BOARD OF EDUCATION MEETING
October 13, 2026
Alameda City Hall
2263 Santa Clara Avenue
Alameda, California 94501

ADOPTED MINUTES

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

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:
   There were no public comments on Closed Session topics.

2. Call to Order - Open Session – 6:33pm:
   Board President Ryan LaLonde called the meeting to order in Council Chambers at Alameda City Hall at 6:33pm.

3. Pledge of Allegiance:
   NEA/ACLC students Jackson and Colette led the Pledge of Allegiance.

4. Roll Call/Introduction of Board Members and Staff:
   Board of Education Members present: Board President Ryan LaLonde, Board Vice President Heather Little, Board Member Carrie Hahnel, and Board Member Gary K. Lym (participating remotely). Newly appointed Board Member Erick O. Bell was sworn in during the meeting. Student Board Members Ethan Li, Penny Locke, and Maya Schrager were present.

B. MODIFICATION(S) OF THE AGENDA

There were no modifications to the agenda.

C. APPROVAL OF MINUTES

1. Minutes from the September 22, 2026 Regular Board of Education Meeting:
   The Board was asked to consider the minutes from the September 22, 2026 Regular Board of Education meeting.

   Motion to approve the minutes from the September 22, 2026 Regular Board of Education meeting.

   MOTION: Member Little **SECONDED: Member Hahnel**

   ROLL CALL VOTE
   STUDENT BOARD MEMBER VOTES

AYES: Members Li, Locke, and Schrager
NOES:
ABSENT:

BOARD MEMBER VOTES
AYES: Members LaLonde, Little, Hahnel, and Lym
NOES:
ABSENT:

MOTION APPROVED

D. COMMUNICATIONS

1. Swearing In of Newly-Appointed Board Member:
   Superintendent Pasquale Scuderi administered the oath of office to Erick O. Bell, who was appointed to fill the vacant Board seat through the November 2028 election. Mr. Bell joined the Board following the swearing-in.

2. Public Comments on Non-Agenda Items:
   Corey Spells, AUSD teacher: Ms. Spells urged the Board to prioritize special education working and learning conditions through clear communication, adequate resources, and public accountability. She expressed concern about the abrupt elimination of the intensive inclusion program and the lack of planning, staffing, and training to support students and educators.

   Assia Day, AUSD teacher: Ms. Day emphasized that special education challenges affect general education teachers and all students. She called for clear communication, educator input in decision-making, and adequate staffing, training, and resources to make inclusion successful and safe.

   Aiden Morris, AUSD teacher: Mr. Morris raised concerns about the loss of work experience opportunities for students with disabilities following Safeway's decision to end its partnership with Alameda High School. He asked the district to designate staff to coordinate advocacy and work with Safeway to restore employment opportunities for students.

   Sammy Keyes-Levine, AUSD teacher: Ms. Keyes-Levine described ongoing staff shortages and workloads that make it difficult to meet students' needs and legally required IEP service minutes. She called for transparent decision-making, educator input, protected preparation time, and better support so special education staff can help students succeed.

   Brittany Phelps, AUSD teacher: Ms. Phelps reported inadequate communication, unanswered questions about curriculum and training, and insufficient staffing to support students with significant needs at Edison Elementary. She described safety concerns involving student elopement and aggression and urged the district to establish an immediate response process for urgent staffing and safety needs.

   Vivian Nguyen, AUSD teacher: Ms. Nguyen raised concerns about special education placement decisions, class sizes that do not reflect students' needs, and insufficient administrative communication and support. She reported the resignation of a special

education teacher and an occupational therapist, and recommended additional program coordination, clearer program descriptions, and more consistent placement practices.

Caroline Brossard, co-founder and current lead of the Alameda Mosaic Educational Advisory Committee: Ms. Brossard welcomed newly appointed Board Member Erick O. Bell and urged the district to provide him with the information and support needed to serve effectively. She called on the Board to hold the district accountable for its equity and inclusion commitments and to ensure families and staff have meaningful input before special education programs are changed or reduced.

3. Written Correspondence:
The Board received four emails regarding General Business Item 3, the presentation by NEA Community Learning Center in support of its charter renewal.

4. Report from Employee Organizations:
California School Employees Association (CSEA) Chapter 27: Amy Keegan, CSEA 27 president acknowledged community concerns regarding special education and emphasized the importance of monthly meetings with the Special Education Department, which include paraeducators representing school sites. Noting significant vacancies on the team, the speaker encouraged additional paraeducators to participate and highlighted discussions about student safety, staff training, and supports for vulnerable students, expressing hope for timely resolutions to address the concerns raised.

Ms. Keegan also invited the Board and Executive Cabinet to save the date for the annual CSEA Dinner on December 9th.

Alameda Education Association (AEA): Judy Ganley, AEA president reported that special education staff across elementary and secondary schools are experiencing serious safety and staffing challenges, with many educators feeling unsupported. She urged Board Members to visit school sites, listen to staff concerns, improve communication, and ensure employees—including temporary and international staff—can speak without fear of retaliation.

5. PTA Council Report:
Meg Amarasiriwardena, Vice President of Climate and Sustainability for the PTA Council: described efforts to connect schools and share resources, including a planned website and collaboration with the West End Arts District on a sustainability festival. She reported that Alameda Green Schoolyards had helped secure $13,000 in grants for tree planting and garden programs and described a PTA-funded natural learning and play area project at Edison Elementary. She thanked the district for its partnership and highlighted Wood Middle School as an example of greener, cooler campus design.

6. Board Members' Report:
Board Vice President Heather Little: Board Vice President Little welcomed Board Member Bell and expressed her support for his appointment, noting that good governance requires stability, a commitment to the district's vision and strategic plan, and a willingness to reflect on decisions and remain open to colleagues' perspectives. She shared that special education is a top priority as she prepares to assume the Board presidency and expressed her

commitment to addressing the concerns raised by community members, particularly given the opportunity to focus on this work following the recent three-year labor agreement.

Board Member Carrie Hahnel: Board Member Hahnel welcomed Board Member Bell and offered support to help him transition into his role. She thanked community members for sharing their concerns about special education, emphasizing that hearing directly about the challenges affecting students, educators, and school sites will inform the Board's planning for the coming year. She also highlighted Walk and Roll to School Day, explored potential partnerships to expand arts education opportunities, and shared updates from the City/School Subcommittee, including school transportation, the planned athletic facility at the current Otis location, and the anticipated public opening of the Emma Hood pool in early 2027. She additionally discussed statewide education policy changes and thanked educators and labor partners for supporting Proposition 3, noting that the potential loss of $15 million would significantly affect the district.

Board Member Gary K. Lym: Board Member Lym thanked all applicants who participated in the appointment process and welcomed Board Member Bell, offering to share his 12 years of experience and provide support as he transitions into the role. He also thanked community members who spoke about special education, acknowledged the seriousness of their concerns, and expressed the Board's commitment to addressing the issues in the near future.

Board Member Erick O. Bell: Board Member Bell thanked the Board for its confidence in appointing him and for taking the time to get to know him. Acknowledging community concerns about his appointment, he emphasized that his priority is equity for all and committed to listening to stakeholders.

Board President Ryan LaLonde: Board President LaLonde encouraged community members to contact Board members directly by email with concerns, explaining that this would allow the Board to better understand issues, consider agenda items, and arrange workshops rather than first hearing concerns during Board reports. He also shared his participation in Walk and Roll to School Day and his role on the California Interscholastic Federation's Northern California Section Board of Managers, where he works on athletic policies and scheduling. He raised concerns about discriminatory policies affecting transgender athletes and noted that the district did not receive a sportsmanship award, encouraging student-athletes to follow the code of sportsmanship to protect the district's athletic opportunities and privileges.

7. Superintendent's Report:
   Superintendent Pasquale Scuderi thanked staff for the educational wellness summit and acknowledged special education employees who raised concerns. He committed to discussing communication, practitioner involvement, staffing and resource planning, and student needs with the executive team and special education leadership. He stated that employees' immigration or employment status would not be used to silence them.

8. Student Board Members' Report:

Student Board Member Ethan Li (ASTI): Student Board Member Li reported on suicide-prevention awareness activities, an Integrity Month celebration, and upcoming school events. Student Board Member Li welcomed Board Member Bell and congratulated him on his appointment. He thanked AEA for attending and sharing concerns about special education. He reported that ASTI's Bring Change to Mind, Tobacco Use Prevention Education, and pre-med clubs held a suicide prevention awareness event on September 30, where students shared positive messages and answered questions. He also highlighted a Leadership celebration recognizing 11 students who met their goals for Integrity Month, freshman class representative elections, and the administration of the PSAT to sophomores and juniors. Upcoming events included Junior Information Night, covering college planning and financial aid, and an ASTI PTSA Dine and Donate fundraiser at Chipotle. He concluded by recognizing the Encinal High School Marching Band's preparation for upcoming competitions at the Santa Cruz and Foothill Band Reviews.

Student Board Member Maya Schrager (Alameda High School): Student Board Member Schrager shared updates from Alameda High School. She expressed concern about an incident involving the JV football team during the week of September 28, noting that although they did not know the facts, administration took the matter seriously and followed Education Code requirements. They emphasized the harmful impact of escalating rumors on students, particularly young women, and suggested strengthening curriculum, clarifying district expectations and consequences, and ensuring accountability in upholding the district's policies toward sexual violence and violence against women. (*Board President LaLonde made a statement regarding these allegations at the end of the meeting).*

Student Board Member Penny Locke (Encinal Jr. & Sr. High School): Student Board Member Locke provided updates on Encinal activities and upcoming events. Student Board Member Locke welcomed Board Member Bell and shared highlights from Encinal High School's Homecoming week, including dress days, an assembly, a football game, and a dance. She praised the student leadership team for organizing a successful event that built on the previous year's success. She also attended the district's college fair at the Wood campus, noting that it provided students from Alameda High School, Encinal, ASTI, and local middle schools with opportunities to explore college options. Additionally, she expressed appreciation for the Central Avenue bike lane, noting that she bikes to school and finds it safe. Looking ahead, she highlighted DECA's upcoming trip to Kentucky, along with ongoing club activities, school events, and community service opportunities.

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
6. Approval of Bill Warrants and Payroll Registers
7. Approval of CSEA Side Letters Regarding Longevity Pay Provisions

8. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
9. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher, School Psychologist, Counselor, and Interns
10. Approval of Out-of-State Field Trip Request: Encinal Jr. & Sr. High School Students to Attend the Ultimate DECA Power Trip Conference in Louisville, KY
11. Approval of Quarterly Report on Williams Uniform Complaints: July - September 2026
12. Approval of Two New Job Descriptions: Program Specialist - Black/African American and Multi-Ethnic Student & Family Engagement and Public Information and Community Affairs Officer
13. CSBA Recommended Updates to Board Policies Reviewed at the September 16, 2026, Board Policy Subcommittee Meeting
14. Proclamation: Safe Schools Week, October 18-24, 2026
15. Resolution No. 2026-2027.14 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for Fiscal Year 2026-2027
16. Resolution No. 2026-2027.15 Approval of Budget Transfers, Increases, Decreases
17. Resolution No. 2026-2027.16 Authorization to Dispose of Surplus Property

Motion to approve the Consent Calendar.

MOTION: Member Hahnel **SECONDED: Member Little**

ROLL CALL VOTE
STUDENT BOARD MEMBER VOTES
AYES: Members Li, Locke, and Schrager
NOES:
ABSENT:

BOARD MEMBER VOTES
AYES: Members LaLonde, Little, Hahnel, Lym, and Bell
NOES:
ABSENT:

MOTION APPROVED

F. GENERAL BUSINESS

1. AUSD's Process for Reviewing Charter Renewal Petitions

   Assistant Superintendent Kirsten Zazo presented an overview of the District's process for reviewing charter renewal petitions, including the review of petitions, required public hearings, staff analysis, and consideration of applicable renewal criteria. The item was informational. The Board discussed the process and the role of the Board in considering renewal petitions.

2. Presentation by Alameda Community Learning Center (ACLC) in Support of its Request for Charter Renewal

Annalisa Moore, Executive Director of CLC Schools, Inc., and Heidi Rickard, Lead Facilitator of ACLC, along with several ACLC learners presented information in support of its charter renewal petition, describing its student-centered learning model, project-based learning, student voice and choice, and approach to supporting students' academic and personal growth. The presentation included information about enrollment, student outcomes, and the school's educational program. The Board asked questions about academic achievement, graduation requirements, enrollment, and the school's relationship with AUSD. The item was informational and included a public hearing.

The Alameda Community Learning Center (ACLC) presented an overview of its educational model, student outcomes, school culture, and priorities for continued improvement as part of its charter renewal process. Representatives noted that ACLC was established by Alameda Unified School District and was celebrating its 30th anniversary. Following a previously approved charter amendment reducing its grade-level span, ACLC is operating as a high school-only program for the first time this school year. The school's educational model is grounded in three pillars: student ownership of learning through project-based learning, celebration of diversity, and participation in a democratic society. Staff described how students help shape curriculum, propose campus improvements, participate in leadership opportunities, and influence school activities through student-led clubs, affinity groups, surveys, and listening circles.

ACLC representatives and student leaders highlighted the school's commitment to inclusion, student leadership, and belonging through affinity groups and student-led activities. Surveys indicated that 94% of students felt they belonged on campus and were connected to a facilitator, while 97% felt their identities were honored and respected. Representatives also noted the school's diverse student population, including high proportions of students with disabilities, English learners, and socioeconomically disadvantaged students.

Representatives reviewed academic growth, reporting increases in English language arts, mathematics, and English learner progress. The school uses MAP assessments to monitor student growth and guide instruction and provides college and career readiness supports, including seminars, internships, college visits, and dual enrollment. Ongoing improvement efforts focus on project-based learning, culturally responsive teaching, academic rigor, and targeted interventions, including credit recovery and collaboration with special education staff.

Board members asked about the diversity of ACLC's facilitators and administrators, current enrollment, future enrollment capacity, and the financial sustainability of the school's planned growth. Representatives reported current enrollment of 215 students and explained that the school is rebuilding its high school program through three sections at each grade level, beginning with three freshman classes totaling 78 students. The school anticipates growing to approximately 380 students as these cohorts progress through high school. Representatives expressed confidence in enrollment demand and the school's

financial sustainability and offered to provide additional financial projections and staffing demographic information. Board members also discussed graduation requirements and academic achievement gaps, particularly for students with disabilities. Representatives clarified that ACLC's diploma requirements exceed those of other district high schools in certain areas and that some students with disabilities or Section 504 plans may receive individualized waivers through the appropriate team process. In response to questions about achievement gaps, representatives described expanded intervention opportunities, credit recovery, professional development, standards-based instructional planning, and increased collaboration between general education and special education staff.

Board members further discussed the school's academic growth and opportunities to share successful instructional practices with the district. Representatives attributed improvements in English learner outcomes to supplemental English language instruction for students at lower proficiency levels and described the adoption of a new English curriculum and Readers and Writers Workshop practices. Staff participation in Project Based Learning World training was also identified as an important factor in strengthening project design, critical thinking, standards alignment, and instructional rigor. Representatives explained that staff are working collaboratively across subject areas to identify missing student skills, provide targeted support, and help students monitor their own MAP assessment results. Board members acknowledged the value of the district's collaborative relationships with charter schools and discussed ACLC's student enrollment from within the district in relation to facility-use requirements. Representatives clarified that the 55% in-district enrollment figure referenced during the discussion pertains to the facility-use agreement rather than a specific charter renewal requirement; current in-district enrollment was reported at 38%.

Public Hearing Opened: 8:15pm
No Public Comments
Public Hearing Closed: 8:16pm

The presentation concluded with representatives noting that the district's site visit had taken place on September 24 and 25 and that the ACLC community would return on November 10 for the Board's consideration of the charter renewal.

3. Presentation by NEA Community Learning Center (NEA) in Support of its Request for Charter Renewal

NEA Community Learning Center representatives Charlotte Pickett and Eddie Garrett presented information in support of the school's charter renewal petition, describing its educational philosophy, student-centered learning, and approach to developing student voice, choice, and engagement.

NEA leadership presented its history, accomplishments, and priorities in support of its charter renewal request. School leaders highlighted the school's commitment to care, clarity, and consistency, with an emphasis on joy, student voice, and belonging. Through its TK–8 project-based learning model, NEA promotes an inclusive community where students develop leadership skills, advocate for themselves and others, and learn alongside peers from diverse backgrounds. Survey results showed that more than 98% of students

reported having at least one trusted adult on campus, while 96%–98% reported feeling safe, heard, and respected. Student leadership opportunities, community field trips, family engagement, attendance initiatives, and partnerships that provide food assistance further support the school community.

School leaders also highlighted academic progress and student support systems, including the expansion of reading intervention from kindergarten through third grade to kindergarten through eighth grade, data-driven interventions, and collaboration among general education and special education staff. From 2025 to 2026, the percentage of students meeting or exceeding standards increased by 5% in math and 11% in English language arts. Looking ahead, NEA identified continued academic growth across student subgroups as a priority, with a focus on differentiated small-group instruction and strengthening staff capacity to meet individual learning needs. The school also plans to sustain its strong sense of belonging by expanding family engagement and ensuring that families from diverse backgrounds have greater opportunities to participate in school leadership and decision-making.

Public Hearing Opened: 8:35pm

Public Comments:
Sean Casey, Nea Parent: Mr. Casey spoke in support of NEA's charter renewal, highlighting its project-based learning model, student voice, and strong community connections. He shared that his daughters thrive at NEA and emphasized the school's unique value to Alameda families.

Megan Gonzalez, Nea Parent: Ms. Gonzalez described how NEA's supportive, inclusive environment helped her succeed academically, prepare for college, and develop confidence. She credited the school with shaping her career supporting individuals with disabilities and expressed support for its continued renewal so her son could benefit from the same opportunities.

Public Hearing Closed: 8:38pm

Board members discussed NEA's mission and values, its role in providing families with educational choices, and the school's strong sense of belonging and individualized, project-based learning environment. Questions addressed attendance, the meaning and cultural roots of NEA's name and principles, the school's origins as an extension of ACLC, and the addition of transitional kindergarten. Board members also discussed academic achievement data, noting the importance of transparently communicating students' performance levels and areas needing improvement to families. School leaders explained that assessment results are shared with families throughout the year and used to develop targeted interventions and individualized support. Discussion also covered preparation for high school, including college readiness, application of academic standards through projects, and coordination with district middle and high schools to support transitions. School leaders reported that 67% of NEA students reside within the district. Board members acknowledged the collaborative relationship between the district and its charter schools, including shared community initiatives and athletic opportunities.

The Board was advised that staff recommendations and findings would be presented on October 27, with the charter renewal hearing scheduled for November 10.

G. ADJOURNMENT

Board President Ryan LaLonde concluded the meeting after providing a statement regarding student safety and recent incidents at Alameda High School:

> *Board President LaLonde emphasized the Board's commitment to providing accurate information and avoiding the spread of rumors. A district statement clarified that two incidents occurred at Alameda High School. In the first, a student inadvertently entered a girls' locker room, immediately left upon realizing the mistake, and took no photos or videos. The JV season was not canceled as a result of the incident.*
>
> *In the second incident, the district's investigation confirmed inappropriate conduct, and school administration implemented disciplinary action and provided support to the victim. Due to state and federal privacy laws, specific disciplinary details could not be shared. The district reaffirmed its commitment to student safety, prompt and thorough investigations, and significant disciplinary action when misconduct is substantiated*

The Board's next regular meeting was announced for October 27, 2026. The meeting adjourned at approximately 8:54pm.