allocated in Measure B1: 25-26% of parcel tax revenue

Re-allocated percent: 30-31%

Percent spent in 2024-25: 30.00%

Multiple studies have shown that one of the strongest determinants for student success is teacher quality. Without parcel tax revenues, teacher salaries would be lower, and AUSD would have more difficulty attracting and retaining high-quality teachers. For more information, please see **page 34** about Measure A’s effect on hiring and retention.

Since 2011, Measures A and B1 have contributed \$49, 112,143.43 towards attracting and retaining highly qualified teachers.



In April, 2025, AUSD named Michael Kramer-Wong, a 4/5 grade teacher at Paden Elementary School, the 2025 Teacher of the Year based on his ability to engage and inspire students and lead school-wide initiatives. Mr. Wong went on to be named as an Alameda County Teacher of the Year as well.

AUSD spent \$3,846,172 in Measure B1 funds for maintenance of the current salary for Alameda Education Association members. This was the equivalent of 5.13% AUSD teachers’ salaries.

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$26,268,368	\$49, 112,143

Providing a Lower and More Effective Ratio of Students to Counselors and Support Providers

“Counseling and Student Support Services: 6% of the Available Revenues of this Measure shall be dedicated annually to providing a lower and more effective ratio of students to counselors and support providers. Revenues from this Measure may be used to provide students with a range of support services, including college and career counseling.”



Academic and college/career counselors help students navigate not only their secondary educations but also their post-graduate plans.

Percent allocated in Measure B1: 6% of parcel tax revenue
Percent spent in 2024-25: 6.00%

College and career counselors support students in their academic journeys through high school and their post-graduation college and career plans. By helping students identify and explore their interests, strengths, and aspirations, these counselors also support students’ social-emotional growth.

Since 2011, Measures A and B1 have contributed \$10,269,307 to providing more staff to AUSD’s college and career counseling program.

In 2024-25, the District spent \$769,234 on:

- \$722,932 for 5.00 FTE academic counselors
- \$46,302 for 0.8 FTE college and career technician

The funds brought our student to counselor ratio to: 397:1 in our middle schools and 326:1 in our high schools. Without the parcel tax, the ratio would be: 733:1 in our middle schools and 458:1 in our high schools.

The national average is 376:1.

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$6,036,731	\$10,269,307

Supporting Alameda Students in Alameda’s Public Charter Schools

“3-4% of the Available Revenues of this Measure shall be dedicated annually to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. This revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident students.”

Percent allocated in Measure B1: 3-4% of parcel tax revenue

Percent spent in 2024-25: 3.00%

Measure B1 funds are distributed to charter schools that were in existence at the time of the measure’s passage. They are distributed in proportion to each charter’s enrollment of Alameda resident students.

In 2024-25, the District provided \$384,678 of Measure B1 revenues to support Alameda students in Alameda’s charter schools. Under the terms of the ballot, charter schools are free to spend their Measure B1 funds on any educational purpose.

CharterSchool Name	P-2 ¹ ADA ²	Allocation Percentage	Allocation Amount
ACLC	135.58	16.02%	\$61,629
NEA	314.51	37.16%	142,963
Academy of Alameda	396.18	46.81%	180,086
Total	864.63	100%	\$384,678

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$ 3,064,409	\$5,218,464.40

¹ “P-2” stands for the second reporting period for the state, which is from the start of the school year through April 15.

² “ADA” stands for “average daily attendance,” which is annual average of the number of students in attendance on any given day.

Providing and Maintaining Technology at All Sites

“5% of the Available Revenues of this Measure shall be dedicated annually to providing and maintaining technology at all sites consistent with the District's technology plan as approved by the Board of Education.”

Percent allocated in Measure B1: 5% of parcel tax revenue collected

Percent spent in 2024-25: 5.00%

Educational technology is now deeply embedded in our classrooms, auditoriums, and curricula. Since 2011, Measures A and B1 have provided \$8,632,442 to upgrade and expand its technology resources and offerings so that all students can benefit from a 21st century education.

More specifically, revenues allocated to this category are used to pay technology staff, work on wide range of issues, from user questions about software to fixing laptops and Chromebooks, troubleshooting internet issues, and maintaining systems crucial to the safety and security of our campuses. Revenues also contribute to technology purchases, such as Chromebooks, document cameras, projectors, desktop computers, carts for Chromebooks, laptops, short throw projectors, and iPads for both staff and students (including Su those who otherwise might not have access to the computer equipment, programs, and information they need to fully engage in their learning.)

In 2024-25, AUSD used \$641,130 to pay for:

- 3.4 FTE staff positions: \$473,934
- Technology replacements and upgrades: \$167,196

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
73%	27%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$5,038,411	\$8,632,442

Supporting Alameda Adult School

“4% of the Available Revenues of this Measure shall be dedicated annually to supporting the Alameda Adult School to provide lifelong educational opportunities and services for adult learners. In the event the State of California provides the District ongoing funding to support Adult Education such that supplemental parcel tax funds are no longer required to Adult Education, the Board of Education may recommend that revenues which were allocated for Adult Education be reapportioned to the remaining programs supported by this Measure.”

Percent allocated in Measure B1: 4% of parcel tax revenue collected
Percent spent in 2024-25: 0%

In 2015-16, the California Department of Education began funding adult education after a four-year hiatus. Because Measure A (which preceded Measure B1) allowed for a re-allocation of funds in the event of “changed funding circumstances,” the Board of Education approved distributing the \$480,000 typically spent on Adult Education to the three most expensive categories of Measure A funding: attracting and retaining excellent teachers; programs to close the achievement gap; and small class sizes in grades K-3. This redistribution has continued with Measure B1.



PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
\$100%	\$0
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$ 0	\$ 1,919,924

Accountability and Transparency

“For purposes of this Measure, the following definitions shall apply: “Available Revenues” shall mean the amount of money provided by this Measure after the deduction of one and one-half (1 1/2%) to two percent (2%) of the Measure’s revenues to pay for the following: the cost of the parcel tax election, authorized charges by the county or city related to the tax, payment of necessary fees and expenses to administer or defend the District’s parcel tax, and costs to implement accountability provisions to ensure fiscal transparency through public information, translation services for the District families, and support of the Oversight Committee.”

Measure B1: 1.5- 2% of parcel tax revenue

Percent spent in 2024-25: 1.7%

Accountability and transparency has been a core tenet of AUSD’s parcel taxes since Measure A was passed in 2011, as the District is deeply appreciative of the contributions of our local taxpayers and want them to know that we are being careful and responsible with their money.

Since 2011, the two parcel taxes have provided \$2,295,657 to support this effort, primarily via supporting the salaries of staff who help to manage the program and paying for the third-party administrator. Consistent with the relevant language of Measure B1, these funds are “taken off the top,” before Measure B1’s available funds are allocated into the primary expenditure categories.

In 2024-25, the District spent \$226,112 of the parcel tax revenue for supplies/materials, parcel tax administration, and 50% of the cost of staffing two positions (Senior Manager, Community Affairs and Fiscal Manager).

PERCENT SPENT ON SALARIES	PERCENT SPENT ON MATERIALS
100%	0%
AMOUNT SPENT VIA MEASURE B1	AMOUNT SPENT VIA MEASURES A-2011 & B1
\$1,476,235	\$2,295,657

2024-25 Measure B1 Expenditures by Grade Level, Site, and Department

All Elementary Schools	Actual Expenditures
Elementary Music-PE-Media	\$995,224
Neighborhood Elementary Schools	934,700
Small Class Sizes in K-3	1,805,926
All K-12 Schools	
Attract Excellent Teachers	3,846,172
Restore 5 Days for Teachers	1,732,648
AUSD Departments	
Technology Department	641,130
Business Services (Accountability & Reporting)	226,112
Alameda High	
Counseling & Student Support	214,563
Enrichment Programs	68,919
High School Athletics – Boys	132,107
High School Athletics - Co-Ed	55,743
High School Athletics – Girls	70,890
Secondary School Choice	227,873
ASTI	
Secondary School Choice	244,495
Encinal Jr/Sr High	
Counseling & Student Support	306,494
Enrichment Programs	80,190
High School Athletics – Boys	102,666
High School Athletics - Co-Ed	80,983
High School Athletics – Girls	70,434
Secondary School Choice	206,076
Island High	
Secondary School Choice	289,301
Bay Farm School	
Counseling & Student Support	30,649

Lincoln Middle	
Counseling & Student Support	129,768
Enrichment Programs	36,858
Wood Middle	
Counseling & Student Support	87,760
Enrichment Programs	46,359
Charter Schools	
Charter Schools	384,678
Total	\$13,048,718



95% of AUSD’s Measure B1 parcel tax is allocated to the teachers and staff who support AUSD educational programs and operations.

2024-2025 Measure B1 Expenditures by Type

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$9,281,466	71.13%
Classified Salaries	651,312	4.99%
Payroll Related Benefits	2,564,066	19.65%
Books and Supplies	73,746	0.57%
Services and Contracts	49,439	0.38%
Capital Expenditures	44,011	0.34%
Transfer to Charter Schools	384,678	2.95%
Total	13,048,718	100.00%

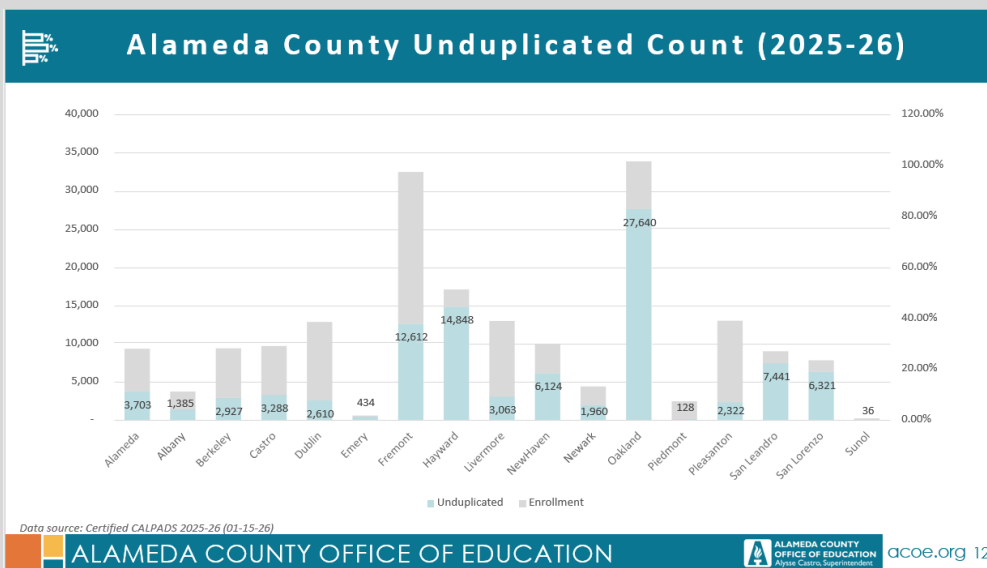
More than 70 percent of AUSD’s parcel tax revenue goes to supporting the salaries of teachers who lead the instruction in the many programs the taxes were designed to support.

An Historical Look at AUSD Salaries

Like all California districts, AUSD receives most of its revenue from the state. Through its Local Control Funding Formula (LCFF), all districts receive a certain amount in “base grants.” In addition to that, the state gives both “supplemental” and “concentration” grants to districts based on their number of enrolled “unduplicated students” (i.e., those that are low-income, English Learners, or foster youth).

AUSD salaries have lagged behind those of our neighboring districts in Alameda County, due to a number of factors, including:

- A neighborhood schools system, which increases costs due to the need to run more classes and hire more administrators, teachers, and other staff.
- A relatively low number of unduplicated students, which means we receive less revenue via state “supplemental funds” (which are tied to the number of unduplicated students) and “concentration grants” (which go to districts with unduplicated counts exceeding 55 percent).



The Alameda County Office of Education began collecting comparative school district data in 2025-26, one year later than the time period for this report. The data was similar for 2024-25, however. In this chart, the numbers in the left-hand column correlate with a district’s unduplicated count and the numbers in the right-hand column correlate with the district’s total enrollment.

In 2024-25, 39% of AUSD’s students were unduplicated, considerably less than some nearby districts, especially those of similar size [e.g., San Leandro (79%) and San Lorenzo (80%)].

To address this historic gap, between 2018 and 2020, AUSD steadily increased employee salaries, often by making budget cuts. Those cuts included: \$3.2 million in cuts to programs in 2018 to provide a 4.5% salary increase to AUSD employees; and \$3 million in budget cuts and adjustments to provide an additional 4% raise to employees in 2019.

Despite these raises, in 2019 AUSD salaries were still lower than the average of districts in Alameda County, and AUSD was losing nearly 20% of its teachers and staff to other school districts annually.

In response, the Board of Education put a **new Measure A**, a parcel tax designed to retain and attract high-quality AUSD employees by raising salaries, on the ballot. In March 2020, 67.10% of Alameda voters approved the measure, which allowed the District to raise all employee salaries by 9%. Because of that parcel tax, in 2020-21 the gap between AUSD salaries and average salaries shrank further still.

As districts around the county continued to increase their salary and compensation packages, AUSD’s average dipped again to 8.5% below the county average. In 2023-24, however, Alameda Education Association and AUSD agreed on a 7% salary increase, as well as an historically significant increase in AUSD’s contribution to health benefits.

The district came to the same agreement with CSEA-27 (which represents office and technical staff, as well as paraprofessionals) and CSEA-860 (which represents maintenance, trade, and food services staff).

Year	Compensation	Resulting gap between AUSD and average county compensation ¹
2019-20	5%	-9%
2020-21	8%	-2%
2021-22	2%	-5%
2022-23	6% plus 1% towards hourly & health benefits	-6%
2023-24	7% plus increased health benefits to Kaiser	-9%
2024-25	0% ²	Pending ³

¹ Information on compensation across school districts in Alameda County comes from School Services of California. Gap information is a rough estimate due to variations in how districts measure and report compensation (i.e., beginning salaries or mid-career salaries and benefits). Data on Alameda County districts’ average salary and contribution to health and welfare benefits for 2024-25 is not yet available.

² In 2024-25, employees received no raise, as both teams had agreed that if the COLA was less than 2%, they would forego bargaining salary.

³ Data on Alameda County districts’ average salary and contribution to health and welfare benefits for 2024-25 is not yet available.

2024-25 Measure A Revenues

In June 2024, when the Board adopted its 2024-25 budget (including specific allocations for Measure A for that year), the District projected that the parcel tax would generate revenues of \$10,936,040 that fiscal year. This projection was based on tax information from Alameda County. At the time of unaudited actuals (“closing of the books” for 2024-25) in September 2025, the actual Measure A revenues received for the year were \$11,076,203 —or \$140,163 more than expected.

Note: As with Measure B1, we expect that as parcels on Alameda Point continue to be divided and sold, tax revenues will continue to increase.

Category	Measure A
2024-25 payments	\$10,937,930
Possessory Interest on government property	113,040
Prior year revenue	25,233
TOTAL	\$11,076,203

Exemptions

A property that is the primary residence of a community member aged 65 or older or who receives SSDI is eligible to be exempted from the parcel tax.

Category	
Seniors	3051
Supplemental Security Income	8
Social Security Disability Income	1

Exemption forms are available on AUSD’s [Measure A page](#).

Measuring the Impact

The 2022-23 Parcel Tax Oversight Committee asked for additional data on the correlation between the increased salaries provided by Measure A and teacher retention. Since then, AUSD’s Human Resources Department has generated reports on how many teachers have left and how many emergency credentials we have granted at the start of the year.

While the number of teachers *leaving* is revelatory, so too is the number of teachers AUSD is able to hire each year to replace those teachers. Of note is the fact that while 71 teachers left AUSD in 2023-24, AUSD had no teacher vacancies at the start of the 2024-25 school year. This number includes the [14 teachers from the Phillipines](#) that AUSD hired that year and worked as special education teachers and paraeducators.

“Revenues from our parcel taxes have been crucial to our ability to maintain a robust work force,” says Assistant Superintendent of Human Resources Tim Erwin. “During a time when districts across the country are scrambling to fill teacher jobs, our local revenues allow us to attract and retain high-quality educators.”

Year	Total Emergency Credentials	SPED Emergency Credentials	Total Employees who left AUSD	Employees who left for “employment elsewhere”	Total # Employees at start of school year	Salary Increase
2020-21	15	8	90	9	1037	8%
2021-22	16	8	80	16	1001	2%
2022-23	27	8	76	18	991	6%
2023-24	27	7	71	18	1000	7%
2024-25	12	4	71	8	1045	0%

2024-25 Measure A Allocations and Expenditures

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$5,663,041	51.13%
Classified Salaries	1,978,963	17.87%
Payroll-Related Benefits	2,210,026	19.95%
Books and Supplies	-	0.00%
Services and Contracts	205,607	1.86%
Capital Expenditures		0.00%
Transfer to Charter Schools	1,018,556	9.20%
Total	\$11,056,199	100.00%

2024-25 Measure A Transfer to Charter Schools

Charter School	P-2 ADA	Allocation %	Allocation \$
ACLIC	135.58	16.02%	\$162,754
NEA	314.51	37.16%	377,547
Academy of Alameda	396.18	46.81%	475,585
Total	846.27	100%	\$1,015,886

2024-25 Measure A & Measure B1 Combined Expenditures

Description	Measure A	Measure B1	Total
Certificated Salaries	\$5,663,061	\$9,281,466	\$14,944,517
Classified Salaries	1,978,315	651,312	2,630,275
Payroll-related benefits	2,210,491	2,564,066	4,774,092
Books and Supplies	-	73,746	73,746
Services and Contracts	205,607	49,439	255,046
Capital Expenditures	-	44,011	44,011
Transfer to Charter Schools	1,018,556	384,678	1,403,234
Total Expenditures	\$11,076,203	\$13,048,718	\$24,124,921

Multi-Year Measure A and Measure B1 Revenues and Expenditures

Measure A (2011)							
Description	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Revenue	\$12,061,100	11,881,518	\$11,983,873	\$12,167,478	\$12,347,815	\$12,246,838	\$12,506,641
Expenditures	\$11,871,362	12,211,883	\$12,058,060	\$12,058,060	\$12,306,061	\$12,211,513	\$12,506,641

Measure B1 (2016)							
Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Revenue	\$12,676,539	\$12,590,214	\$12,558,259	\$12,797,711	\$12,922,758	\$13,018,391	\$13,048,718
Expenditures	\$12,676,539	\$12,590,214	\$12,258,259	\$12,761,141	\$12,959,328	\$13,018,391	\$13,048,718

Measure A (2020)					
Description	2020-21	2021-22	2022-23	2023-24	2024-25
Revenue	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199	\$11,076,203
Expenditures	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199	\$11,076,203

Total Revenues	
Measure	Total
Measures A (2011)	\$84,932,121
Measure B1	\$89,612,590
Measure A (2020)	\$54,642,589
Total	\$229,152,648

Looking Forward: Extended Local Funding

Measure E, which replaces and extends Measures B1 and Measure A, went into effect on July 1, 2025. It is expected to generate some \$23 million per year to continue funding valuable programs across AUSD schools.

The 2025-26 Parcel Tax Oversight Committee will begin reviewing the new parcel tax's revenues and expenditures in May, 2026, and the first staff and committee annual reports on Measure E will be presented to the Board of Education in January, 2027. Given that Measure E does not include the same specific allocations and categories that Measures A and B1 did, we expect the annual report will also take a different form. The committee will begin discussing that formatting in the spring of 2026.

The District remains grateful for the community's support of our parcel tax program, which provides us with a stable source of local funding, helps us serve our students, allows us attract high-quality teachers and staff, and continues to make Alameda a family-friendly and supportive community for all.

Appendix 1: Oversight Committee Members

2011-12

Anne DeBardeleben
Craig Elliott
David Hart
Wendy Horikoshi
Barbara Kahn
Steve Mack
Lorrie Murray
Michael Robles-Wong
Dick Rudloff
Courtney Shepler
Seamus Wilmot

2012-13

Anne DeBardeleben
David Hart
Steve Mack
Courtney Shepler
Brian Strong
James Pruitt
Roxanne Clement
Sharine Thenard
Nilo Garcia
Christine Strena
Seamus Wilmot

2013-14

Anne DeBardeleben
Courtney Shepler
Brian Strong
James Pruitt
Roxanne Clement
Nilo Garcia
Sherice Youngblood
Patricia Peterson
Gayle Thomas
Humera Khalil
Sabrina Chen

2014-15

Sabrina Chin
Roxanne Clement
Robert Gabriel
Nilo Garcia
Humera Khalil
Patricia Petersen
Valerie Peterson
Jim Pruitt
Brian Strong
Gayle Thomas
Sherice Youngblood

2015-16

Jose Alvarez (chair)
David Anstice
Roxanne Clement
Nilo Garcia
Christina Johnson
Patricia Petersen

Valerie Peterson
Robert Gabriel
Gayle Thomas
Jennifer Williams
Sherice Youngblood

2016-17

Kathryn Saulsgiver, PhD
Jose Alvarez
David Anstice
Doug Biggs
Roxanne Clement
Robert Gabriel
Nilo Garcia
Carrie Hahnel
Christina Johnson
Steven Smith
Bob Kreitz

2017-18

Jose Alvarez
Doug Biggs
Jessica Carlson
Roxanne Clement
Nilo Garcia
Carrie Hahnel
Bronwyn Harris
Bob Kreitz
Kathryn Saulsgiver
Steven Smith

2018-19

Doug Biggs
Jessica Carlson
Roxanne Clement
Carrie Hahnel
Bob Kreitz
Chris McCaslin
Mark Ouimet
Kathryn Saulsgiver
Steven Smith

2019-20

Doug Biggs
Roxanne Clement
Carrie Hahnel
Steve Kellner
Bob Kreitz
Chris McCaslin
Fred Mendez
Kiki Monifa
Mark Ouimet
Kathryn Saulsgiver, PhD
Steven Smith

2020-21

Doug Biggs
Roxanne Clement

Carrie Hahnel

Steve Kellner
Bob Kreitz
Kiki Monifa
Mark Ouimet
Kathryn Saulsgiver, PhD
Steven Smith

2021-22

Doug Biggs
Joyce Boyd
Roxanne Clement
Carrie Hahnel
Steve Kellner
Bob Kreitz
Mark Ouimet
Sean Noonan
Adam Schlosser
Steven Smith

2022-23

Doug Biggs
Joyce Boyd
Roxanne Clement
Carrie Hahnel
Steve Kellner
Bob Kreitz
Mark Ouimet
Sean Noonan
Adam Schlosser
Steven Smith

2023-24

Joyce Boyd
Jessica Downs
Steve Kellner
LaQuisha Lewis
Anna Maier
Timothy McQuillan
Kirsten Navis
Sean Noonan
Mark Ouimet
Ronald Parodi
Adam Schlosser

2024-25

Joyce Boyd
Jessica Downs
Erin Fraser
Anna Maier
Timothy McQuillan
Kirsten Navis
Sean Noonan
Ronald Parodi
Adam Schlosse

Parcel Tax Program

2024-25 Staff Annual Report

May 12, 2026

AUSD

ALAMEDA UNIFIED SCHOOL DISTRICT

EXCELLENCE & EQUITY FOR ALL STUDENTS

Presentation Goals

- Review Parcel Tax Program background
- Report on 2024-25 Measure B1 revenues and expenditures
- Report on 2024-25 Measure A revenues and expenditures
- Review impact of combined parcel taxes
- Report on activities of the 2024-25

Annual Reports

- Staff Annual Report
 - Detailed breakdowns on allocations
 - Student assessment data
 - Hiring and retention data
 - Qualitative information about allocation decisions
- Committee Annual Report

Background: AUSD Parcel Tax Program

AUSD's Parcel Taxes

Measure B1 (2016)		Measure A (2020)		Measure E (2024)	
Took effect	July 1, 2018	Took effect	July 1, 2020	Took effect	July 1, 2025
Tax structure	.32/square foot	Tax structure	.265/square foot	Tax structure	\$0.585/square foot
Cap	\$7999/parcel	Cap	\$7999/parcel	Cap	\$15,998/parcel
Revenue	\$12 million/year	Revenue	\$10 million/year	Revenue	\$10 million/year
Purpose	11 programs	Purpose	Attract & retain high-quality staff	Purpose	Support programs and salaries
Expired	June, 2025	Expired	June, 2025	Expires	June, 2034

Unified Parcel Tax Oversight

- AUSD parcel tax measures mandate citizen oversight
- BP 3471.1 allows for combined oversight and reporting of parcel tax measures
- Intent is to increase transparency and efficiency

2024-25

Measure B1 Report

Measure B1: 2024-2025 Revenue Summary

Revenue Category	Measure B1
2024-25 payments	\$12,859,546
Possessory Interest on government property	128,869
Prior Year Revenue	29,976
TOTAL	\$13,018,391

Measure B1: 2024-2025 Expenditures by Category

	Category	24-25 Amount spent	24-25 % of expenditures	Amount since 2011
1	Maintaining Small Class Sizes	\$1,805,926	14.08%	\$23,943,489
2	Maintaining High-Quality Neighborhood Elementary Schools	934,700	7.29%	12,619,725
3	Secondary School Choice Initiative and AP Courses	967,745	7.55%	12,547,159
4	Programs to Close the Achievement Gap	1,742,648	13.51%	25,156,156
5	High School Athletic Program	512,823	4.00%	6,889,394
6	Enrichment Programs	1,227,550	9.57%	16,178,276
7	Attract and Retain Excellent Teachers	3,846,172	30.00%	49,112,143
8	Counseling and Student Support Services	769,234	6.00%	10,269,307
9	Alameda Students in Charter Schools	384,678	3.00%	5,218,464
10	Technology	641,130	5.00%	8,632,442
	Adult Education	0	n/a	1,919,924
11	Accountability and Fiscal Transparency	226,112	1.70%	2,295,657
	Total Expenditures	\$12,761,141	100.00%	\$174,544,711

Measure B1: 2024-2025 Expenditures by Type

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$9,281,466	71.13%
Classified Salaries	651,312	4.99%
Payroll-Related Benefits	2,564,066	19.65%
Books and Supplies	73,746	0.57%
Services and Contracts	49,439	0.38%
Capital Expenditures	44,011	0.34%
Transfer to Charter Schools	384,678	2.95%
Total	\$13,048,718	100.00%

2024-25

Measure A Annual Report

Measure A: 2024-2025 Revenue Summary

Category	Measure A
2024-25 payments	\$10,937,930
Possessory Interest on government property	113,040
Prior Year Revenue	25,233
TOTAL	\$11,076,203

Measure A: 2024-25 Expenditures by Type

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$5,663,041	51.13%
Classified Salaries	1,978,763	17.87%
Payroll-Related Benefits	2,210,026	19.95%
Books and Supplies	-	0.00%
Services and Contracts	205,607	1.86%
Capital Expenditures		0.00%
Transfer to Charter Schools	1,018,556	9.20%
Total	\$11,056,199	100.00%

Measure A: Total Contributions: 2020-2025

Measure A (2020)						
Description	2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
Revenue	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199	\$11, 076,203	\$54,642,589
Expenditures	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199	\$11, 076,203	\$54,642,589

Combined Parcel Tax Program

2024-25 Measure A & Measure B1 Combined

Description	Measure A	Measure B1	Total
Certificated Salaries	\$5,663,061	\$9,281,466	\$14,944,517
Classified Salaries	1,978,315	651,312	2,630,275
Payroll-related benefits	2,210,491	2,564,066	4,774,092
Books and Supplies	-	73,746	73,746
Services and Contracts	205,607	49,439	255,046
Capital Expenditures		-	-
Transfer to Charter Schools	1,018,556	384,678	1,403,234
Total Expenditures	\$11,076,203	\$13,048,718	\$24,124,921

Measure A-2011, Measure B1, & Measure A-2020

Total Parcel Tax Revenues	
Measure	Total
Measure A-2011	\$84,932,121
Measure B1-2016	\$89,612,590
Measure A-2020	\$54,642,589
Total	\$229,152,648

Moving Forward: Measure E

- Took effect in July 2025
- 11 expenditure categories condense into two
 - General Fund
 - Charter Schools
- Same oversight and reporting requirements
- Same mandate of transparency and accountability
- Different format

Oversight Committee

Oversight Committee Members

- Joyce Boyd (Chair)
- Erin Fraser
- Anna Maier
- Timothy McQuillan
- Kirsten Navis
- Sean Noonan
- Ronald Parodi (AEA)
- Adam Schlosser

Board Discussion

Appendix: Measure A-2011, Measure B1, & Measure A-2020

Measure A (2011)

Description	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Revenue	\$12,061,100	11,881,518	\$11,983,873	\$12,167,478	\$12,347,815	\$12,246,838	\$12,506,641
Expenditures	\$11,871,362	12,211,883	\$12,058,060	\$12,058,060	\$12,306,061	\$12,211,513	\$12,506,641

Measure B1 (2016)

Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Revenue	\$12,676,539	\$12,590,214	\$12,558,259	\$12,797,711	\$12,922,758	\$13,018,391	\$13,048,718
Expenditures	\$12,676,539	\$12,590,214	\$12,258,259	\$12,761,141	\$12,959,328	\$13,018,391	\$13,048,718

Measure A (2020)

Description	2020-21	2021-22	2022-23	2023-24	2024-25
Revenue	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199	\$11,076,203
Expenditures	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199	\$11,076,203

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: 2026-2027 Budget Adoption Process: Categorical Programs and Parcel Tax Funds (20Mins/Information)

Item Type: Information

Background: Tonight’s presentation is the second in a series of five presentations designed to provide a comprehensive overview of the proposed 2026–2027 budget.

This presentation focuses on federal and state Categorical Programs, which provide funding to support the unique needs of students not fully addressed through general education funding. These funds are allocated and monitored at each school site through the Single Plan for Student Achievement (SPSA), ensuring they are used effectively to meet identified student needs.

In addition, the presentation will address local parcel taxes, a critical source of funding for our schools. This includes a projection of parcel tax revenue for 2026–2027 and an overview of how these funds are used to help balance the district’s overall budget.

A public hearing on the full 2026–2027 budget will be held at the Board of Education meeting on June 9, 2026. The budget will then be presented to the Board for adoption at the June 23, 2026 meeting.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

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

AUSD Guiding Principle: #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: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
□ Presentation: Budget Process - Categorical/Parcel Tax	5/8/2026	Presentation

2026-2027

Budget Adoption Process

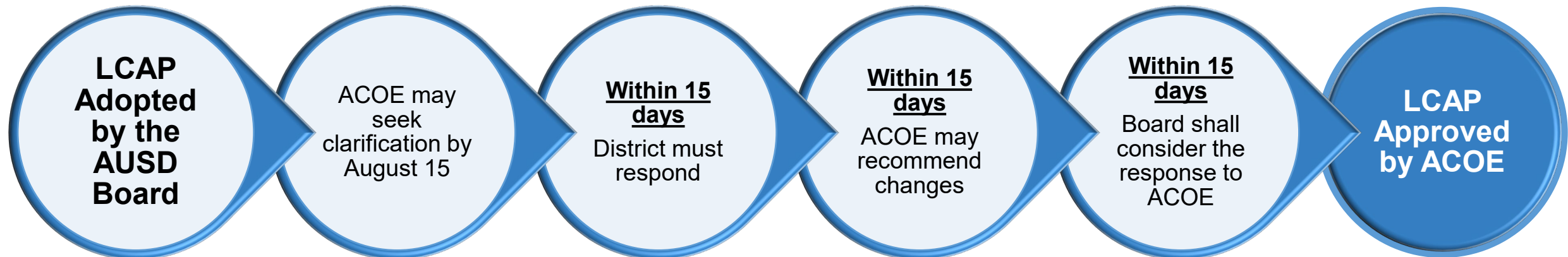
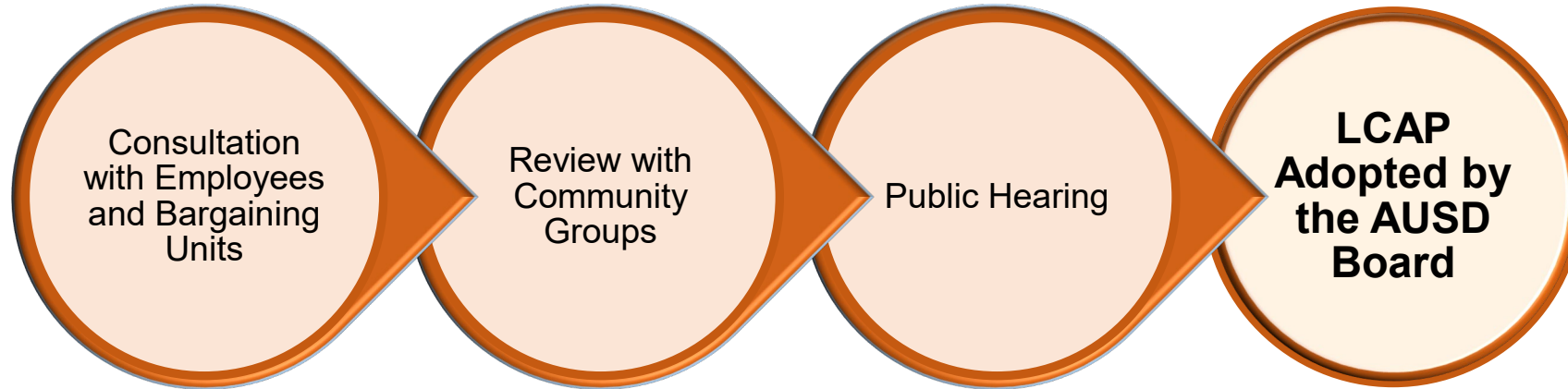
Categorical Programs and Parcel Tax

May 12, 2026

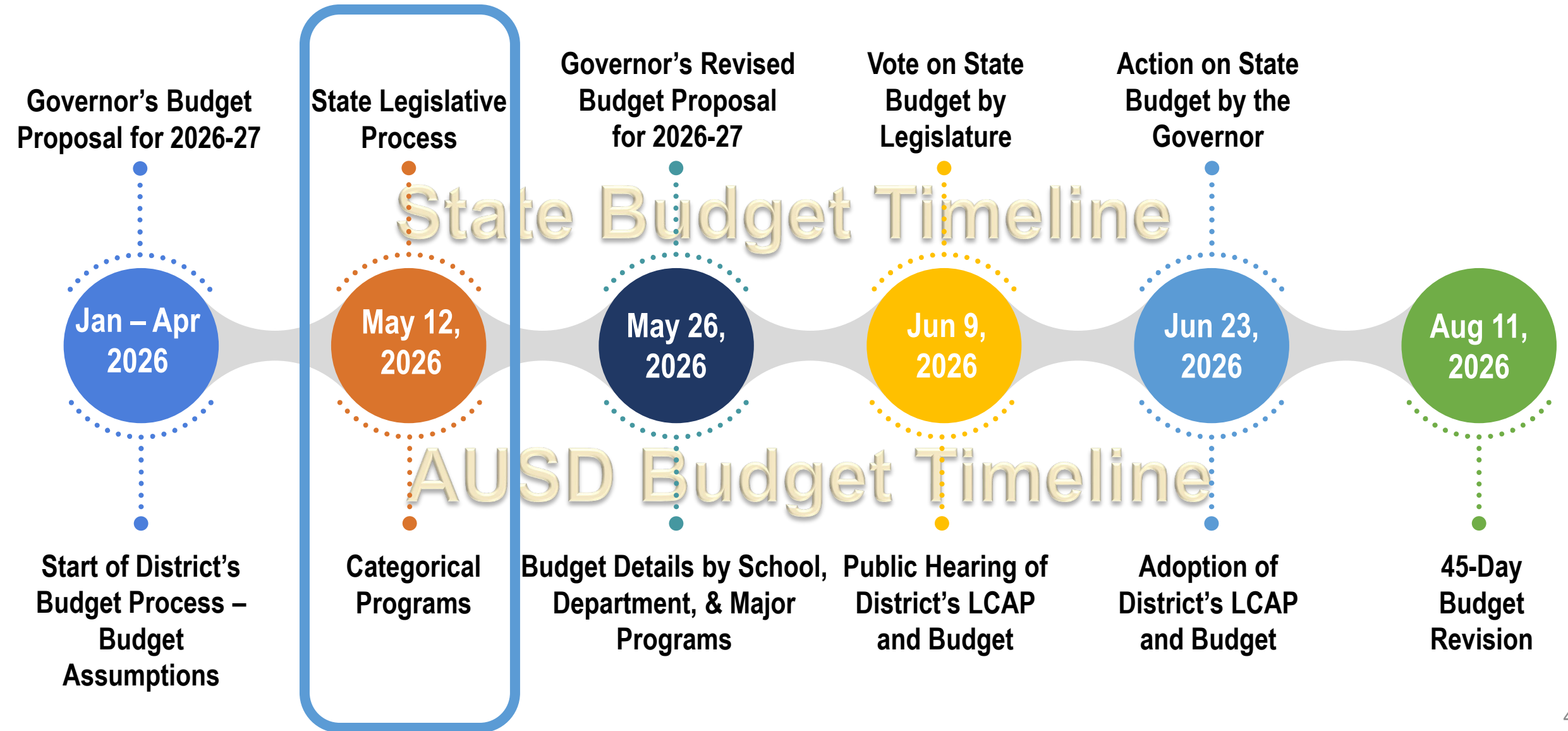
Agenda

- **LCAP process and timeline**
- **Parcel taxes**
- **Categorical programs**

LCAP Process for 2026-27



Timeline

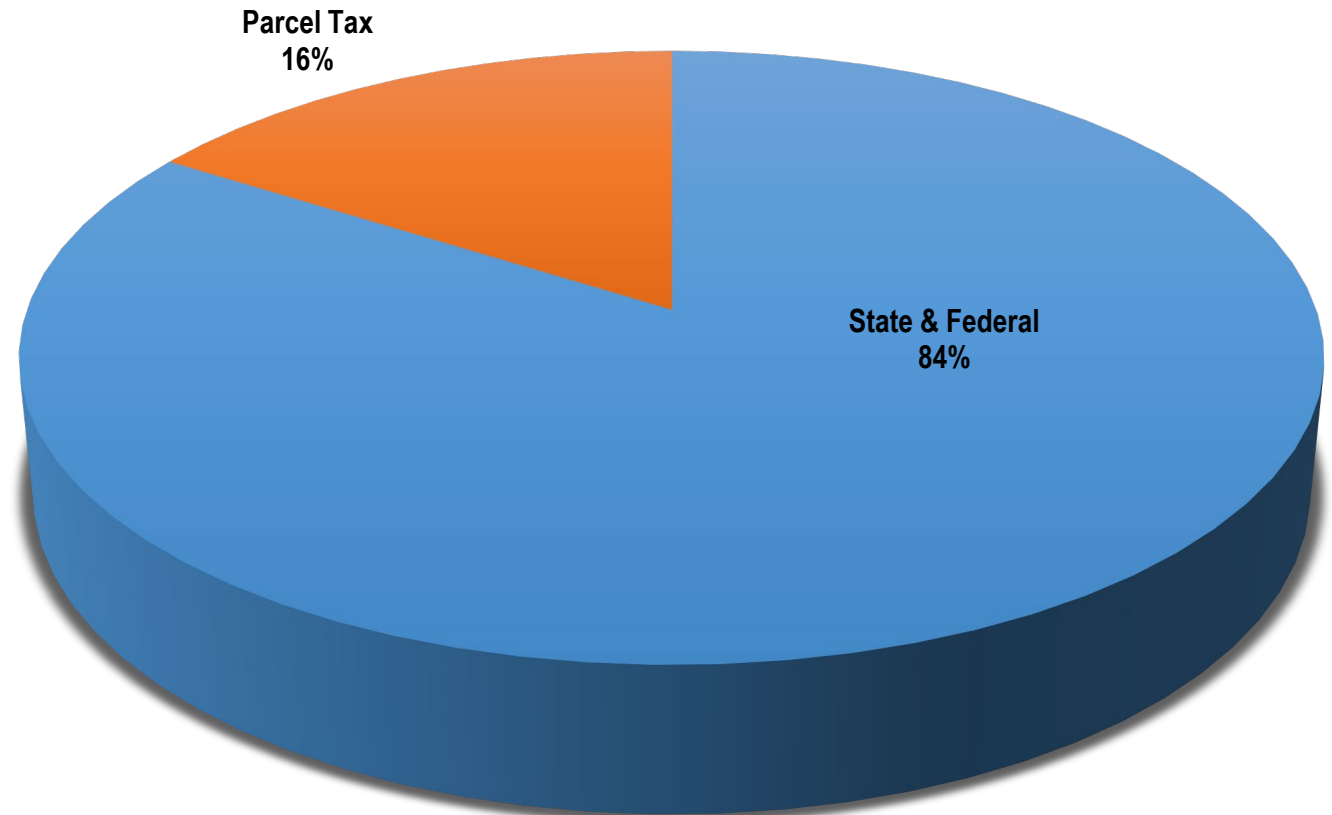


Parcel Taxes

Parcel Tax – Measure E

- Effective for nine years from 2025-26 through 2033-34
- Approximately \$24 million annually

Description	Budget (millions)
Revenue	\$ 24.07
Minus:	
County Processing Fee	0.40
Parcel Tax Administration	0.04
Other Funds	0.34
Charter Schools	1.41
Available for Salaries & Bfts	\$ 21.88



Distribution of Employee Salaries & Benefits

Categorical Programs

Categorical Program Allocations - Background

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

LCFF Supplemental Fund

- **LCFF Supplemental is an add-on to the LCFF Base Funding to increase or improve services for high need students**
 - **High need students are students who qualify for free or reduced priced meal, or are in foster care system, or are unhoused, or are English Learners. Net count, after removing duplicates, is referred to as Unduplicated Student Count.**
 - **Estimated Revenue: \$8 Million**
 - **Budgeted Expenditures: \$9 Million**
 - **Projected Carryover at the end of 2025-26: \$1.7 Million**

LCFF – Supplemental Proposed Expenditures for 2026-27

Program	Amount
School Site Discretionary Funds	\$ 467,044
English Language Dev & Sections	663,113
Assistant Principals at Ruby & Love	369,234
Equity & Inclusion Office	886,837
Innovative Programs at Paden & Love	188,308
Math Initiative - TSA	321,849
Mental Health Services	724,228

Program	Amount
Instruction/Intervention Specialists	\$ 2,977,792
Family Engagement	138,925
Teacher PD	383,349
Research & Assessment	280,475
2023-24 Compensation Increase	1,000,000
Student Support Providers	66,662
Indirect Cost	505,601

Total Expenditures	\$ 8,973,417
Total Revenue	8,022,176

Title I, Part A Basic Grant

- **Largest Federal program in California, aside from Special Education.**
- **AUSD's current qualification is based on 2020 census.**
- **AUSD must follow the Federal government's prescribed distribution formula and set aside funds for mandated services. Remaining funds are distributed among school sites.**
- **Funds can be used in a variety of ways as long as they provide supplemental support.**
- **Principals developed preliminary budgets in collaboration with School Site Councils (SSC).**
- **AUSD estimates it will receive approximately \$1.03 million in Title I funding.**
- **Total Expenditures \$1.14M (\$110K funded through carryover funds)**

Title I, Part A Basic Grant – Site Expenditures

Description	Ruby	Love	Paden	Wood	District-wide	Total
Certificated Salaries	\$ 155,617	\$ 132,099	\$ 70,792	\$ 114,504	\$ 64,365	\$ 537,377
Classified Salaries	\$ 84,061	\$ 44,600	\$ 34,712	\$ 67,726		\$ 231,099
Statutory Benefits	\$ 71,566	\$ 62,405	\$ 50,258	\$ 55,695	\$ 15,924	\$ 255,848
Books & Materials		\$ 37,054				\$ 37,054
Services	\$ 22,831					\$ 22,831
Indirect Cost					\$ 61,840	\$ 61,840
Total	\$ 334,075	\$ 276,158	\$ 155,762	\$ 237,925	\$ 142,129	\$ 1,146,049

Title I, Part A Basic Grant – Ruby Bridges Elementary Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 155,617	.68FTE Inst/Intr Spl., .4FTE Supp Support
Classified Salaries	\$ 84,061	.75FTE Std. Support Provider, .78FTE Para Educator
Statutory Benefits	\$ 71,566	
Books & Materials		
Services	\$ 22,831	
Indirect Cost		
Total	\$ 334,075	

Title I, Part A Basic Grant – Love Elementary Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 132,099	.68FTE Inst/Intr Spl, .4FTE Supp Support
Classified Salaries	\$ 44,600	.88FTE Paraprofessional
Statutory Benefits	\$ 62,405	
Books & Materials	\$ 37,054	
Services		
Indirect Cost		
Total	\$ 276,158	

Title I, Part A Basic Grant – Paden Elementary Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 70,792	.35FTE Inst/Intr Spl, .19FTE Supp. Support
Classified Salaries	\$ 34,712	.75FTE Paraprofessional
Statutory Benefits	\$ 50,258	
Books & Materials		
Services		
Indirect Cost		
Total	\$ 155,762	

Title I, Part A Basic Grant – Wood Middle Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 114,504	.68FTE Inst/Intr Spl
Classified Salaries	\$ 67,726	1.2FTE Para Educator
Statutory Benefits	\$ 55,695	
Books & Materials		
Services		
Indirect Cost		
Total	\$ 237,925	

Title I, Part A Basic Grant – District-wide Expenditures

Description	District-wide	Comments
Certificated Salaries	\$ 64,365	0.5FTE Teacher on Special Assignment
Classified Salaries		
Statutory Benefits	\$ 15,924	
Books & Materials		
Services		
Indirect Cost	\$ 61,840	
Total	\$ 142,129	

Title II, Teacher Quality (TQ)

- **The purpose of Title II, Teacher Quality, is to increase the academic achievement of all students by helping schools and districts to improve teacher and principal quality through professional development and other activities, including reduced class sizes; and**
- **Can be used to recruit, hire, and retain highly qualified teachers and principals in academic subjects or schools where there are shortages (i.e., teachers for special needs students or math and science teachers).**
- **Funds are for all Alameda students and shared private schools with Alameda students.**
- **May get eliminated in 26-27 federal budget.**
 - Not clear if it will be part of a consolidate federal block grant in 2026-27
- **AUSD estimates it will receive a total of \$184K in Title II, TQ, allocation.**
- **Total Expenditures \$207K (23K funded through carryover funds)**

Title II, Teacher Quality (TQ) - Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 146,875	0.32 FTE each Inst/Intv Specialist at Wood, Love and Ruby. 0.15 FTE at Paden, Professional Development
Statutory Benefits	40,637	Mandated as a percentage of salary
Books & Materials		
Services	9,240	Private school share
Indirect Cost	11,034	
Total	\$ 207,786	

Title III, Immigrant Education

- **An “immigrant student” is defined as an individual student who**
 - **is aged three through twenty-one;**
 - **was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and**
 - **has not been attending any one or more schools in the United States for more than three full school years.**
- **Funding is made available to eligible local educational agencies (LEA’s) to provide supplementary programs and services to eligible immigrant students English instruction and achieve grade-level and graduation standards.**
- **No new revenue budgeted for 2026-27**
- **AUSD estimates it will have a carryover of \$22K at the end of 2025-26**

Title III, Immigrant Education - Expenditures

Description	Amount	Comments
Certificated Salaries		
Statutory Benefits		
Books & Materials		
Services	20,228	Translation Services
Indirect Cost	1,270	
Total	\$ 21,498	

Title III, Limited English Proficiency (LEP)

- The purpose of the Title III LEP Student Program is to ensure that all Limited English Proficient (LEP) students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.
- Funds must be used for the following supplementary services as part of the language instruction program for LEP students:
 - English language development instruction
 - Enhanced instruction in the core academic subjects
 - High-quality professional development for teachers and other staff
- May get eliminated in 26-27 federal budget.
 - Not clear if it will be part of a consolidate federal block grant in 2026-27
- AUSD estimates it will receive a total of \$89,040 in Title III, Limited English, allocation.

Title III, Limited English Proficiency (LEP), Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 33,000	Teacher Hourly for Professional Development
Classified Salaries	-	
Statutory Benefits	7,924	Mandated as a percentage of salary
Books & Materials	31,000	Textbooks and supplies
Services	11,800	Subscriptions - EL Achieve, Language Line, EL Conferences, Private school share
Indirect Cost	5,316	
Total	\$ 89,040	

Title IV (A), Student Support & Academic Enrichment

- **To increase the capacity of school districts to meet the goals of the Federal Elementary & Secondary Education Act (ESEA) by providing all students with access to a**
 - **Well rounded education**
 - **Improving school conditions for student learning, and**
 - **Improving use of technology**
- **May get eliminated in 26-27 federal budget.**
 - **Not clear if it will be part of a consolidate federal block grant in 2026-27**
- **Approximately \$80,363 for 2026-27**

Title IV (A), Student Support & Academic Enrichment, Expenditures

Description	Amount	Comments
Certificated Salaries		
Classified Salaries		
Statutory Benefits		
Books & Supplies		
Services	75,565	Mills College - Lead by Learning
Indirect Cost	\$ 4,798	
Total	\$ 80,363	

Career Technical Education Grant Programs

- **Career Technical Education Grant Programs are state education, economic, and workforce development initiatives with the goal of providing students in kindergarten and grades 1-12 with the knowledge and skills necessary to transition to employment and post secondary education.**
- **Funds sections at Island High, Encinal Jr/Sr, and Alameda High.**
- **Approximately \$612K in multiyear state grants and \$57K in federal Carl Perkins**

Career Technical Education Grant Programs, Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 98,755	Sections at Encinal and Island
Classified Salaries	65,937	CTE Coordinator
Statutory Benefits	57,030	Mandated as a percentage of salary
Books & Materials	378,557	Supplies & equipment for CTE classrooms
Services	26,919	Services for CTE classrooms
Indirect Cost	35,145	
Total	\$ 662,343	

Lottery (Restricted)

- **Fifty percent (50%) of growth in lottery funds for education over the 1997-98 base year are allocated to LEAs (and community colleges) for the purchase of instructional materials.**
- **"Instructional materials" are defined in Education Code Section 60010 (h) as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes."**
- **AUSD estimates it will approximately receive a total of \$800K in Restricted Lottery allocation. Indirect cost is not allowed.**
- **All funds will be spent on maintaining textbooks.**
- **Additional \$1.2 million from Unrestricted General fund for Textbook adoptions.**

Literacy Screening Professional Development

- To provide professional development to certificated and classified staff who provide literacy instruction
- One time grant in 2025-26
- No deadline for expenditures
- Approximate carryover: \$60K

Description	Amount	Comments
Certificated Salaries	\$ 28,000	Hourly & Sub Teacher
Statutory Benefits	7,079	
Books & Materials	9,000	
Services		
Indirect Cost	2,799	
Total	\$ 46,878	

After School Education & Safety (ASES)

- **Provides funding for academic and enrichment activities as constructive alternatives for kindergarten through grade six students in before and after-school programs.**
- **Before- and after-school programs consist of two components:**
 - **An educational and literacy component to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history, social science, or science; and**
 - **An educational enrichment component, which may include but is not limited to recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.**
- **District is using ASES funds in conjunction with ELOP funds to provide after-school programming**
- **AUSD estimates it will receive a total of \$700K in ASES allocation.**

Expanded Learning Opportunity Program (ELOP)

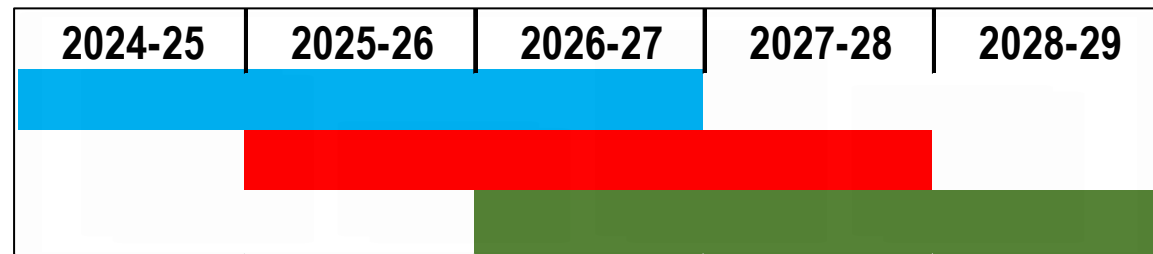
- **Provides funding for after school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade**
 - **Other grades can be included after completing TK-6 grade commitment**
- **Expanded learning opportunity program shall include all of the following:**
 - **No less than nine hours of combined instructional time and expanded learning opportunities per instructional day**
 - **30 days, nine hours each day, of in-person expanded learning opportunities during intersessional periods and summer break**
- **AUSD estimates it will receive a total of \$2.1 in ELOP allocation**
 - **Under the proposed Tier 2 rate, the district's revenue may increase to \$3 million**

ASES & ELOP Expenditures

Description	Amount	Comments
Certificated Salaries	\$ 43,784	Teacher Hourly
Classified Salaries	550,412	4.25FTE paraprofessionals, 3FTE custodians, and 1FTE After-school programming coordinator
Statutory Benefits	279,683	Mandated as percentage of salary
Books & Supplies	-	
Services	1,914,173	Contractors providing after-school programming at Elem. & Middle Schools. Includes \$129K for AoA
Indirect Cost	60,146	
Total	\$ 2,848,198	

Art and Music for Schools (AMS – Prop 28)

- State Dept. of Finance will calculate overall State funding as part of May Revise
- CDE will provide each school's 2026-27 final allocation in June 2027.
- District has made initial calculations and allocated funds to provide continuity at schools
- Each school has up to three years to spend each year's allocation
 - Each school should hold on to a small carryover to accommodate lower than expected funding



Art and Music for Schools (AMS – Prop 28)

School	Amount
Edison	\$ 66,930
Earhart	81,016
Franklin	42,518
Love	81,865
Ruby Bridges	81,358
Bay Farm	73,439
Maya Lin	73,628
Otis	80,524
Paden	59,965
Wood Middle	101,830
Lincoln Middle	135,689
ASTI	33,931
Alameda High	276,928
Encinal	207,717
Island High	13,921
Indirect Cost	14,113
Total	\$ 1,425,372

Description	Amount	FTE
Certificated Salaries	\$ 993,821	8.05
Classified Salaries	1,345	
Statutory Benefits	319,002	
Books & Supplies	86,627	
Services	10,464	
Indirect Cost	14,113	
Total	\$ 1,425,372	

Learning Recovery Block Grant (LRBG)

- **To establish learning recovery initiatives through 2027-28 to support academic learning recovery and staff and pupil social and emotional well-being**
- **Requires a Needs Assessment Plan**
- **AUSD estimates it will receive a total of \$850K in LRBG.**

Learning Recovery Block Grant (LRBG)

Description	2026-27	2027-28	Comments
Beginning Balance	\$ 852,157	\$ 550,550	
Addtl. SPED Support at AHS	\$ -	\$ 180,000	Funded through COVID funds for 26-27
Addtl. Support for New Teachers	\$ 142,249	\$ -	26-27 Only
Coordinator at AHS	\$ 141,349	\$ -	26-27 Only
Indirect Cost	\$ 18,009	\$ 10,700	
Total Expenditures	\$ 301,607	\$ 190,700	
Ending Balance	\$ 550,550	\$ 359,850	

COVID Funds

- COVID funds extended through exp. transfers
- Funding:
 - Collaboration
 - SPED support at Alameda
 - Admin support at Lincoln
 - Literacy framework/grading
 - Secondary counselors
 - Tutoring pool
 - Campus security
 - Arts program at Maya Lin
 - Math stipends

Description	2026-27	2027-28	2028-29
Certificated Salaries	\$ 730,235	\$ 260,000	\$ 144,000
Classified Salaries	\$ 86,460		
Statutory Benefits	\$ 260,127	\$ 65,000	\$ 36,000
Books & Supplies	\$ -		
Services	\$ 219,371		
Indirect Cost	\$ 71,517	\$ 20,000	\$ 12,500
Total Expenditures	\$ 1,367,710	\$ 345,000	\$ 192,500
Ending Fund Bal.	\$ 345,000	\$ 192,500	\$ -

County Grants

- One-time bridge grants totaling approximately \$2 million until the Children & Youth Behavioral Health Initiative (CYBHI) fee schedule program is implemented
- Spend by June 30, 2026
- Projected unspent carryover \$470K
- Will increase ending fund balance

Description	Amount	Comments
Certificated Salaries	\$ 241,075	1.9FTE (Psychologist, Counselor, LGBTQ Liaison)
Classified Salaries	72,875	1FTE Wellness and Resource Liaison
Statutory Benefits	110,062	
Indirect Cost		
Total	\$ 424,012	

Positions and Programs Funded Using One-Time Funds

Line #	Program	25-26	26-27	27-28	28-29	Comments
1	Expanded mental health contract	X	X	X		
2	LGBTQ Liaison	X	X	X		
4	Program Manager - Intervention Leads	X	X	X		
5	Ed. Services coordinator	X	X	X		Released early to extend TSA - Early Education (LN # 22)
6	Elementary math stipends	X	X	X		
7	Campus Security Otis for Construction	X	X	X		Now ending at the end of 26-27 to extend WMS (LN # 21) to 26-27
8	Wellness Resource & SEL Counselor	X	X			
9	Literacy Framework & Grading Policy	X	X			
10	Addl. Site admin support for SPED	X	X	X		Funded for 27-28 using one-time LRBG
11	Addl. Site admin support for Lincoln	X	X			
12	Arts teacher at Maya Lin	X	X			
13	Student advisor/mentor (Equity Office)	X	X			
14	Multiyear tutoring pool	X	X			
15	Psychologist	X	X			Funded for 26-27 using one-time County Grant
16	Teacher induction program	X				3rd FTE started with one-time funds will sunset, leaving 2FTE in GF
17	TSA Special Education	X	X			Funded for 26-27 using one-time LRBG
18	AHS Coordinator	X	X			Funded for 26-27 using one-time LRBG
20	Campus Security Earhart	X	X			Keeping for 26-27 using Unrestricted General Fund
21	Campus Security WMS for Construction	X	X			Extending by one year by reducing one year from Otis (LN# 7)
22	TSA - Early Education	X	X			Swapping with Ed. Services Coordinator for 26-27 (LN# 5)
23	Teen parenting program	X				

Board Discussion & Questions

Acronyms

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

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2025-2026.54 Declaration of Intent to Grant an Easement to the City of Alameda at Otis Elementary School (5 Mins/Action)

Item Type: Action

Background: The City of Alameda ("City") is requesting a perpetual, nonexclusive easement at Frank Otis Elementary School ("Otis Elementary School"), located at 3010 Fillmore Street, Alameda, California 94501 (Assessor's Parcel Number 069-0014-001).

The Otis Elementary School Measure B Bond approved project design entails replacing the main administration and classroom building for a new administration/media center building and a 2-story classroom building. Sitework development includes new grading, utilities, stormwater management, blacktop, concrete walkways, lighting, fencing and a learning outdoor area.

This project requires the relocation of a city storm drain currently under the administration and classroom building, and as such, the City of Alameda is seeking a perpetual permanent easement and right of way for the purpose of access to repair and maintain their underground storm drain line that runs from Fountain Street to Krusi Park. The storm drain will be relocated to go around the perimeter of the new classroom building with vehicular access to every manhole provided.

Education Code requires a two-step process for granting easements. Step one is the approval of the attached Resolution No. 2025-2026.54 Declaration of Intent to Grant an Easement to the City of Alameda at Otis Elementary School.

Should the Board approve, a second Board Resolution granting the easement will be presented as a public hearing to the Board of Education at its May 26, 2026 meeting. The community will be advised of the public hearing and the Board's intent to grant the easement through a published notice.

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

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #4

- Parental involvement and community engagement are integral to student success. | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No. 2025-2026.54	5/5/2026	Resolution Letter
☐ Proposed Easement	5/5/2026	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 12, 2026

Resolution No. 2025-2026.54

**Declaration of Intent to Grant an Easement to the City of Alameda
at Otis Elementary School**

WHEREAS, the Alameda Unified School District (“District”) owns real property located at 3010 Fillmore Street, Alameda, California 94501 (Assessor’s Parcel Number 69-14-1), commonly known as Otis Elementary School (“Otis ES Property”); and

WHEREAS, the Measure B Otis Elementary School Project (“Project”) includes sitework development consisting of new stormwater management; and

WHEREAS, the City of Alameda (“City”) owns a storm drain on the parcel which need to be relocated to accommodate the Project; and

WHEREAS, in order for the City to access the drain’s new location for repair and maintenance of the underground storm drain line, the District must grant the City a perpetual permanent easement on the Otis ES Property; and

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

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

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

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

WHEREAS, the Public Hearing shall be held on May 26, 2026, at 6:30 p.m., or as soon thereafter as the matter may be heard. The District’s Governing Board shall hold this meeting at Alameda Unified School District Offices, 2060 Challenger Drive, Alameda, CA 94501.

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

Section 1. The foregoing recitals are true and correct.

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

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

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

Section 5. The District’s Governing Board directs that a Public Hearing to consider authorizing the grant and conveyance of the Easement from the District to the City of Alameda in accordance with the Easement attached hereto as Exhibits “A” and “B” is scheduled at its regular place of meeting for a public hearing on May 26, 2026, at 6:30 p.m., or as soon thereafter as the matter may be heard.

PASSED AND ADOPTED by the following vote this 12th day of May, 2026:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Ryan LaLonde, President
Board of Education
Alameda Unified School District

ATTEST:

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

Recording requested by:
Alameda Unified School District

When recorded, return to:
City of Alameda
Attn: City Engineer
950 West Mall Square, Room 110
Alameda, CA 94501

THIS SPACE FOR RECORDER'S USE

APN: 069-0014-001

Grantor declares the documentary transfer tax is \$0.00. Both the value of the property conveyed herein and the consideration received by Granter is less than \$100. (Cal. Revenue and Taxation Code, section 11911.)

Exempt from recording fees (Gov't Code, section 27383)

GRANT OF EASEMENT

For valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the ALAMEDA UNIFIED SCHOOL DISTRICT, a public school district, ("Grantor") does hereby grant to the CITY OF ALAMEDA, a charter city and a municipal corporation of the State of California ("Grantee") a perpetual and permanent easement and right to inspect, repair, replace, operate, and maintain a storm drain, including any and all facilities and appurtenances related thereto, through, under and along the following described property set forth in **Exhibits A & B** attached hereto and made a part hereof ("Easement"). Grantor further grants to Grantee rights to vehicular and pedestrian ingress and egress over and across property of Grantor adjacent to the Easement for the sole purpose of Grantee's exercising its rights herein.

This Easement shall be subject to the following:

1. Grantee may perform all inspection, repair, replacement and maintenance of the storm drain and shall be responsible for all related costs. Grantor may report any maintenance, repair or replacement issues of which it becomes aware to Grantee and Grantee shall address such issues in a timely manner.
2. Prior to commencing any work in the Easement Area, Grantee shall provide Grantor information regarding the work and the related schedule for its completion, and obtain Grantor's prior written consent, which shall not be unreasonably withheld.

3. Grantee shall indemnify, reimburse, hold harmless, and defend Grantor, its trustees, officers, employees and agents against any and all claims, causes of action, demands, suits, losses, judgments, obligations, costs, or liabilities, and all reasonable expenses incurred in investigating or resisting the same (including reasonable attorneys' fees), arising out of, directly or indirectly, in whole or in part, any injury or death to any person using the Easement or the storm drain or damage to property from the use of the Easement, as a result of Grantee's negligence or willful misconduct, unless due in whole or in part, directly or indirectly, from the negligence or willful misconduct of Grantor, its officers, employees, or agents.
4. This Easement shall be binding on and shall inure to the benefit of the successors and assigns of the parties.
5. Grantee, at its sole expense, shall obtain and maintain all appropriate permits, certificates, and licenses that may be required in connection with the construction, use, and maintenance of the Easement and the storm drain.

Grantor, Alameda Unified School District, consented to, approved and authorized this Easement pursuant to Resolution No. _____

Date: _____

ALAMEDA UNIFIED SCHOOL DISTRICT

Pasquale Scuderi, Superintendent

SIGNATURES MUST BE NOTARIZED

(PLEASE ATTACH CALIFORNIA NOTARY ACKNOWLEDGMENT)

EXHIBIT A
LEGAL DESCRIPTION
PUBLIC STORM DRAIN EASEMENT

ALL THAT REAL PROPERTY SITUATED IN THE CITY OF ALAMEDA, COUNTY OF ALAMEDA, STATE OF CALIFORNIA, AND BEING A PORTION OF THE LANDS OF ALAMEDA UNIFIED SCHOOL DISTRICT, AS DESCRIBED BY DEEDS RECORDED IN BOOK 5753, AT PAGE 555, BOOK 5849, AT PAGE 557, AND BOOK 5889, AT PAGES 244, OFFICIAL RECORDS OF ALAMEDA COUNTY, BEING A PORTION OF LOTS 1 THROUGH 6 OF BLOCK 30 AND A PORTION OF CALHOUN STREET VACATED BY RESOLUTION NO. 3994 RECORDED SEPTEMBER 23, 1952 IN BOOK 6831, AT PAGE 373, OFFICIAL RECORDS OF ALAMEDA COUNTY AND AS SHOWN AND DELINEATED ON THAT CERTAIN MAP ENTITLED "MAP OF ALAMEDA" RECORDED AUGUST 18, 1879 IN BOOK 6 OF MAPS, AT PAGE 1, ALAMEDA COUNTY RECORDS, DESCRIBED AS FOLLOWS:

A 15-FOOT-WIDE PUBLIC STORM DRAIN EASEMENT LYING 7.50 FEET EACH SIDE OF THE FOLLOWING DESCRIBED LINE:

COMMENCING FROM A NATIONAL GEODETIC SURVEY (NGS) MONUMENT HT2481 (N:2101681.57, E:6059608.46) LOCATED IN THE WESTERLY QUADRANT OF THE INTERSECTION OF HIGH STREET AND WASHINGTON STREET, FROM WHICH NGS MONUMENT HT2486 (N:2102458.36, E:6060320.33) LOCATED IN THE WESTERLY QUADRANT OF HIGH STREET AND ENCINAL AVENUE BEARS NORTH 42°30'11" EAST 1053.64 FEET; THENCE NORTH 82°09'50" WEST 465.87 FEET TO THE SOUTHWESTERLY LINE OF FILLMORE STREET AND THE **TRUE POINT OF BEGINNING** OF THE LINE HEREIN DESCRIBED, FROM WHICH THE NORTHERLY CORNER OF SAID BLOCK 30 BEARS NORTH 47°40'08" WEST 151.27 FEET; THENCE LEAVING SAID POINT OF BEGINNING AND ENTERING SAID LANDS SOUTH 42°19'53" WEST 229.91 FEET TO THE SOUTHWESTERLY LINE OF SAID LANDS AND THE POINT OF TERMINATION. THE SIDELINES OF SAID EASEMENT SHALL BE LENGTHENED OR SHORTENED AS NECESSARY TO TERMINATE ON THE NORTHEASTERLY AND SOUTHWESTERLY LINES OF SAID LANDS.

CONTAINING AN AREA OF 3,449 SQUARE FEET, MORE OR LESS.

BASIS OF BEARINGS: BEING NORTH 42°30'11" EAST AS CALCULATED BETWEEN NGS MONUMENT HT2481 (N:2101681.57, E:6059608.46) LOCATED IN THE WESTERLY QUADRANT OF THE INTERSECTION OF HIGH STREET AND WASHINGTON STREET AND NGS MONUMENT HT2486 (N:2102458.36, E:6060320.33) LOCATED IN THE WESTERLY QUADRANT OF HIGH STREET AND ENCINAL AVENUE. SHOWN COORDINATES DERIVED FROM NGS DATA SHEETS RETRIEVED SEPTEMBER 16, 2025.

APN: 069-0014-001 (PORTION)

DATE: SEPTEMBER 17, 2025

PREPARED BY: BRELJE & RACE, CONSULTING ENGINEERS

JOB NO.: 4189.08



FILLMORE STREET
CENTERLINE

BASIS OF BEARINGS
N42°30'11"E 1053.64'

SURVEY TIE
N82°09'50"W 465.87'

NGS MONUMENT HT2486
N:2102458.36
E:6060320.33

POINT OF BEGINNING
15' WIDE PUBLIC STORM DRAIN EASEMENT

POINT OF COMMENCEMENT
NGS MONUMENT HT2481
N:2101681.57
E:6059608.46

N47°40'08"W 151.27'

COURT STREET
CENTERLINE

LOT 14

LOT 6

LOT 13

LOT 7

LOT 5

LOT 12

BLOCK 30
6 MAPS 1

LOT 4

LOT 11

LOT 3

LOT 10

LOT 8

LOT 2

LOT 9

PUBLIC STORM DRAIN
EASEMENT AREA

LOT 1

CALHOUN STREET
ABANDONED PER
6831 OR 373

7.50' 7.50'

LANDS OF
ALAMEDA UNIFIED SCHOOL DISTRICT
"FRANK OTIS ELEMENTARY SCHOOL"
5753 O.R. 555, 5849 O.R. 557 AND 5889 O.R. 244
APN: 069-0014-001

CALHOUN STREET

LANDS OF
CITY OF ALAMEDA
"KRUSI PARK"

POINT OF TERMINATION

EXHIBIT B

15' WIDE PUBLIC STORM DRAIN EASEMENT

OWNER: ALAMEDA UNIFIED SCHOOL DISTRICT
2060 CHALLENGER DRIVE
ALAMEDA, CA 94501

APN: 069-0014-001

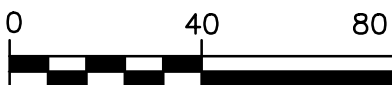
PREPARED BY

Brelje & Race

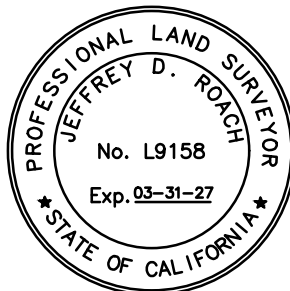
CONSULTING ENGINEERS
475 Aviation Blvd • Suite 120 • Santa Rosa, CA 95403 • 707-576-1322
www.brec.com

4189.08

THIS EXHIBIT IS FOR GRAPHIC PURPOSES ONLY. ANY ERRORS OR OMISSIONS ON THIS EXHIBIT SHALL NOT AFFECT THE DEED DESCRIPTION.



SCALE IN FEET
1" = 40 Ft.



JEFFREY D. ROACH PLS 9158

TAB: PUBLIC SD

roach \4189\map\4189.08-RSheets.dwg

09-16-25

09-16-25

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Declaration of Need for Fully Qualified Educators (5 Mins/Action)

Item Type: Action

Background: Each year, school districts are required to submit a Declaration of Need for Fully Qualified Educators to the California Commission on Teacher Credentialing. This declaration estimates the number of teachers the District may need to hire on emergency permits, limited assignment permits, or other waivers when fully credentialed educators are not available.

Approval of this declaration does not authorize specific hires, but ensures the District remains eligible to request the appropriate permits if necessary to fill staffing needs for the 2026–2027 school year.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #2 - Teachers must challenge and support all students to reach their highest academic and personal potential. | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ 2026-2027 Declaration of Need_5.12.26	4/22/2026	Backup Material

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.
