

ADOPTED MINUTES

REGULAR MEETING - The regular meeting of the Board of Education was held on the date and place mentioned above.

CALL TO ORDER - The meeting was called to order by President Schaff at 5:02 PM.

PRESENT: Forbes, Gibson, Jensen, McMahon, Schaff

ABSENT: None

PUBLIC COMMENT: None at this time.

ADJOURN TO CLOSED SESSION: By President Schaff at 5:02 PM to consider Public Employee Discipline/Dismissal/Release; Conference with Labor Negotiator Laurie McLachlan-Fry: AEA, CSEA, ACSA; Conference with Legal Counsel Anticipated Litigation – Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9 (2 cases); Public Employee Contract: Assistant Superintendent; Public Employee Contract: Superintendent.

RECONVENE TO PUBLIC SESSION: by President Schaff at 6:37 PM.

CALL TO ORDER / PLEDGE OF ALLEGIANCE: Washington Elementary School students and Principal.

INTRODUCTION OF BOARD MEMBERS & STAFF: Board Members and staff present introduced themselves.

ADOPTION OF AGENDA/APPROVAL OF CONSENT CALENDAR

MOVED: Member Forbes

SECONDED: Member Jensen

That the Board of Education adopt the agenda with the following change: Pull item +F-4, Proclamation for Hispanic Heritage Month, and consider prior to G-1.

AYES: Forbes, Gibson, Jensen, McMahon, Schaff

NOES: None

MOTION CARRIED

CONSENT CALENDAR – The Board of Education approved the following consent items (such items are identified by a plus (+) mark in the body of these minutes):

+Certificated Personnel Actions: The Board of Education approved 26 appointments (Clarke, Mahoney, Broome, Chung, Dunn, Fiesta, Hamill, Harris, Higashi, Hunter, Johnson, Kyle, Maggi, McClish, McKee, Pieri, Raggio, Scott, Silverman, Thom, Traiger, Turbin, Tyler, Wallace, White, Williams); 5 resignations (Blackman, DePasquale, Juarez, McMiller, Munoz); 4 leaves of absence (Brescher, Lee, Lewis, McDowell); 8 changes of status (Dierking, Fetterly, Jacoli, O’Farrell, McDowell, Mulholland, Stebbins, Sussman).

+Classified Personnel Actions: The Board of Education approved 7 appointments (Kaplan, Mahrus, Meyer, Paget, Shiro, Villanueva, Jr.); and 3 changes of status (Gonzalez, Huskic, Shafer).

+Approval of California Interscholastic Federation 2008/09 Representatives to League for Encinal High School

+Approval of Bill Warrants and Payroll Registers registered 747044-747095, 747096-747218, 747219-747301, 747302-747304, 747305-747381.

+Resolution No. 08-0045 Budget Transfer of Funds

+Resolution No. 08-0046 Approval of Budget Transfers, Increases, Decreases

+Approval of Teacher on Special Assignment / Special Projects

+Approval of Donations

COMMUNICATIONS - ORAL:

Trish Spencer, Parent and Community Member, addressed the Board regarding Measure H. Ms. Spencer suggested that community members should get more information about what is going on, and expressed concern about the possibility of losing Measure H funds, particularly since we are a qualified district. The district is already locked into contracts for this year; if Measure H is repealed, where will the money come from? Ms. Spencer suggested that the attorneys considering the case on behalf of the district should provide a response as to what our chances are, should we proceed in litigation. If the language of Measure H really isn't uniform, the community can step up and re-write it more cleanly and pass it again. In the interim, if we decide we should not proceed legally, the community members who supported it need to voluntarily make those donations of \$120 now so the District doesn't have to take a hit. Ms. Spencer expressed concern about the possibility of wasting money on litigation if there is a good chance we're not going to win. Ms. Spencer suggested putting a freeze on expenses, and expressed disappointment that the Superintendent was given a raise, as now is not the time to be giving away any more money. Ms. Spencer thanked the Board for their efforts in keeping the district solid and strong.

Patricia Sanders, AEA President, noted AEA is sponsoring and planning school site council training on October 16 – details are being finalized. Parents, teachers, administrators, and anyone else interested are encouraged to attend.

APPROVAL OF MINUTES: Minutes of the regular meeting of August 12, 2008 were considered.

MOVED: Member Forbes

SECONDED: Member Jensen

That the Board of Education approve the minutes of the regular meeting of August 12, 2008 with the following change: On page 1, add Member Jensen's name as being present.

AYES: Forbes, Gibson, Jensen, McMahan, Schaff

NOES: None

MOTION CARRIED

APPROVAL OF MINUTES: Minutes of the regular meeting of August 26, 2008 were considered.

MOVED: Member Forbes

SECONDED: Member Jensen

That the Board of Education approve the minutes of the regular meeting of August 26, 2008 as presented.

AYES: Forbes, McMahan, Schaff

ABSTAIN: Gibson, Jensen

NOES: None

MOTION CARRIED

COMMUNICATIONS:

Written Correspondence: None at this time.

Superintendent’s Report: Superintendent Ardella Dailey noted that the district has a new website at www.alameda.k12.ca.us . The old site is still up, but will eventually be phased out. The new site has new pages and information available. Superintendent Dailey encouraged parents and community members to visit and familiarize themselves with the new layout.

CALENDAR REVIEW: President Schaff reviewed the Calendar of Events for Board Members.

President Schaff thanked the community for their generous donations.

CLOSED SESSION ACTION REPORT: There was no action taken in closed session.

Hispanic Heritage Month

American history reflects a determined spirit of perseverance and cultural pride on the part of the Hispanic population in its struggle to equally share in the opportunities of a nation founded upon the principles of freedom and liberty for all people. The Board of Education recognizes the countless contributions that Hispanic American have made and proclaims the month of September 15, 2008 through October 15, 2008 as Hispanic Heritage Month.

Member Gibson noted this is the first proclamation of this school year, and read the proclamation in its entirety.

APPROVAL OF MINUTES: Minutes of the regular meeting of August 12, 2008 were considered.

MOVED: Member Gibson

SECONDED: Member Jensen

That the Board of Education approve the Proclamation: Hispanic Heritage Month as presented.

AYES: Forbes, Gibson, Jensen, McMahan, Schaff

NOES: None

MOTION CARRIED

Employee of the Month

Laurie McLachlan-Fry, Chief Human Resources Officer, introduced the item. The employee recognition program is a district-wide program to promote a greater appreciation of District employees and to publicly honor special employees for outstanding service which directly or indirectly contributes to students in the Alameda Unified School District. Each month, at the first Board meeting of the month, those employees selected will be recognized by the Board with a presentation by the President of the Board and the Superintendent of Schools. The person so honored is:

Allen Nakamura, Social Science Teacher, Alameda High School

Ms. McLachlan-Fry introduced Mike Janvier, Principal of AHS, who nominated Mr. Nakamura. Ms. Janvier read his nomination, adding that Mr. Nakamura was nominated by Comcast for the “All Star Teacher of the Year” award, and was selected the winner, resulting in as \$10,000 donation to Alameda High School.

The Board and Superintendent Dailey thanked Mr. Nakamura for his service and congratulated him on

being named the Comcast “All Star Teacher of the Year”.

Superintendent Search Update

Ms. Laurie McLachlan-Fry, Chief Human Resources Officer, introduced the item. Superintendent Ardella Dailey has given notice of her plans to retire as of January 1, 2009. The California School Boards Association (CSBA) Executive Search Services has been selected to conduct a search process for the Superintendent.

Ms. McLachlan-Fry noted CSBA had held its first day of appointments and evening public forum on Monday, September 8. This was the first of two opportunities for community members to speak with CSBA. Community members unable to make the next open forum on September 22 at Ruby Bridges Elementary School, 6:30 – 8:00 PM, are encouraged to obtain a Superintendent Search Questionnaire to provide written feedback. Questionnaires can be turned in at the Superintendent’s Office.

Member McMahon asked about the recent newspaper article regarding the CSBA search for the Emeryville superintendent. Ms. McLachlan-Fry noted that the current Director, who is new, attended the open forum last evening to answer any questions. They are somewhat restricted in what they are allowed to say because they have a confidentiality agreement. CSBA is asking for that agreement to be withdrawn so they can thoroughly respond to all questions. CSBA assured us it would perform a complete background investigation, including credentials, degrees, etc.

Member Forbes asked that the Superintendent Search Questionnaire be put on the district website and e-mailed to PTA’s, etc. Superintendent Dailey noted staff has already made arrangements for distributing the questionnaire several different ways.

Member Forbes asked about a legal opinion as to the extent that newly elected but yet to be seated Board Members would/could be involved in the interview process. Superintendent Dailey noted legal counsel is preparing a response.

Patricia Sanders, AEA President, noted AEA members are extremely concerned about what’s come to light in Emeryville as the search was done by the same company. Ms. Sanders noted the paper stated that Emeryville was charged \$7,000 for its search. At the K-12 restructuring committee meeting, Ms. Sanders noted it was stated that AUSD is being charged \$15,000; why such an increase for AUSD? Ms. Sanders also questioned the salary increase of the Superintendent. While we understand every individual is underpaid, you need to look at the whole group, and you chose to look at the Superintendent. When Hayward Unified did something similar – raising salaries of those at the top levels – they ended up with a strike at the lower levels. Ms. Sanders cautioned the Board to be careful. Emeryville had 27 applications for their Superintendent job, which had a salary of \$150,000 – considerably less than what we’re putting forth. Ms. Sanders asked if the Board came to a final decision as to whether or not they were going to include any other stakeholders in the interviews and decision for Superintendent. In light of what happened in Emeryville, it’s important the Board strongly consider including stakeholders, as they can be an enormous resource benefit. They should be included so there’s no look of any impropriety.

Standardized Testing and Reporting (STAR) Update

Leni Von Blanckensee, Assessment Coordinator, introduced the item. The California Standards test (CST) is the primary source of data used by the California Department of Education to determine the Academic Performance Index (API) and to determine Adequate Yearly Progress (AYP) under federal

NCLB requirement at grades 2-9. At grades 10-11, the California High School Exit Exam and the CST results are both used.

In spring, 2008, AUSD students took the following CST tests:

- English Language Arts: Grades 2-11
- Writing: Grades 4 and 7
- Grade level math: Grades 2-7
- End-of-course math: Grades 7-11 (Beginning with Algebra)
- Grad level social studies: Grade 8 and Grade 11 (US History)
- Grade level science: Grade 5, 8, and 10 (Life Science)
- End-of-course science and social studies: Grades 9-11

Additionally, some students took the following tests that are part of the CST:

- Optional Early Assessment Program (EAP) for California State University
- CAPA for some special education students, depending on their level
- California Modified Assessment (CMA) for some special education students in grades 3-5
- Standards Test in Spanish (STS) or Aprenda for newly arrived Spanish speakers

2008 CST results statewide were up slightly but showed an enduring achievement gap: AUSD mirrored the STATE trends. English Language Arts results overall in the District were slightly up, but the achievement gap increased. Math data was essentially flat.

Ms. Von Blanckensee noted that there is a software company error in the database, and as a result, 35 or so students were excluded from the calculation. The AUSD API score posted on the state website may be slightly off, probably inflated by 1-2 points. It will be adjusted in November after corrections are made.

Ms. Von Blanckensee clarified the threshold of 800 vs 900. The real difference is in hundreds, not fewer point differences. 800 is the threshold that the state has set as the target. We want to see our schools get to 800. It's very rare for Title 1 schools to be anywhere near 800, but in Alameda, 2 of our 3 Title 1 schools are over 800.

Ruby Bridges Elementary School had a big jump of 26 points. Lum, Otis, and Paden also had double-digit growth. Washington fell back a bit, but had a 67 point increase last year, which is hard to maintain. At the middle school level, Chipman Middle School has seen 2 years of growth. The high school data has not yet been posted.

API is a ballpark number, but it doesn't give you any information you can use to improve. AYP is different in that the federal government set a line in the sand, and we're looking at every significant subgroup. Each subgroup must hit the goals. At the high school level, the CAHSEE is the test that is the biggest determinant. At the elementary and middle school level, it's primarily the CST.

District wide, students are 65% proficient in ELA. English learners made a strong increase over 2002-2008. Next year in math, the target will be 45.5%. We are fairly strong at the district level – 63% proficient. Since 2006, math data has been pretty flat. Asian students are the highest scoring group in math, but African American students and Special Education students are still lagging.

Ms. Von Blanckensee noted that all Special Ed students who take the test are counted, including resource students. Staff has a concern about African American students, in particular, not meeting their target. Chipman will continue under Program Improvement – this is Year 3. Wood Middle School will be on the watch list based on English learners.

The perspective at the evaluators' conference was that as this target goes up over 10% per year, every district is going to wind up being on the program improvement watch list rather soon. The state response is that it will focus on district that have schools in decile 1, 2, and 3, which is not Alameda.

At the elementary level, the CST is the reference test. Theoretically, 100% of our students could be proficient, which is what the feds want. However, each state sets its own definition, and California is known to have very stringent standards.

We have looked at math data by course, which is very difficult to take apart. Asian students have the highest proficiency rating, but there is a drop off even among students who have been the most successful in math. The data is shocking for African American and Hispanic/Latino students, which raises real concerns. For Hispanic/Latino students start at 31% proficient in Grade 6, then drop down to 6% proficient and above in grade 11. This is very troubling data.

Member McMahon asked what test is given for 11th graders if they are not in a math class, as only 2 years of math are required. Ms. Von Blanckensee responded that 11th graders are given a summative math test – specific to students either not taking a course or taking a course that doesn't have a test (for example, there is no calculus test). Member McMahon clarified that, potentially, 11th grade students who have not had math for an entire year, are given an end-of-course math test and asked to demonstrate math proficiency.

Member Gibson noted the Asian subgroup starts out at 72% proficient or above in grade 6, then drops down to 47% in grade 11. Across the board in these 4 main subgroups, all students are moving down. Member Gibson asked about the lack of math instruction throughout high school. Ms. Von Blanckensee noted that if we saw a big drop off at grade 11 only, then it would be telling. However, the data shows that there is a pattern of dropping from grade 6, which is hard to explain in terms of students not taking math classes.

What the data doesn't show

- More students are taking higher level math classes
- Last year, 40% of all 7th grade students took Algebra. In 2006-08, 31% took algebra
- African American and Latino students are under-represented in higher-level math classes
- Math proficiency in grade-level and advanced classes is also dropping

Ms. Von Blanckensee noted we are pushing kids up faster than many other districts, which isn't a terrible thing, but it raises the question as to whether or not we've gone too far, based on data we have. Although the selection process has tightened up a bit, some students who have been advanced beyond the standard may not be doing as well, had they been in an "easier" course. Staff is committed to not jumping to the

next “quick fix”. There will be a Math Summit sometime this fall, pulling in math teachers, administrators, and support providers, to come up with a substantial plan. SIM and other instructional strategies will be incorporated into math professional development, and we will continue professional development that supports math content knowledge.

In Review

- Overall, achievement in ELA is up
- Achievement in math is up in some grades, and high overall in elementary grades
- The achievement gap for African American and Latino students is extreme in math in grades 7-11
- We have increased the number of students taking challenging math classes, but with some loss of proficiency
- We have a plan to address the problems that surfaced in the data

Trish Spencer, Parent and Community Member, noted this is her first exposure to these numbers. Although Ms. Spencer added that the 3 Title 1 schools are performing significantly lower than other schools – hovering in the high 700 and 800 as compared with other elementary schools. We need to make note of that and focus on that. Ms. Spencer pointed out the glaring different between the middle school scores, which is not something we can overlook. Last year, the Board named equity as a focus area – are we decreasing the gap? The data hear is difficult to determine whether or not we’ve made any headway. Ms. Spencer added it is difficult to really determine the achievement gap when white students are not consistently listed. We may need to seriously change the structure of how we educate our students. Title1 students are being left behind.

Member Jensen added that the previous focus on ELA is showing an upward trend in the data. What are the plans to focus on math?

Debbie Wong, Assistant Superintendent, noted particularly at the secondary level, we have implemented FUSION literacy support last year. We have seen in our own benchmark assessments a tremendous growth from those kids on those classes. The STAR consists of multiple factors, so we can’t tell exactly what the growth is attributed to, but we know FUSION is a factor. In regards to math, we are looking at intervention this year. This is an opportunity for us to look for and purchase standards-based math materials.

Member Jensen noted the state trend towards requiring 8th grade algebra for all students. If we have problems getting to proficiency, requiring algebra earlier is going to be a challenge. Member Forbes added that CSBA and ACSA filed a suit against the State Board of Education to stop that 8th grade algebra requirement.

Patricia Sanders, AEA President, noted that as a middle school math teacher, one frustration in this district is that when we have had concerns – which are now showing up on test scores – there was a “hat” put on it. The district decided it wasn’t going to deal with it “right now”. You have a lot of expertise in this district that often doesn’t get listened to. Teachers struggled with teaching Algebra in 7th and 9th grade. There are different instructional minutes – the middle schoolers have less instruction in Algebra

than their high school counterparts being taught the same material. There is no time to absorb it if you aren't the top percentage of students. Please bring the stakeholders into these conversations and decisions.

Member McMahon noted Ms. Sanders raises a good point – we need to bring in another group, and that is parents. Sure, there's a "badge of honor" associated with your child taking algebra in grade 7. It's clear that parent involvement is a critical thing. Parents with less higher education themselves may find it particularly difficult to assist their children in doing higher level math homework. What instructional practices and processes can we involve and incorporate to help our parents facilitate the learning that needs to take place at home? We need to incorporate strategies and techniques that empower parents to be part of the process.

Member Forbes asked if we know of districts that are successful in improving and narrowing the achievement gap. Ms. Von Blanckensee noted there are. Wendy Ponder, Curriculum Director, added she has been doing her own research on where African American and Latino students are making academic growth. We have found several schools – one of which is the Kipp Academy in San Francisco, a school that scores in the upper 800's and has a majority of African American and Latino students. They also have an extended day and extended year. We are going to visit these schools and see what pieces we can learn from there. There are also schools in Oakland that have high API and AYP targeting specific instructional strategies for African American and Latino students. Staff is hoping to learn more about districts doing something systemically. This is an area of passion for the Ed Services team.

Member Forbes asked when we would expect to hear back on what the plan is. We don't want to wait another year to see data. Ms. Wong noted the Math Summit will probably be scheduled for mid-October, and staff will bring what we learned from that and develop a plan to look at a mathematics focus in early November. We also want to share that our Principals had a chance to look deeply and analyze their math data and are currently in process of working with staff and School Site Councils on developing math goals in School Site Plans with an action plan. The Board will hear more about that around January.

Member Gibson noted students are moving faster than perhaps they are ready for. There is expertise with teachers who have been around and see, curriculum-wise, that certain programs are textbooks aren't appropriate. Member Gibson encouraged staff to tap into that teacher resource to provide a historical view and input.

Member Forbes asked how the adoption process works in terms of getting input and feedback from teachers. Ms. Ponder noted that this year, we are doing a K-12 math adoption. In addition, we are adopting 6-7 intervention materials and algebra support materials. Math teachers will be involved in 2 ways:

1. Schools will be asked to send a representative to be on the task force to adopt materials (starts meeting in September).
2. When the selections are narrowed down to 1 or 2 pieces, the task force members will either do a full blown pilot or what some district are doing to lessen the impact of "experimentation" of textbooks, is a "blind pilot" – teachers are given 2 lessons to teach and they do not know who the publishers are.

This takes away any bias and makes a nice comparison study for the teachers to use. It's quick and effective, and teachers have come up with unanimous decisions that way.

Beginning Teacher Support & Assessment (BTSA) Update

Merci Jesswani, BTSA Coordinator, introduced the item. Participation in Beginning Teacher Support and Assessment (BTSA) Induction is required for teachers with a preliminary credential in order for them to receive a Clear Credential. AUSD works in coordination with the East Bay BTSA Induction Consortium (EBBIC) to provide its new teacher with a state-compliant 2-year program.

Program Goals

- Provide formative assessment, individualized support and advanced content for newly credentialed, beginning teachers
- Improve the educational performance of students through improved training for participating teachers
- Ensure the professional success and retention of new teachers

2008/09 AUSD Participants

- Of the new teachers to AUSD this fall:
 - 12 are participating in BTSA Year 1
 - 1 is participating in BTSA Year 2
- Also participating are:
 - 2 former AUSD interns are now in BTSA Year 1
 - 22 Year 1 participants are returning for BTSA Year 2

AUSD BTSA Highlights

- 40% of Year 1 participating teachers attended GOTAGS Workshop
- Retained 21 out of 23 support providers and recruited 5 new support providers
- Retained all site coordinators
- Recruited a new district coordinator

First Week of School Enrollment Status Report

Jeff Knoth, Student Affairs & Compliance Officer, introduced the item. In order to balance, we have to make changes. Sometimes, that means students need to be moved if their class is over-enrolled. For a class that's under-enrolled, we might need to close a section. This makes it extremely important to obtain daily student counts in the first weeks of school. Staff is very aware that it affects students, parents, teachers, and maybe even employment of teachers.

Day Five Enrollment Recap

	2006/07	2007/08	2008/09
Projected:	9,763	9,951	9,903
Day 5 Enrollment:	9,720	9,795	9,774

Mr. Knoth noted that for 3 years, we have projected more than what has actually come in. This year thus far, we are 129 students under what we projected.

K-5 is down 22 students

6-8 is down 37 students

9-12 is down 70 students

We will be watching very closely what happens this week.

Overall, a loss of 129 students equates to over \$750,000 to the district. This is money we have to pay out that we don't get from the state. In these critical budget times, that number means a great deal to us, and we have to make adjustments to lessen that impact. Adjustments have to be made to over and under enrolled classrooms and sites.

Mr. Knoth noted he meets with Executive Cabinet every day to review attendance numbers, and staff is currently in process of designing what we're going to do. We hope to have a decision made by the end of this week in regards to the elementary school level. Given the kindergarten numbers, we can say with a high level of confidence that we're probably going to have to close a kindergarten class. The rest of the details have yet to be determined. We are aware that people in this community are extremely upset that we make have to make that choice, but we have to make long-term decisions that are for the betterment of the entire district as a whole to the best of our ability.

Julia Walsh, Bay Farm Teacher, expressed the importance of retaining all 4 kindergartens at Bay Farm school. Clearly, the logical solution would be to create an equal number of kindergartens at Bay Farm and Earhart, rather than 3 at Bay Farm and 5 at Earhart. Each school should have 4 kindergartens. Did this begin as a backroom deal or was it concocted by one individual? Bay Farm staff and stakeholders were never included in how to respond. If a kindergarten class was closed at Bay Farm, you would be sending unhappy children and families away from their neighborhood school where their whole sense of community is based. Speaking on behalf of staff, we feel highly disrespected by the situation before us. The enrollment pendulum also changes as we've seen in years past. Resist the urge to rush to judgment. Many teachers and parents are available to help solve this issue.

Deanna Dudley, Bay Farm Parent, spoke on behalf of parents and Bay Farm school, reiterating that it is in the best interest of Bay Farm and Earhart to have an equal number of kindergartens as suggested by the previous speaker. The district should try to connect with parents on this issue. Ms. Dudley added that she is the mother of a 1st grader, and her introduction to the district was during the enrollment policy changes. There was community input, openness, and sharing. Parents provided feedback, and were able to talk about it, although not everyone came to an agreement. How disappointing that this process doesn't follow that same openness. You are making a determination that would impact families of new students to our schools. Some other options need to be explored. You need to take into account the opinions and views of those who will be impacted. Specific numbers seem to be conveniently missing. We understand time is of the essence and encourage you to allow Bay Farm and Earhart to work together to set up a comparable number of classes. Give parents the opportunity to volunteer to go elsewhere.

Roxanne Clement, Media Teacher at Bay Farm, noted that both Earhart and Bay Farm have worked through the years to balance growing populations to equalize the schools. Portables on Bay Farm's campus are a result of not building enough places to hold the students from our neighborhoods. Bay Farm neighborhoods pay a Mellow Roos tax which goes to the firehouse and school. Denying parents access to specific data has prevented them from helping to problem-solve. The goal has always been to balance the population at the 2 schools, but Bay Farm doesn't seem to register on your radar. We open

full every year and divert almost every year. There are overages in first grade every year. Continue to support our neighborhood schools and get a better understanding of our remote status and Mellow Roos tax. Proactively create space now – don't create a negative choice where families choose private schools over AUSD.

Trish Spencer, Parent, noted she has received some calls from parents who feel like they're being intentionally left out by the District. This is a great example of how parents want to help. Have you considered a combo class? Instead of diverting 13 kids, bring 7 to Bay Farm. They have the highest test scores at 934. You would have happy volunteers willing to have their kids attend Bay Farm.

Mr. Knoth noted it is complicated to ask all schools to make sacrifices for one part of the island or one grade level vs another. The interests of particular schools do not allow for broad-based decisions. Decisions have to be completed within 20 days due to contractual obligations. There are issues that come into play when you come into East End and West End transportation. The availability and cost of day care becomes an issue. We have a commitment to equity and applying resources to the places where they're needed the most. How that translates into reality and what really happens are questions that need to be considered when determining what moves to make. There is a high level of complexity to this.

Member Forbes asked Mr. Knoth about how projections are made. Mr. Knoth noted that from a Principal perspective, you want to be sure you preserve programs. Intervention programs have to be set up in advance. For example, Ruby Bridges has a wonderful – yet complicated – intervention program. It's so complicated, it's got to be set up beforehand. If you don't know how many teachers you're going to have, it can collapse in certain ways. When you go into staffing meetings, you fight for everything you can. We have overprojected 3 years in a row. If we err the other way and project conservative numbers and wind up going over, we will find ourselves scrambling to try to hire teachers after the school year starts.

Deanna Dudley, Parent, reiterated that the Board needs to understand the hardship that would be imposed to families who had to travel from either end. The issue parents are bringing forward deals with balancing 2 schools built for the Bay Farm community. Maybe there will be volunteers to move from Earhart to Bay Farm. We are talking about balancing schools in the Bay Farm community, not traveling across Alameda.

Leni Von Blanckensee, Assessment Coordinator, requested that parents and staff leave the subject of test scores out of this conversation. API is absolutely no predictor of any child's success. To think that one could move students from one school to another and that would make their test scores go up is not true. Teachers are not "worse" because they are at a school with a lower score – it just doesn't work that way. There is no easy way of closing classrooms, but please don't let API scores cloud your opinion of schools.

Trish Spencer, Parent, added that Bay Farm PTA typically raises over \$100K more than PTA's on the West End of town.

Justin Chang, Parent, asked what is the process of the decision-making. Mr. Knoth responded that the process is basically driven by the student count. Staff finds out how many children are at each school. There is a contractual limit for teachers, and we have to look at how many students over the limit in a particular class, and how many under in a particular class. Although combo classes may look like the best way to save money, it is a lousy educational decision.

Everyday, schools provide their counts which are linked to an electronic spreadsheet which calculates where we're over/under for each class at each school throughout the district. Every afternoon, staff reviews these numbers with Executive Cabinet. We begin to think about making decisions on how we're going to balance classes for the entire district. This week, we began to get a solid picture of what we need to do and hopefully by the end of the week, we will be in a position to make decisions.

For example, if a classroom is over-enrolled by a few students, we ask for volunteers first. If there are enough volunteers, they would go to the new school and it would become their home school. They do have the option to go back to the original school of attendance at the end of the year if there are openings. If they decide to stay at the new school, that becomes their permanent home school. If we don't get enough volunteers to self-divert, then we make the decision to divert students. First to go are inter-district permit students. Typically, if there are not enough, we start from the last registrant. There are policies in place to account for siblings and other special circumstances, however.

Superintendent Dailey added this is the decision charged to Executive Cabinet. Mr. Knoth provides data and a number of scenarios that could be done, with implications. Executive Cabinet looks at issues such as the least # of students moved, combination ideas, etc. We're looking at a picture that's district-wide.

President Schaff requested parents to contact Mr. Knoth directly in Student Services with their specific questions and suggestions.

Member McMahon noted we need to communicate decisions as they are made in ways that can begin to smooth out the situation. It's not going to be pretty, regardless of what we do; there's no easy solution.

Superintendent Dailey agreed that communication is a real concern. Part of the issue for us is that until we have something that we know we're going to be looking at doing, it almost spreads more panic for people. The issue of "hiding" information is more a confidentiality issue for families. Executive Cabinet members are here and hear your comments – we appreciate your feedback because we want to make it a process in which people can be heard.

Andrew Robbins, Parent, reiterated a request to not rush to make a decision, but balance that with allowing the opportunity to look for other alternatives.

Board Member Reports

Member Forbes noted he attended the Lincoln Middle School PTA meeting and the PTA Council meeting, the Big Game between Alameda and Encinal, and the CSBA Superintendent Search community meeting last night.

Member Gibson commented on a point of order in the meeting – the Board was not allowed further deliberation after public comments with regards to the Superintendent Search Report. Member Gibson noted her further comments on the subject are that it is essential that we have as much input as possible. There was not a big turnout at yesterday's open forum. These meetings are initial meetings gathering discussion of what we're looking for. If you were unable to attend last night's meeting, please come to the open forum on September 22 at Ruby Bridges Elementary, 6:30 PM – 8:00 PM to share your input.

Member McMahon noted he attended the PTA Council meeting, where the Chief of Police made a presentation regarding changes in the City staffing at the Police Department, resulting in an impact to AUSD. Some changes will affect both crossing guards and SRO's. How do we want to communicate that or determine if changes being made are going well?

President Schaff noted the Board is a policy-making body. The only employee that reports to the Board is the Superintendent. She is responsible for day-to-day operations of the district. We do reflect community input and give feedback, but we have to phrase it in terms of policy-making. We don't want to start meddling in the classrooms, but the Board represents and advocates subject to the constraints of law and policies put in place to protect you and your children. That's our role in this process.

ADJOURNMENT: by President Schaff at 9:33 PM.