

Any member of the public may comment on agenda items, as each item is presented. Individuals wishing to address the Board need to complete a Speaker Card located at the entrance to the meeting room and provide it to the recording secretary prior to the start of the meeting. Speakers are asked to limit their comments to two minutes each, and the Board President may limit the amount of discussion time for any one agenda item.

ALAMEDA COUNTY BOARD OF EDUCATION

AGENDA : VOL. XXXIII, NO. 4

CLOSED SESSION: September 11, 2018 - 4:30 PM

Regular Meeting: September 11, 2018 - 6:30 PM

MEETING LOCATION :

313 W. Winton Avenue
Hayward, CA 94544
510-887-0152
www.acoe.org

MISSION STATEMENT:

Provide, promote and support leadership and service to ensure the success of Every Child...in Every School... Every Day!

CALL TO ORDER:

ROLL CALL:

President Cerrato
Trustee Childress
Trustee Berrick
Trustee Knowles

Vice-President Rivera
Trustee Sims
Trustee McDonald

SALUTE TO THE FLAG:

Pledge of Allegiance

RECORDING STATEMENT:

This meeting is being recorded and/or broadcast at the direction of the Board.

RECESS TO CLOSED SESSION

- | | | |
|--|---|--------|
| 1. Interdistrict Transfer Appeals | The Board will hear and take action on the following interdistrict appeals. These matters will be heard in <i>closed session</i> .
1. IDT #34-MG-18/19 - Emery USD | ACTION |
|--|---|--------|

RECONVENE TO OPEN SESSION

- | | | |
|---|--|-------------|
| 2. Report from President on Board closed session | President Cerrato will report out on any actions taken in closed session. | INFORMATION |
| 3. Blanket Giveaway | Trustee McDonald will share with the Board details on the blanket giveaway at various Alameda County Authorized Charter Schools. | INFORMATION |
| 4. Backpack Giveaway | Members of the Amalgamated Transit Union | INFORMATION |

(ATU) Local 1555's Black Caucus will donate backpacks to students at ACOE's Community Schools.

5. Consent Agenda – General Matters:

- | | | | |
|----|--|--|--------|
| A. | Minutes of the August 14, 2018 Board Meeting | Board will consider approval of the Minutes from the August 14, 2018 Board Meeting. | ACTION |
| B. | Minutes of the August 28, 2018 Board Meeting | Board will consider approval of the Minutes from the August 28, 2018 Board Meeting. | ACTION |
| C. | Resolution: National Bullying Prevention Month (October) | Board will consider approval of Resolution No. 2134: National Bullying Prevention Month - October. | ACTION |
| D. | Resolution: Domestic Violence Prevention Month (October) | Board will consider approval of Resolution No. 2135: Domestic Violence Prevention Month - October. | ACTION |
| E. | Resolution: Breast Cancer Awareness Month (October) | Board will consider approval of Resolution No. 2136: Breast Cancer Awareness Month - October. | ACTION |
| F. | Resolution: National Youth Justice Awareness Month (October) | Board will consider approval of Resolution No. 2137: National Youth Justice Awareness Month - October. | ACTION |
| G. | Resolution: Sikh American Awareness Month (October) | Board will consider approval of Resolution No. 2138: Sikh American Awareness Month - October. | ACTION |
| H. | Resolution: National Principals Month (October) | Board will consider approval of Resolution No. 2139: National Principals Month- October. | ACTION |
| I. | Resolution: Dyslexia Awareness Month (October) | Board will consider approval of Resolution No. 2140: Dyslexia Awareness Month - October. | ACTION |
| J. | Resolution: Increase Board's Monthly Stipend | Board will consider approval of Resolution No. 2141: Increase Board's Monthly Stipend. | ACTION |

6. Public Comments

Only on items not listed on the agenda. INFORMATION

This part of the meeting provides an opportunity for the public to address the Board of Education on items that are not listed on the Agenda. Comments are welcome; however, the Board cannot comment on any item that is not agendaized. Individuals wishing to address the Board need to complete a Speaker Card located at the entrance to the meeting room and provide it to the recording secretary prior to the start of the meeting. Speakers are asked to limit their comments to two minutes each, and the Board President may limit the amount of comment and discussion time.

7. Determination Hearing - Connecting Waters Charter School, East Bay (CWCS-EB) Material Revision

- | | | |
|----|---|---------------------|
| A. | The Board will receive an Evaluation Summary Report from the ACOE Charter School Review Team regarding their evaluation and recommendation. | INFORMATION/ ACTION |
| B. | The Board will consider taking action to either Approve or Deny the charter material revision for Connecting Waters Charter School, East Bay. | |

8. Determination Hearing - Hayward Collegiate Charter School (HCCS) Petition Appeal from Hayward USD	A. The Board will receive an Evaluation Summary Report from the ACOE Charter School Review Team regarding their evaluation and recommendation.	INFORMATION/ ACTION
	B. The Board will consider taking action to either Approve or Deny the charter petition for Hayward Collegiate Charter School.	
9. State Teacher Retirement System (STRS) Waiver Request	Superintendent must notice and approve waivers to the STRS 180-day grace period per Education Code 24214.5.	INFORMATION
10. Board Personnel Commissioner Appointment Applicant Review	The Board will review and discuss the applications received for the Board Personnel Commissioner appointment and name their intended appointee(s) per Education Code 45246.	INFORMATION/ ACTION
11. Board Committee Updates	<p><u>Policy and Legislation Committee Report</u></p> <ul style="list-style-type: none"> • Board Policy and Legislation Committee chair will report out from the August 28, 2018 meeting. • The Board will review and consider taking action on the following Board Policies for SECOND READING: <ul style="list-style-type: none"> ○ BB 9323 Meeting Conduct ○ BB 9323.2 Actions by the Board • The Board will review and consider taking action on the following Board Policies for FIRST READING. <ul style="list-style-type: none"> ○ BB 9322 Agenda/Meeting Materials ○ BB 9310 Board Policies ○ BB 9500 County Superintendent's Remuneration • The Board will review and consider taking a position on Measure AA: The Oakland Children's Initiative. <p><u>Facilities Committee Report</u></p> <ul style="list-style-type: none"> • Board Facilities Committee chair will report out from the September 11, 2018 meeting. • The Committee will provide an update for the Facilities Master Plan. • The Board will review and consider taking action on the sale of the property located at 40950 Chapel Way, Fremont, CA 94538. 	INFORMATION/ ACTION
12. Board Committee Assignments	President Cerrato will announce Board Committee assignments.	INFORMATION
13. CSBA Director-at-Large Nomination	The Board will consider nominating a board member for the CSBA Director-at-Large position.	INFORMATION/ ACTION
14. Items from the Board	Board members will discuss the status of their activities and possible topics of interest to the Board and the general public.	INFORMATION
15. President's Report	The President will discuss recent activities and possible topics of interest to the Board and the general public.	INFORMATION

16. Items from the Superintendent

The Superintendent, as the Secretary to the Board, will present topics of interest to the Board and the general public.

INFORMATION

17. Adjournment

Visit <http://www.acoe.org/board> to view live webcasts of regular Board Meetings.

Next Meeting: Regular Meeting
September 25, 2018 at 6:30 p.m. (Reserved)
October 9, 2018 at 6:30 p.m.

Adjourn the meeting.

All materials related to an item on this Agenda distributed to the Board of Education within 24 hours of the meeting are available for public inspection at the front desk of the Alameda County Office of Education at 313 W. Winton Avenue, Hayward, California at the time they are distributed. For inquiries, please contact the Superintendent's Office at 510-670-4145.

Times indicated are estimates and may change at the Board's discretion.



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 1.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Interdistrict Transfer Appeals

Background :

The Board will hear and take action on the following interdistrict appeals. These matters will be heard in *closed session*.

1. IDT #34-MG-18/19 - Emery USD

Action Requested:

ACTION

That these matters be heard in closed session.



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
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(510) 887-0152 www.acoe.org

Memorandum No. 5. - A.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: L. Karen Monroe, Superintendent of Schools
RE: Minutes of the August 14, 2018 Board Meeting

Background :

Board will consider approval of the Minutes from the August 14, 2018 Board Meeting.

Action Requested:

ACTION

Review and approve minutes of the August 14, 2018 Board meeting.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	DRAFT Minutes-2018.8.14

ALAMEDA COUNTY BOARD OF EDUCATION
 Meeting Location: Alameda County Office of Education
 313 W Winton Avenue, Hayward, CA 94544

Unadopted Minutes of the Board Meeting of August 14, 2018

Vol. XXXIII No. 2

Presiding	President Cerrato opened the meeting at 4:34 p.m.
Flag Salute	Led by Trustee Sims
Roll Call	Conducted by Yosaira Espinoza, Administrative Secretary to the Board Trustees Present (6): Joaquin Rivera, Amber Childress, Aisha Knowles, Fred Sims, Eileen McDonald, Yvonne Cerrato Trustees Absent (1): Ken Berrick (arrived for open session)
Recording Statement	Read into the record by President Cerrato This meeting is being recorded and/or broadcasted at the direction of the Board.
Closed Session	<ul style="list-style-type: none"> • The Board recessed for closed session at 4:37 p.m.
Item #1: Interdistrict Transfer Appeals	<p>Present: Trustee Childress, Trustee Knowles, Trustee Sims, Trustee McDonald, Vice President Rivera, President Cerrato, Superintendent L. Karen Monroe, Dan Bellino (Chief of Staff), Yosaira Espinoza (Administrative Secretary to the Board)</p> <p>Absent: Trustee Berrick</p> <p>The Board recessed from closed session at 6:21 p.m.</p>
Item #2: Report from Board Closed Session	<p>The Board reconvened to open session at 6:45 p.m.</p> <ul style="list-style-type: none"> • Trustee Berrick arrived for open session. • IDT #19-ED-18/19 – Dublin USD Ayes: Childress Noes: Knowles, Sims, McDonald, Rivera, Cerrato The Board voted (5-1) to deny the appeal. • IDT #21-FC-18/19 – Fremont USD Ayes: Childress Noes: Knowles, Sims, McDonald, Rivera, Cerrato The Board voted (5-1) to deny the appeal. • IDT #22-KB-18/19 – Dublin USD The interdistrict transfer was resolved prior to the Board meeting. • IDT #23-BP-18/19 – Dublin USD Ayes: Noes: Childress, Knowles, McDonald, Rivera, Cerrato Abstentions: Sims The Board voted (5-0) to deny the appeal. • IDT #24-JM-18/19 – Pleasanton USD The interdistrict transfer was resolved prior to the Board meeting. • IDT #25-CN-18/19 – Pleasanton USD Ayes: Childress, Knowles, Sims, McDonald, Rivera, Cerrato Noes: The Board voted (6-0) to grant the appeal.
Item #3: Consent Agenda – General	<ul style="list-style-type: none"> • Vice President Rivera moved the Consent Agenda (A-B). • Trustee Berrick seconded.

<p>Matters</p> <p>A. Minutes of the July 10, 2018 Board Meeting</p> <p>B. Resolution: Attendance Awareness Month (September)</p> <p>C. Resolution: Hispanic Heritage Month (September 15 – October 15)</p> <p>D. Resolution: National Preparedness Month (September)</p> <p>E. Resolution: Suicide Prevention Month (September)</p> <p>F. Consolidated Application for Funding</p>	<p>The motion passed unanimously (6-0).</p>
<p>Item #4: Determination Hearing – Envision Academy Material Revision</p>	<ul style="list-style-type: none"> • Ms. Teresa Kapellas, Executive Director of Administrative Services, provided a summary of their review and analysis of Envision Academy’s material revision. • Two people submitted speaker cards asking the Board to postpone their vote for another month. • Six people submitted speaker cards in favor of the material revision. • Trustee Berrick moved that the Alameda County Board of Education approve the material revision for Urban Montessori Charter School. • Trustee McDonald seconded. • Trustee Rivera substituted the motion. He moved to postpone the vote for Envision Academy’s material revision for a month. • Trustee Knowles seconded. • The motion failed (2-5). <ul style="list-style-type: none"> ○ Ayes: Rivera, Knowles ○ Noes: Berrick, Childress, Sims, McDonald, Cerrato • The Board revisited the first motion. • Trustee Berrick moved that the Alameda County Board of Education approve the material revision for Urban Montessori Charter School. • Trustee McDonald seconded. • The motion passed (6-1). <ul style="list-style-type: none"> ○ Ayes: Childress, Berrick, Knowles, Sims, McDonald, Cerrato ○ Noes: Rivera
<p>Item #5: Public Comment</p>	<ul style="list-style-type: none"> • None.
<p>Item #6: Public Hearing – Connecting Waters Charter School, East Bay (CWCS-EB) Material Revision</p>	<ul style="list-style-type: none"> • Trustee Berrick moved to open the public hearing. • Trustee McDonald seconded. • The motion passed unanimously (7-0). • Sherri Nelson, Executive Director of Connecting Waters, presented on their request for material revision to its charter. • Trustee Rivera moved to close the public hearing. • Trustee Knowles seconded. • The motion passed unanimously (7-0).
<p>Item #7: Public Hearing – Hayward Collegiate Charter School (HCCS) Petition Appeal from Hayward USD</p>	<ul style="list-style-type: none"> • Trustee Rivera moved to open the public hearing. • Trustee Knowles seconded. • The motion passed unanimously (7-0). • Neena Goswamy, lead petitioner, presented on the charter petition appeal for Hayward Collegiate Charter School. • Peter Parenti, Assistant Superintendent of Educational Services for Hayward USD, presented the reasoning behind the denial of Hayward Collegiate Charter School’s

	<p>charter petition.</p> <ul style="list-style-type: none"> • Five people submitted public speaker cards in support of Hayward Collegiate Charter School's petition appeal. • Two people submitted public speaker cards in opposition of Hayward Collegiate Charter School's petition appeal. • Trustee Sims moved to close the public hearing. • Trustee McDonald seconded. • The motion passed unanimously (7-0). • The Board recessed at 8:27 p.m.
Item #8: AB 925 Alameda County – Wide Educational Services Plan for Serving Expelled and High Risk Students Update for July 1, 2018 through June 30, 2021	<ul style="list-style-type: none"> • The Board reconvened at 8:35 p.m. • Trustee Rivera moved to approve the Triennial Plan, which includes approvals of the plan for all Alameda County districts. • Trustee McDonald seconded. • The motion passed unanimously (7-0).
Item #9: State Teacher Retirement System (STRS) Waiver Request	<ul style="list-style-type: none"> • No discussion.
Item #10: Board Personnel Commissioner Appointment Process	<ul style="list-style-type: none"> • Dan Bellino, Chief of Staff, presented the Board Personnel Commissioner Appointment Process for review and potential revisions. • The Board decided to change the application deadline to Sunday, September 2nd. For the September 11th Board meeting, the applications will be included in the Board packet and the Board will publicly announce their intended appointee(s) to be invited to the October 9th Board meeting for an interview. • At the November 13th Board meeting, the Board will hold a public hearing on the qualifications of the Board's intended appointee(s), where they will then make an intended appointment or a substitute appointment. • Trustee Berrick moved to close the application on September 2nd, where the Board will then meet and interview applicants at the October 9th Board meeting. The Board will then hold a public hearing at their November 13th Board meeting to review their qualifications and make a selection of a Personnel Commissioner. • Trustee Childress seconded. • The motion passed unanimously (7-0).
Item #11: Items from the Board	<ul style="list-style-type: none"> • Trustee McDonald shared pictures from the blanket giveaway at Lazear Charter Academy. • Trustee Sims attended the Amalgamated Transit Union (ATU) Local 1555's Black Caucus backpack drive. He shared they will attend the September 11th Board meeting to provide the backpacks to SPaS. • Trustee Knowles reported attending the Freedom School Graduation on August 10th. • Trustee Childress reported attending the following: <ul style="list-style-type: none"> ○ Burke Academy Poetry Slam on July 31st ○ National Night Out at Cox Academy ○ Backpack Reception for Lend a Hand ○ First Day of School for Martin Luther King Jr. Elementary School
Item #14: President's Report	<ul style="list-style-type: none"> • President Cerrato shared that after 29 years, this was the first year she did not have to take a child to school, since all have graduated.
Item #15: Items from the Superintendent	<ul style="list-style-type: none"> • Superintendent Monroe reported attending the following: <ul style="list-style-type: none"> ○ Burke Academy Poetry Slam on July 31st ○ Cannabis Education Youth & Adult Awareness Work Session with Supervisor Miley on August 2nd ○ Inventing Our Future on Wednesday, August 8th and Thursday, August 9th

**Item #16:
Adjournment**

The next Board meeting will be on August 28, 2018 for interdistrict transfer appeal hearings. The next regular Board meeting will be on September 11, 2018 at 6:30 p.m.

President Cerrato adjourned the meeting at 9:10 p.m. in the memory of:

- Esther Concepcion, Alameda County Board of Supervisors employee
- Paul Keener, Transportation Engineer for Alameda County Public Works
- Nia Wilson, Oakland USD Student

Yvonne Cerrato, Board President

L. Karen Monroe, Board Secretary



ALAMEDA COUNTY OFFICE OF EDUCATION
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Memorandum No. 5. - B.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: L. Karen Monroe, Superintendent of Schools
RE: Minutes of the August 28, 2018 Board Meeting

Background :

Board will consider approval of the Minutes from the August 28, 2018 Board Meeting.

Action Requested:

ACTION

Review and approve minutes of the August 28, 2018 Board meeting.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	DRAFT Minutes-2018.8.28

ALAMEDA COUNTY BOARD OF EDUCATION
Meeting Location: Alameda County Office of Education
313 W Winton Avenue, Hayward, CA 94544

Unadopted Minutes of the Board Meeting of August 28, 2018

Vol. XXXIII No. 3

Presiding	President Cerrato opened the meeting at 4:33 p.m.
Closed Session	<ul style="list-style-type: none"> • The Board recessed for closed session at 4:33 p.m.
Item #1: Interdistrict Transfer Appeals	Present: Trustee Childress, Trustee Berrick, Trustee Knowles, Trustee Sims, Trustee McDonald, Vice President Rivera, President Cerrato, Dan Bellino (Chief of Staff), Yosaira Espinoza (Administrative Secretary to the Board) The Board recessed from closed session at 4:56 p.m.
Item #2: Report from Board Closed Session	The Board reconvened to open session at 4:56 p.m. <ul style="list-style-type: none"> • IDT #26-NK-18/19 – Dublin USD The interdistrict transfer was resolved prior to the Board meeting. • IDT #30-LP-18/19 – Fremont USD Ayes: Childress, Berrick, Knowles, Sims, McDonald, Rivera, Cerrato Noes: The Board voted (7-0) to grant the appeal.
Item #16: Adjournment	The next Board meeting will be on September 11, 2018 at 6:30 p.m. President Cerrato adjourned the meeting at 4:58 p.m. <hr style="width: 30%; margin-left: 0;"/> Yvonne Cerrato, Board President <hr style="width: 30%; margin-left: 0;"/> L. Karen Monroe, Board Secretary



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Memorandum No. 5. - C.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: National Bullying Prevention Month (October)

Background :

Board will consider approval of Resolution No. 2134: National Bullying Prevention Month - October.

Action Requested:

ACTION

Consider approval of Resolution No. 2134

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2134_National Bullying Prevention Month.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2134

**National Bullying Prevention Month
October 2018**

- WHEREAS,** bullying is physical, verbal, sexual, or emotional harm or intimidation intentionally directed at a person or a group of people; and
- WHEREAS,** bullying occurs in neighborhoods, playgrounds, schools, and through technology such as the internet and cell phones; and
- WHEREAS,** various researchers have concluded that bullying is the most common form of violence, affecting millions of children and adolescents; and
- WHEREAS,** targets of bullying are more likely to acquire physical, emotional, and learning problems and students who are repeatedly bullied often fear such activities as riding the bus, going to school, and attending community activities; and
- WHEREAS,** children who bully are at a greater risk of engaging in more serious violent behaviors; and
- WHEREAS,** children who witness bullying often feel less secure, more fearful, and intimidated; and
- WHEREAS,** nearly 35% of students in Alameda County have reported being either bullied or harassed; and
- WHEREAS,** every child has the right to feel safe, respected and included at school;

NOW, THEREFORE, BE IT RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools encourage all educational communities to observe National Bullying Prevention Month with appropriate instructional and supportive activities to prevent bullying and to mitigate the effects of bullying on victims, bullies, bystanders and the school community.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



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Memorandum No. 5. - D.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: Domestic Violence Prevention Month (October)

Background :

Board will consider approval of Resolution No. 2135: Domestic Violence Prevention Month - October.

Action Requested:

ACTION

Consider approval of Resolution No. 2135

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2135_Domestic Violence Prevention Month.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2135

**Domestic Violence Prevention Month
October 2018**

- WHEREAS,** domestic violence is widespread and is devastating to society as a whole; and
- WHEREAS,** domestic violence impacts women, men and children of every age, background, and belief; and
- WHEREAS,** nearly 1 in 3 women and 1 in 4 men in the United States have been victims of some form of physical violence by an intimate partner in their lifetime; and
- WHEREAS,** approximately 15.5 million children are exposed to domestic violence every year; and
- WHEREAS,** the problem of domestic violence is not confined to any group or groups of people, but crosses all economic, racial, gender, educational, religious, and societal barriers, and is sustained by societal indifference; and
- WHEREAS,** local programs, state coalitions, national organizations, and other agencies nationwide are committed to increasing public awareness of domestic violence and its prevalence, and to eliminating it through prevention and education;

NOW, THEREFORE, BE IT RESOLVED that in recognition of the important work done by domestic violence programs and victims' service providers, the Alameda County Board of Education and the Alameda County Superintendent of Schools do hereby proclaim the month of October as Domestic Violence Awareness and Prevention Month and urge all citizens to work towards the elimination of domestic violence.

PASSED AND ADOPTED this 11th day of September, 2017 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
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Memorandum No. 5. - E.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: Breast Cancer Awareness Month (October)

Background :

Board will consider approval of Resolution No. 2136: Breast Cancer Awareness Month - October.

Action Requested:

ACTION

Consider approval of Resolution No. 2136

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2136_Breast Cancer Awareness.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2136

**Breast Cancer Awareness Month
October 2018**

- WHEREAS,** October is National Breast Cancer Awareness Month and October 19th is National Mammography Day; and
- WHEREAS,** breast cancer affects over 266,000 women and 2,500 men each year and is responsible for more than 41,000 deaths annually in the United States; and
- WHEREAS,** breast cancer is the most common cancer among women in the United States, other than skin cancer and the second leading cause of cancer death in women, after lung cancer; and
- WHEREAS,** mammography, an “x-ray of the breast,” is recognized as the single most effective method of detecting breast changes that may be cancer long before physical symptoms can be seen or felt; and
- WHEREAS,** death rates from breast cancer have been declining, and this change is believed to be the result of earlier detection and improved treatment; and
- WHEREAS,** National Breast Cancer Awareness Month educates women about the importance of early detection for breast cancer; and

NOW, THEREFORE, BE IT RESOLVED that the Alameda County Board of Education and the Alameda County Superintendent of Schools recognizes October as Breast Cancer Awareness Month.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



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L. Karen Monroe, Superintendent
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Memorandum No. 5. - F.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: National Youth Justice Awareness Month (October)

Background :

Board will consider approval of Resolution No. 2137: National Youth Justice Awareness Month - October.

Action Requested:

ACTION

Consider approval of Resolution No. 2137

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2137_National Youth Justice Awareness Month.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2137

**National Youth Justice Awareness Month
October 2018**

- WHEREAS,** the historical role of the juvenile court system is to rehabilitate and treat youthful offenders while holding them accountable and maintaining public safety and is therefore better equipped to work with youth than the punitive nature of the adult criminal justice system; and
- WHEREAS,** youth are developmentally different from adults and these differences have been documented by research on the adolescent brain and acknowledged by the US and State supreme courts, many state and federal laws that prohibit youth under age 18 from taking on major adult responsibilities such as voting, jury duty, and military service; and
- WHEREAS,** youth who are placed under the commitment of the juvenile court system are able to access age appropriate services, education, and remain closer to their families, all of which reduces the likelihood of future offending; and
- WHEREAS,** each year, there are more than 850,000 arrests of young people under the age of 18, and an estimated 250,000 youth are tried, sentenced, or incarcerated as adults every year in the United States and most of the youth are prosecuted for non-violent offenses; and
- WHEREAS,** involvement in the justice system—even as a minor, and even if it does not result in a finding of guilt, delinquency, or conviction—can significantly impede a person's ability to pursue a higher education, obtain a loan, find employment, or secure quality housing; and
- WHEREAS,** most laws allowing the prosecuting of youth as adults were enacted prior to research evidence by the Centers for Disease Control and Prevention and the Office of Juvenile Justice and Delinquency Prevention, which demonstrated that prosecuting youth in adult court actually decreases public safety as, on average, they are 34 percent more likely to commit future crimes than youth retained in the juvenile system; and
- WHEREAS,** youth of color and youth with disabilities and mental health issues are disproportionately represented at all stages of the criminal justice system; and
- WHEREAS,** it is harmful to public safety and to young offenders to confine youth in adult jails or prisons where they are significantly more likely to be physically and sexually assaulted and where they are often placed in solitary confinement; and
- WHEREAS,** youth sentenced as adults receive an adult criminal record which deters future education or employment opportunities and the collateral consequences normally applied in the adult justice system should not automatically apply to youth arrested for crimes before the age of 18; and

BE IT RESOLVED, that youth who receive extremely long sentences deserve an opportunity to demonstrate their potential to grow and change; and

BE IT FURTHER RESOLVED that the justice system acts not as a means for perpetuating a cycle of hopelessness, but as a framework for uplifting our young people with a sense of purpose so they can contribute to America's success;

NOW, THEREFORE, BE IT RESOLVED that in recognition of the important work done by youth justice programs, the Alameda County Board of Education and the Alameda County Superintendent of Schools do hereby proclaim the month of October as National Youth Justice Awareness Month and urge all citizens to support our youth by participating in appropriate ceremonies, activities, and programs.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
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Memorandum No. 5. - G.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: Sikh American Awareness Month (October)

Background :

Board will consider approval of Resolution No. 2138: Sikh American Awareness Month - October.

Action Requested:

ACTION

Consider approval of Resolution No. 2138

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2138_Sikh American Awareness and Appreciation Month.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2138

**Sikh American Awareness and Appreciation Month
November 2018**

WHEREAS, Sikhs have been living in the United States for more than 100 years, and during the early 20th century, thousands of Sikh Americans worked on farms, in lumber mills and mines, and on the Oregon, Pacific & Eastern Railroad; and

WHEREAS, Sikhism is the fifth largest religion in the world and today, there are more than 25 million Sikhs worldwide with an estimated 500,000 Sikhs living in the United States; and

WHEREAS, Sikh Americans pursue diverse professions and walks of life, making rich contributions to the social, cultural, and economic vibrancy of the United States, including service as members of the United States Armed Forces and have made significant contributions to our great nation in agriculture, trucking, medicine and technology, and have distinguished themselves by fostering greater respect among all people through faith and service; and,

BE IT RESOLVED that in recognition of Sikhism, the Alameda County Board of Education and the Alameda County Superintendent of Schools, seek to further the diversity of its community and afford all residents the opportunity to better understand, recognize, and appreciate the rich history and shared experiences of Sikh Americans.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. 5. - H.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: National Principals Month (October)

Background :

Board will consider approval of Resolution No. 2139: National Principals Month- October.

Action Requested:

ACTION

Consider approval of Resolution No. 2139

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2139_National Principals Month.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2139

**National Principals Month
October 2018**

WHEREAS, the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort; and

WHEREAS, principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, the most valuable resource; and

WHEREAS, principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives for schools to achieve educational excellence;

NOW, THEREFORE, BE IT RESOLVED that in recognition of principals' school leadership and their work to ensure every child has access to a high-quality education, the Alameda County Board of Education and the Alameda County Superintendent of Schools do hereby proclaim the month of October as National Principals Month.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. 5. - I.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: Dyslexia Awareness Month (October)

Background :

Board will consider approval of Resolution No. 2140: Dyslexia Awareness Month - October.

Action Requested:

ACTION

Consider approval of Resolution No. 2140

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2140_Dyslexia Awareness Month.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2140

**Dyslexia Awareness Month
October 2018**

- WHEREAS,** dyslexia is defined as a specific learning difficulty that is neurobiological in origin and is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities, that are often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction; and
- WHEREAS,** dyslexia typically results from a deficit in the phonological component of language which causes difficulty in getting to the individual sounds of spoken language, which affects the ability of an individual to speak, read, spell, and often, learn a language; and
- WHEREAS,** secondary consequences of dyslexia may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge; and
- WHEREAS,** dyslexia is the most common learning difference and affects 80 to 90 percent of all individuals with a learning difference; and
- WHEREAS,** individuals with dyslexia have strengths in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving; and
- WHEREAS,** great progress has been made in understanding dyslexia on a scientific level, including the epidemiology and cognitive and neurobiological bases of dyslexia; and
- WHEREAS,** research shows that if students who display the characteristics of dyslexia are provided with evidence-based, multisensory instruction in a structured and explicit manner, most of them learn to read and spell successfully. This instructional approach is defined as “Structured Literacy” by the International Dyslexia Association.
- WHEREAS,** The term dyslexia is found in twenty-two states’ laws, including California Education Code, and in Federal law under the Individuals with Disabilities Education Act (IDEA) within the broad eligibility category of a Specific Learning Disability (SLD), yet many public schools have historically avoided the term “dyslexia” in evaluations, when determining special education eligibility and in the Individual Education Program (IEP) documents; and
- WHEREAS,** the California Department of Education issued the California Dyslexia Guidelines in response to the passage of Assembly Bill 1369, Chapter 647, Statutes of 2015, which added sections to 56334 and 56335 to the CA Education Code; and
- WHEREAS,** the purpose of the guidelines is to assist regular education teachers, special education teachers, speech-language pathologists, school psychologists, school counselors, school administrators, paraprofessionals and parents/guardians in identifying, assessing and supporting students with dyslexia;

NOW, THEREFORE, BE IT RESOLVED, that the Alameda County Board of Education and the

Alameda County Superintendent of Schools recognizes October as Dyslexia Awareness Month.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. 5. - J.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Resolution: Increase Board's Monthly Stipend

Background :

Board will consider approval of Resolution No. 2141: Increase Board's Monthly Stipend.

Action Requested:

ACTION

Consider approval of Resolution No. 2141

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	2141_Increase Board's Monthly Stipend.doc

**ALAMEDA COUNTY BOARD OF EDUCATION
AND
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution No. 2141

Increase Board's Monthly Stipend

WHEREAS, Education Code Section 1090(b) allows compensation to each member of the Alameda County Board of Education in the amount of \$791.98 per month; and

WHEREAS, Education Code Section 1090(g) allows a county board of education annually to increase the compensation of its members by up to five percent of then-current compensation; and

WHEREAS, the Alameda County Board of Education wishes to increase the compensation of its members by five percent (\$39.60) of each member's current monthly compensation.

NOW, THEREFORE, BE IT RESOLVED that the Alameda County Board of Education increase the monthly compensation of each of its members by \$39.60 per month, effective October 1, 2018.

PASSED AND ADOPTED this 11th day of September, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Yvonne Cerrato, President
Alameda County Board of Education

L. Karen Monroe, Superintendent
Alameda County Office of Education



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 7.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Sandie Stringfellow, Charter Schools Director
RE: Determination Hearing - Connecting Waters Charter School, East Bay (CWCS-EB)
Material Revision

Background :

Connecting Waters Charter School, East Bay is requesting a material revision to its charter to amend its bylaws and charter petition to allow board members to serve subsequent terms of office.

A public hearing was held on August 14, 2018 to hear the merits of the request from the charter school leadership, and to hear any public support or opposition on this matter.

ACOE Staff conducted a review of the request to determine whether the charter school satisfied the requirements for a material revision, and to determine the reasonableness of the request. A copy of the results is in the attached Staff Analysis Report.

Action Requested:

INFORMATION/ ACTION

Approve or deny the material revision request for Connecting Waters Charter School, East Bay (CWCS-EB) in accordance with the Memorandum of Understanding and Education Code Sections 47607(a)(1).

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Material Revision Staff Report CWSEB

Report to Alameda County Board of Education

Connecting Waters Charter School, East Bay Material Revision Request

Staff Analysis

September 11, 2018

EXECUTIVE SUMMARY

The Alameda County Office of Education's Charter Schools Office (CSO) conducted a review of Connecting Waters Charter School, East Bay's request for a material revision to amend its bylaws and charter petition to allow board members to serve subsequent terms of office.

The Charter Schools Office reviewed the request and found it met all of the legal criteria for approval.

INTRODUCTION AND BACKGROUND

ACOE received a letter from Connecting Waters Charter School, East Bay requesting a material revision to its charter. The documentation provided by Connecting Waters Charter School, East Bay's includes:

- Minutes from Connecting Waters Charter School's July 16, 2018 Board Meeting
- Revised Charter with full redlined edits including new requirements of law
- Clean copy of Charter including new requirements of law

According to the Memorandum of Understanding, material revisions must have approval from the County Board per Cal. Ed. Code §47607. Changes to the charter school considered to be material revisions include, but are not limited to, the following:

1. Substantial changes to the educational program, mission, or vision of the charter school.
2. Adding a classroom-based or non-classroom based program and/or facility not expressly authorized by the charter.
3. Changes to the location of the facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes will be exempt from this provision.
4. Entering into a contract to be managed or operated by any other charter school public benefit corporation (or any other corporation or entity), such as an Educational Management Organization or a Charter Management Organization other than the charter.

MATERIAL REVISION PROCESS

Public Hearing

A public hearing was held on the material revision on August 14, 2018, in compliance with Cal. Ed. Code §47605. Connecting Waters Charter School, East Bay's Executive Director, Sherri Nelson, presented the item and reasons for the request. No one spoke in opposition of this request.

Review and Analysis

In applying the legal criteria, the following standard questions were used by the ACOE Charter Schools Office as a guideline to assess whether the charter school satisfied the requirements for material revision:

1. Is the petition reasonably comprehensive with respect to elements affected by the proposed change? Did the petition include the revisions necessary to the petition based on changes made in current law since the petition was last approved?
 2. Is the proposed change sound for the students to be served?
 3. Is the organization likely to successfully implement the change?
-
1. The Charter Schools Office reviewed Connecting Waters Charter School, East Bay's request and found the request contains a reasonably comprehensive description of elements affected by the proposed change. In addition to proposed changes to the school year calendar, bell schedule and instructional minutes, there were changes to the petition to comply with the new regulations under AB 1360, which went into effect January 1, 2018. The new law requires additional information in the areas of Admissions Preferences, Parental Involvement, Student Discipline, and Dismissal.
 - Connecting Waters Charter School, East Bay placed information concerning district notification and parental involvement notification under the Affirmations/Declarations section of the petition, pages 4-5.
 - *If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School [Ref. Education Code Section 47605.6(e)(3)]*
 - *The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]*
 - Student Suspension and Expulsion Procedures, and Dismissal changes were adequately updated on pages 96-105 of the petition under Element Ten: Suspension and Expulsion Procedures.

2. Based on Connecting Waters Charter School, East Bay’s successful charter school operation to date, they are likely to successfully implement the proposed change. The change will not alter Connecting Waters Charter School, East Bay’s ADA calculation, and therefore will not cause any financial impact to the charter school’s revenues.

Determination Hearing

The Board may deny the request for material revision if it makes written factual findings with specific facts to support one or more of the grounds for denial. These 5 grounds are the same as the petition review process (Education Code §47605(b).)

- 1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- 2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- 3) *The petition does not contain the number of signatures required by subdivision (a).*
- 4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- 5) *The petition does not contain reasonably comprehensive descriptions of all of the following: [standard elements]*

Note that the requirement to include the listed “elements” of the petition only applies to those sections that are affected by the proposed revision. In addition, signatures are not required for revisions and there are no newly-required affirmations.

DECISION OF CHARTER’S MATERIAL REVISION

Should the County Board approve the material revision, the board bylaws will be amended. Connecting Waters Charter School, East Bay will immediately begin to notify parents and students of the change.



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 8.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Sandie Stringfellow, Charter Schools Director
RE: Determination Hearing - Hayward Collegiate Charter School (HCCS) Petition Appeal from Hayward USD

Background :

The charter school's petition was denied by the Hayward Unified School Board on June 6, 2018. The Notice of Appeal was received by ACOE staff on July 27, 2018 and deemed complete on July 30, 2018.

A public hearing was held on August 14, 2018 to hear the merits of the request from the charter school leadership, and to hear any public support or opposition on this matter.

ACOE Staff conducted a review of the request to determine whether the charter school satisfied the requirements for a material revision, and to determine the reasonableness of the request. A copy of the results is in the attached Staff Analysis Report.

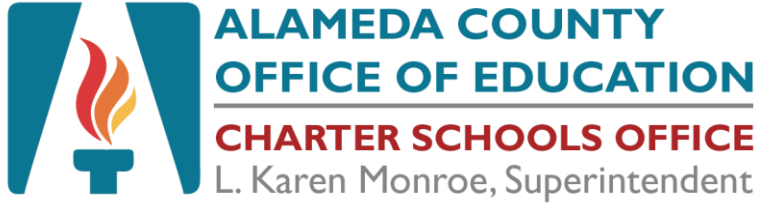
Action Requested:

INFORMATION/ ACTION

Approve or deny the material revision request for Hayward Collegiate Charter School (HCCS), in accordance with the Memorandum of Understanding and Education Code Sections 47607(a)(1)

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Hayward Collegiate Evaluation
<input type="checkbox"/> Backup Material	Hayward Collegiate Checklist Appendix A
<input type="checkbox"/> Backup Material	Hayward Collegiate Appendix B



CHARTER SCHOOL EVALUATION SUMMARY REPORT

FOR

**Hayward Collegiate Charter School
Appeal from District Denial of New Charter Petition**

Charter Petition on Appeal - E.C. 47605(j) (1)

ACOE Charter Review Team:

Jason Arenas, Scott Figgins, Shaun McElroy, Shirene Moreira, Sandie Stringfellow, and Natalie Zaderey

ANALYSIS SUMMARY

The Alameda County Office of Education’s Charter School Review Team completed a thorough review and analysis of the educational, operational, and financial information contained in the charter petition appeal of Hayward Collegiate Charter School. The review also included a substantive in-person meeting with the charter school lead petitioners/design team and representatives from the Charter School’s governing leadership (i.e. Capacity Interview), and reviewed subsequent clarifying documentation from that meeting.

The petition was reviewed in 19 areas, with specific criteria in each element. The ACOE review team found that the Hayward Collegiate Charter School provided appropriate signatures, adequate required assurances, and reasonably comprehensive descriptions in the 15 elements and three of the four supplemental areas (Impact Statement, Facilities, & Special Education). The Review Team found that the petition failed to meet the required standard in one area (Financial Plan). Below are the rating results.

Criteria that Exceed Required Standard	Criteria that Meet Required Standard	Criteria that Fail to Meet Required Standard	Not Applicable
	18	1	

Staff’s Petition Review Checklist, included as [Appendix A](#), contains a detailed analysis of each Element/Section, articulating the strengths and weaknesses of the charter school’s proposal.

The team also reviewed the findings from Hayward Unified School District upon which the denial of the Hayward Collegiate Charter School was based, and the petitioner’s response. A table summarizing issues raised by HUSD, Hayward Collegiate Charter School responses, and ACOE staff conclusions is included as [Appendix B](#).

Public Hearing Review and Analysis of Innovative Program Model

The public hearing, held on August 14, 2018, provided an opportunity for the governing board to consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Public support for the charter petition was mixed. While there was support for the petition during the hearing, there were also some concerns made by opponents of the proposed school. An opponent from Hayward Unified School District’s Board of Education shared their concerns about previous charter schools in Hayward moving around the district and not staying in South Hayward, and another board member shared concern for the school’s special education program. Additionally, a representative from Hayward Unified School District presented the district’s finding of facts.

BACKGROUND

The Alameda County Office of Education received a charter petition appeal from Hayward Collegiate Charter School, after it was denied by the Hayward Unified School Board on June 6, 2018. The Notice of Appeal was received by ACOE staff on July 27, 2018 and deemed complete on July 30, 2018. The Public Hearing was held on August 14, 2018. Following the public hearing, the Review Team completed its analysis of the petition. The team received a copy of the finding of facts, submitted by the Hayward Unified School District and responses from Hayward Collegiate Charter School, on July 27, 2018.

Staff conducted a Capacity Interview on August 23, 2018 with Lead Petitioner and Proposed Executive Director Neena Goswamy, and proposed board members Yichen Feng, Michi Hu Pezeshki, Kenneth Ranella, Brittney Riley, and Ke Wu. Information from the public hearing, charter petition review,

additional clarifying information received, and Capacity Interview were utilized in preparing this report. A copy of the staff report was provided to Hayward Collegiate Charter School prior to the determination hearing.

Alameda County Board of Education's Role

Education Code Section 47605(j) provides the following process for appeal of a district's denial of a charter petition:

- (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). (Emphasis added.)

Subdivision (b) of section 47605 is the same process by which a school district is required to review a charter school petition.

Education Code Section 47605(b), describing the standard and process for review of charter school petitions, requires the County Board to:

- Hold a public hearing within 30 days on the provisions of the charter and consider the level of support for the petition.
- Determine whether the petition document that has been denied by the District meets the established criteria.
- Not deny a petition for the establishment of a charter school unless it makes written factual findings, setting forth specific facts to support one or more of the following:
 1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
 2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
 3. The petition does not contain the number of signatures required by subdivision (a).
 4. The petition does not contain an affirmation of each of the conditions described in subdivision (d).
 5. The petition does not contain reasonably comprehensive descriptions of the required content in subsections A-O.

REVIEW PROCESS

It is our expectation that when a petitioner submits a petition on appeal, that they have submitted a plan they believe can be successfully implemented. The process requires the county board to do a de novo review of the Petition. The "appeal process" as established by law, is one that allows staff to evaluate the substance of the petition document in order to determine whether the petition stands on its own merit.

The Alameda County Office of Education (ACOE) believes that quality authorizing includes a rigorous, comprehensive application process that follows fair procedures and clear criteria. Our review team includes staff members with expertise in various areas in order to provide a thorough evaluation. This review is conducted in a systematic, unbiased manner through a comprehensive checklist which provides uniformity in charter petition evaluations.

The petitioners are required to submit their appeal within 180 days of the date of denial by a district. ACOE requires a submission package that includes:

- Form A - Notice of Intent to Submit Application on Appeal of Denial

- Articles of Incorporation and By-Laws for the non-profit organization, or provide a written explanation of why these have not yet been developed.
- The original charter petition and supporting documents considered by District when petition was denied.
- A copy of the District governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by E.C. section 47605(b).
- A brief written response of the charter petitioners to the district board's findings (optional)
- A narrative description of any changes to the petition necessary to reflect the County Board of Education as the chartering entity.
- Petitioners may submit a separate document containing revised sections of the charter petition (both final and "redline" versions) or additional appendices to address the Charter Supplemental Information described in ACOE's Charter School Petition Review Guidelines, if not already included in the original petition submitted to the District.

During the review process the Review Team may identify areas of concern and/or questions about the petition. Supplemental information provided by the petitioners in response to concerns and questions by the Review Team is considered during the review process, as long as it does not change the substance of the original charter petition document submitted for review. The process also includes a Capacity Interview which provides the Review Team the opportunity to ask clarifying questions as well as engage in interactive, real-time conversations that allow an assessment of the petitioner's depth of knowledge, experience and ability to implement their proposed charter.

Finding of Facts

Required Signatures

The petition included sufficient teacher signatures to meet the requirements of EC 47605(a)(3).

Required Affirmations

The petition contains the required affirmations as required by EC 47605(d).

Content of the Charter Petition

It was noted if approved, the petitioner will be required to make changes to the petition and change all references to Hayward Unified School District to Alameda County Office of Education.

The Review Team found the current petition contains reasonably comprehensive descriptions in nearly all areas under Education Code Section 47605(b) A-O requirements.

- Education Program
- Measurable Student Outcomes
- Student Progress Measurement
- Government Structure
- Employee Qualifications
- Health and Safety
- Racial & Ethnic Balance
- Admission Requirements
- Annual Financial Audits
- Suspensions and Expulsions
- Staff Retirement System

- Attendance Alternative
- Description of Employee Rights
- Dispute Resolution Process
- Closure Procedures

Supplemental:

- Special Education
- Impact Statement
- Facilities

The petition did not fully meet the minimum criteria in the following areas:

- Financial Plan

Soundness of Educational Program for the Pupils to Be Enrolled

Soundness of Educational Program for the Pupils to Be Enrolled

Likelihood of Successful Implementation

The Review Team found, based on the petition submitted and the petitioner Capacity Interview, the school is likely to successfully implement the program described in the charter petition, but there are concerns with the Financial Plan.

The Challenges and Weaknesses that threaten successful implementation:

- The petition did not contain a reasonable comprehensive description of the Financial Plan.
- The Review Team has concerns about how tight the petitioner's proposed budget is. More details about budgetary concerns are outlined in Appendices A and B. A summary of concerns is listed below:
 - Financial plan's startup costs for supplies and materials, and computers are tight
 - The Review Team found an incongruence between the school's budget assumptions and budget line item for computers
 - The budget is tight and will need to be adjusted if enrollment and ADA do not materialize
 - Administrator salaries are much lower than average as compared to public schools, and slightly lower than average for Bay Area charter schools
 - 15% of budget comes from soft monies (letters of promise available from funders)
- The school has identified a potential facility in South Hayward. If the petition is approved, additional information, such as a copy of the lease agreement, updated budget, and other follow-up information will be required through the MOU process relating to a facility.

The Strengths that Support the Likelihood of Successful Implementation:

- The petition is complete and makes a compelling case why the school is needed and how the school will effectively meeting the needs of the planned targeted student population
- The education program proposed is research based
- A value-add of charter schools is their latitude to innovate unique instructional programs within the parameters of Education Code. The curriculum and instructional programming is innovative,

and has offerings that other elementary schools in Hayward Unified School District do not offer, such as:

- Programming such as Digital Storytelling, which emphasizes development of critical thinking skills and will also serve to close the growing digital divide between low-income children of color and their privileged peers.
- Advisory for all grades with an emphasis on mindfulness, goal-setting, self-regulation, self-awareness, self-confidence, and grit
- Strong focus on literacy, with an eye toward closing the Word Gap divide that begins to surface between low-income students of color and their privileged peers by the age of 3 years old
- Dedicated data days, in which the entire faculty comes together to disaggregate achievement data down to the item level, to truly understand students' mastery
- 26 days of staff professional development
- Neena Goswamy, the proposed Executive Director, has worked at and trained at some of the highest performing Charter Management Organizations in the country, including The Noble Network of Charter Schools, KIPP, and Navigator Schools
- Hayward Collegiate's board has a strong and appropriate mix of members, with varied and significant experience and an appropriate mix of skill sets. From the Capacity Interview the members showed a sophisticated understanding of their roles and responsibilities and demonstrated enthusiasm and passion for the school
- The school is supported by external educational support providers with significant expertise, including high-profile organizations such as Building Excellent Schools, Navigator Schools, Carnegie Foundation for the Advancement of Teaching, Gooru, and Silicon Schools Fund
- The school has funding commitment letters from Building Excellent Schools and Silicon Schools Fund
- The school has developed partnerships with Hayward-based organizations including St. Rose Hospital, Golden Oaks Montessori, Hayward Area Historical Society, Eden Youth and Family Center, Glad Tidings Church, City Councilman Francisco Zermeno, Former City Councilman Kevin Dowling, and Former Executive Director of the YMCA, Kenny Altenberg. Partnerships that are currently being developed are La Familia and City Councilman Al Mendall.

CONCLUSION

The Review Team found that the charter petition contained reasonably comprehensive descriptions of the 15 required elements and three of the four supplemental section. The Review Team found the petition document to not meet the minimum criteria in terms of the Financial Plan. The petitioners are demonstrably likely to successfully implement the proposed program, though the budget will need to be monitored closely if the charter petition is approved.

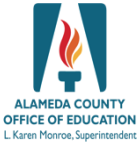
Should the Board decide to grant the charter, the Review Team recommends the concerns as stated throughout this report be addressed as conditions to be included in the required Memorandum of Understanding.

1. Facilities – A written verification as a pre-condition prior to opening, evidence that the facility is located in an area properly zoned for operation of a school and that has received a conditional use permit, and that has been cleared for student occupancy by all appropriate authorities, including ACOE.
2. Services for Students with Disabilities/Special Education Program – A confirmation letter regarding approved membership to the El Dorado SELPA prior to opening.

3. A complete and comprehensive description of the digital storytelling aspect of their education program

In addition to the standard pre-opening conditions, the following items shall be considered as clean up language/ clarifying items: (a) changes to the charter to reflect the appropriate authorizer's name- from HUSD to ACOE (b) submission of policies referenced in the petition.

Should the Board decide to deny the charter based on the finding in this report, the charter petitioner has the right to appeal their petition to the State Board of Education.



ALAMEDA COUNTY OFFICE OF EDUCATION

CHARTER SCHOOL PETITION

REVIEW CHECKLIST

APPENDIX A

On Appeal

Renewal Petition

Proposed Charter School: Hayward Collegiate

Proposed Location: South Hayward, Hayward Unified School District

Petitioner Contact Information	Denial Information	Petition Review and Presentation Timelines (Office Use Only)		
Name	District Denying Petition: Hayward Unified School District	Petition Presented to ACOE <small>(Maximum of 180 days from denial)</small> Date <u>July 27, 2018</u>	Public Hearing <small>(30 days from receipt)</small> Date Due <u>August 26, 2018</u> Date Held <u>August 14, 2018</u>	Decision by Board of Education <small>(60 days from receipt, may be extended 30 days if agreed by petitioner(s) and ACOE)</small> Date Due <u>September 25, 2018</u> <input type="checkbox"/> 30 day extension to _____ Date of Board Decision <u>September 11, 2018</u>
Neena Goswamy				
Phone	Date of Board Action:			
(650) 520-3915				
Address	June 6, 2018			
152 Nevada Street Redwood City, CA 94602				
Email				
ngoswamy@buildingexcellentschools.org				

Section below is for Office Use ONLY

Area of Review	Department(s) Responsible	Name of Reviewer
A. Education Program	Education Services	Jason Arenas, Scott Figgins, Sandie Stringfellow
B. Measurable Student Outcomes	Education Services	Jason Arenas, Scott Figgins, Sandie Stringfellow
C. Student Progress Measurement	Education Services	Jason Arenas, Scott Figgins, Sandie Stringfellow
D. Government Structure	Human Resources & Credentialing	Shaun McElroy, Sandie Stringfellow
E. Employee Qualifications	Human Resources (reviewed by ALL)	Shaun McElroy, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
F. Health and Safety	Human Resources & Ed. Services (reviewed by ALL)	Jason Arenas, Scott Figgins, Shaun McElroy, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
G. Racial & Ethnic Balance	Education Services (reviewed by ALL)	Jason Arenas, Scott Figgins, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
H. Admissions Requirements	Ed. Services/Human Resources (reviewed by ALL)	Jason Arenas, Scott Figgins, Shaun McElroy, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
I. Annual Financial Audits	Business Services	Shirene Moreira, Natalie Zadery, Sandie Stringfellow
J. Suspension and Expulsion	Ed. Services (reviewed by ALL)	Jason Arenas, Scott Figgins, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow

K. Staff Retirement System	Human Resources & Business Services	Shaun McElroy, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
L. Attendance Alternatives	Reviewed by ALL	Jason Arenas, Scott Figgins, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
M. Description of Employee Rights	Human Resources (reviewed by ALL)	Shaun McElroy, Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
N. Dispute Resolution Process	Business Services	Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
O. Closure Procedures	Business Services	Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
Supplemental Information		
Financial Plan	Business Services	Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
Impact Statement	Reviewed by ALL	Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
Facilities	Business Services	Shirene Moreira, Natalie Zaderey, Sandie Stringfellow
Special Education	Ed. Services & Sp. Education	Jason Arenas, Scott Figgins, Sandie Stringfellow
Independent Study (if applicable)	SPAS & Ed. Services	NA

Document to be used as Working Draft

Instructions to Petitioner: This checklist is designed to guide the review of charter school petitions. Throughout the evaluation, the petition review team will rate the petitioner’s response as Exceeds, Meets, or Fails to Meet the criteria required for each specific area.

Please write the page number where the information for each Evaluation Criteria can be located in the “found on page” column of the matrix document. Include a copy of this completed document with your charter petitions.

Ed Code 47605 A | Education Program

Found on page:	Evaluation Criteria A-O	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
1. Targeted School Populations				
46	◆ Age, grade levels and number of students		X	
38-42	<input type="checkbox"/> Describe students whom the charter will attempt to educate		X	
2. Attendance				
48-51	◆ School year, academic calendar, number of school day and instructional minutes		X	
47/109	◆ Attendance expectations and requirements		X	
3. What it Means to be an Educated Person in The 21st Century				
	<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners			
35-36	◆ Clear list of general academic skills and qualities important for an educated person		X	
66-67	◆ Clear list of general non-academic skills and qualities important for an educated person		X	
4. Description of How Learning Best Occurs				
56-63	◆ Persuasive instructional design		X	
56-63	◆ Broad outline (not entire scope and sequence) of the curriculum content		X	
64-68	◆ Description of instructional approaches and strategies		X	
	◆ Description of learning setting (e.g. traditional, home-based, distance learning, etc.)		X	
17-18	◆ Proposed program strongly aligned to school's mission		X	
24-26	◆ Affirmation that, or description of, how curriculum aligned to California Content Standards		X	
69-70	◆ Outlines a plan or strategy to support students not meeting pupil outcomes		X	
64	◆ Instructional design or strategies based upon successful practice or research		X	
70-88	◆ Describes instructional strategies for special education, Insufficient English proficient students, etc.		X	
5. Annual Goals and Actions				
89-102	<input type="checkbox"/> Annual goals, and annual actions to achieve those goals, for all pupils and for each subgroup of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth) to be achieved in the state priority areas that apply for the grade levels served, or the nature of the program operated, by the charter school: ◆ Student achievement ◆ Student engagement ◆ Other student outcomes ◆ School climate ◆ Parental involvement ◆ Basic services (teacher credentials, instructional materials, facilities) ◆ Implementation of common core state standards		X	

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

◆ Course access			
◆ Additional school priorities, goals specific annual actions			
6. Additional Requirements for Charter Schools Serving High School Student			
<input type="checkbox"/> How Charter School will inform parents about the transferability of courses to other public high schools		NA	
<input type="checkbox"/> How Charter School will inform parents about the eligibility of courses to meet college entrance requirements		NA	

Education Program – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Non-SPED/504 interventions unclear AMOs: Non-measurable, or wrong measure, or no baseline, etc. LCAP will need to be updated if school is approved – suspension and expulsion rates should be more ambitious, subgroups need to be disaggregated and each have goals

Ed Code 47605 B | Measurable Student Outcomes

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome, aligned with state priorities and goals in Educational Program		X	
104-105	◆ How pupil outcomes will address state content and performance standards in core academics		X	
92-96	◆ Outcomes align with common core state standards		X	
104-106	◆ Outcomes and measures align with state priorities and goals identified in Educational Program			X
97-99	◆ Lists school-wide student performance goals students will achieve over a given period of time: Projected attendance levels, dropout percentage, graduation rate goals, etc.		X	
93-98	◆ Describes academic achievement outcomes both Schoolwide and for all groups of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth)		X	
95-96	◆ Clearly stated exit outcomes include acquisition of academic and non-academic skills, that are specific, measurable and rigorous		X	
	◆ Acknowledges that exit outcomes and performance goals may need to be modified over time		X	
	◆ Affirmation that "benchmark" skills and specific classroom-level skills will be developed		X	
	◆ Affirmation/description that exit outcomes will align to mission, curriculum and assessments		X	
n/a	◆ Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements		NA	
n/a	◆ If high school, graduation requirements defined and WASC accreditation addressed		NA	

Measurable Student Outcomes – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	The measurable outcome for Subpriority A-CAASPP "students will reach high standards in English & Math" is not clear No student growth goals No 3 year metrics

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

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Ed Code 47605 C | Student Progress Measurement

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Assessments include multiple, valid and reliable measures using traditional/alternative tools		X	
	<input type="checkbox"/> Assessment tools include all required state and federal assessments		X	
	◆ At least one assessment method or tool listed for each of the exit outcomes		X	
	◆ Chosen assessments are appropriate for standards and skills they seek to measure		X	
	◆ Affirmation/description of how assessments align to mission, exit outcomes, and curriculum		X	
109-110	◆ Describes minimal required performance level necessary to attain each standard		X	
106-110	◆ Outlines plan for collecting, analyzing/utilizing and reporting student/school performance		X	
	◆ Consistent with the way information is reported on the School Accountability Report Card		X	

Student Progress Measurement – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Minimum required performance not specified for AMOs

Ed Code 47605 D | Government Structure

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Describes what role parents have in the governance and operation of the school		X	
	<input type="checkbox"/> Describes key features of governing structure (usually a board of directors) such as:		X	
	▪ Compliance with Brown Act, Public Records Act and Conflict of Interest Policy		X	
	▪ Size/composition of board, board committees and/or advisory councils		X	
	▪ Board's scope of authority/responsibility		X	
	▪ Method for selecting initial board members		X	
	▪ Board election/appointment and replacement		X	
	◆ Affirms future development of, or has set of, proposed bylaws, policies or similar documents		X	
	◆ Initial governing board members identified by name or the process to be used to select them		X	
	◆ Clear description of the legal status of the charter school		X	
	◆ Outlines other important legal or operational relationships between school and granting agency		X	

Government Structure – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
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Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

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Ed Code 47605 E | Employee Qualifications

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
122	<input type="checkbox"/> Identifies all key staff positions with the school		X	
123-131	<input type="checkbox"/> Describes specific key qualifications (knowledge, experience, education, certification)		X	
127-129	<input type="checkbox"/> Defines core, college preparatory teachers & affirms they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document as required by Law including ESSA.		X	
123-131	♦ Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers, along with required qualifications.		X	

Employee Qualifications – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Concerns about whether students will get enough social studies and science. Will need to be monitored if petition is approved.

Ed Code 47605 F | Health and Safety

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
132-136	♦ Affirms that each employee will furnish the school with a criminal record summary		X	
	Outlines specific health and safety practices addressing such key areas as:			
132	▪ Seismic safety (structural integrity and earthquake preparedness)		X	
132	▪ Natural disasters and emergencies		X	
134	▪ Immunizations, health screenings, administration of medications		X	
133	▪ Tolerance for use of drugs and/or tobacco		X	
132	▪ Staff training on emergency and first aid response		X	
132-136	▪ References accompanied by a detailed set of health and safety related policies/procedures or the date by which they will be adopted and submitted to the ACOE		X	

Health and Safety - Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Do not see mention of seismic safety, but they will have insurance carriers, risk management experts, and fire marshal to assist with preparations. Charter will need to provide policies and procedures for these items before the school opens if the petition is approved.

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ♦ Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 G | Racial & Ethnic Balance

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
136-137	◆ Lists specific practices/policies designed to attract a diverse applicant pool/enrollment		X	
136-137	▪ Includes specific language access policy for attracting and achieving targeted racial and ethnic balance		X	
136-137	☐ Practices and policies appear likely to achieve targeted racial and ethnic balance		X	
Racial & Ethnic Balance – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		If approved, school needs to implement policy to translate all materials into languages spoken by at least 15% of population. Home Language Survey will determine what other languages aside from Spanish might be needed.		

Ed Code 47605 H | Admission Requirements

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
138-141	☐ Mandatory assurances regarding non-discriminatory admission procedures		X	
n/a	◆ Admission preferences which are required for conversion charter schools, if applicable		X	
138-141	◆ Clearly describes admissions requirements, including any preferences		X	
138-141	◆ Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary		X	
Admission Requirements – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 I | Annual Financial Audits

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
142-143	☐ Procedure to select and retain independent auditor		X	
142-143	◆ Qualifications of independent auditor		X	
142-143	☐ Audit will employ generally accepted accounting procedures		X	
142-143	☐ The manner in which the audit will be conducted		X	
142-143	◆ Scope and timing of audit, as well as required distribution of completed audit		X	
142-143	☐ Process for resolving audit exceptions and deficiencies to the satisfaction of the Alameda County Office of Education		X	
Annual Financial Audits – Comments				

Legend:

- ☐ Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Ed Code 47605 J | Suspension and Expulsion

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
144-168	<input type="checkbox"/> Detailed, step-by-step process by which student may be suspended or expelled		X	
150-158	◆ Reference to a comprehensive set of student disciplinary policies		X	
	◆ Reference homework policy for students suspended less than 5 days			X
160-162	<input type="checkbox"/> Describe the expulsion appeal process			X
144-167	<input type="checkbox"/> Outlines or describes strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students		X	
144-167	◆ Policies balance students' rights to due process with responsibility to maintain a safe learning environment		X	

Suspension and Expulsion – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Did not find evidence of homework policy for suspensions less than 5 days. The charter indicates that students will not have the right to appeal an expulsion after the Charter School’s Board makes its final decision.

Ed Code 47605 K | Staff Retirement System

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
168	<input type="checkbox"/> Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must participate)		X	

Staff Retirement System – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	The school has opted to not provide STRS or PERS benefits.

Ed Code 47605 L | Attendance Alternative

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
169	<input type="checkbox"/> States that students may attend other schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence and/or description of other attendance alternatives		X	

Attendance Alternatives – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Ed Code 47605 M Description of Employee Rights				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
170; n/a	<input type="checkbox"/> States that collective bargaining contracts of ACOE will be controlling		X	
170	◆ Whether and how staff may resume employment within the district or ACOE, if applicable		X	
170	◆ Sick/vacation leave (ability to carry it over to and from charter school, if applicable)		X	
Description of Employee Rights – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 N Dispute Resolution Process				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
171-172	<input type="checkbox"/> Adopts the Alameda County Office of Education process to settle disputes relating to the provisions of the charter		X	
171-172	◆ Outline of how the charter school will resolve internal complaints and disputes with teachers, other staff and parents.		X	
Dispute Resolution Process – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 O Closure Procedures				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

173-175	<input type="checkbox"/> Outlines a description of the process to be used if the charter school closes		X	
173-175	<input type="checkbox"/> Process includes the identification of the school individual/position responsible for closure activities, a final audit of the charter school, specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records		X	

Closure Procedures – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Likelihood that the Petitions Will be Able to Successfully Implement the Program of the Proposed Charter

Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
◆ The Petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school.		X	

Likelihood that the Petition will be able to successfully implement the program of proposed charter – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	Sound, innovative educational program. Required assurances present in petition. Budget will have to be monitored very closely.

REQUIRED SUPPLEMENTAL INFORMATION

Financial Plan (For Initial Petitions Only)

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<input type="checkbox"/> Proposed first year operational budget		X	
Appendices 6 and AA	• Start-up costs			X
Appendices 6 and AA	• Cash flow for first three years		X	
Appendices 6 and AA	• Financial projections for first three years			X
Appendices 6 and AA	◆ Planning Assumptions		X	

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Appendices 6 and AA	▪ Number/types of students		X	
Appendices 6 and AA	▪ Number of staff		X	
Appendices 6 and AA	▪ Facilities needs		X	
Appendices 6 and AA	▪ Costs of all major items are identified and within reasonable market ranges			X
Appendices 6 and AA	▪ Revenue assumptions in line with state and federal funding guidelines		X	
Appendices 6 and AA	▪ Revenue from "soft" sources less than 10% of ongoing operational costs			X
Appendices 6 and AA	▪ Timeline allows window for referenced grant applications to be submitted and funded		X	

Financial Plan – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>Concerned that budget seems very tight on operational costs and soft monies exceed 10% (approximately 15%, though these monies are guaranteed as evidenced through letters of support.)</p> <p>Administrator salaries appear slightly lower than average as compared to other Bay Area charter schools, and if enrollment and ADA do not materialize, budget will have to be adjusted accordingly.</p> <p>Facilities are not solidified, although they capture a \$10K monthly allocation for facilities costs.</p>

Start-Up Costs (For Initial Petitions Only)

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	▪ Clearly identifies all major start-up costs		X	
Appendices 6 and AA	<input type="checkbox"/> Staffing		X	
Appendices 6 and AA	<input type="checkbox"/> Facilities		X	
Appendices 6 and AA	<input type="checkbox"/> Equipment and Supplies		X	
Appendices 6 and AA	<input type="checkbox"/> Professional Services		X	
Appendices 6 and AA	▪ Assumptions in line with overall school design plan			X
Appendices 6 and AA	▪ Identifies potential funding source		X	
Appendices 6 and AA	▪ Timeline allows for grant and fundraising		X	

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Start-Up Costs – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>Administrative Salaries require credentials and qualifications, but compensation does not align. Benefits appear low, and assumptions of \$6K cap is unclear.</p> <p>Facilities not established; however, the charter does not plan to open until fall 2019. If the charter is approved, they will need to provide facility confirmation in accordance with the MOU.</p> <p>Computer costs do not align with what is in Charters Assumptions.</p> <p>Concerned about no contingency plan if targeted pupil population does not materialize.</p>

Annual Operating Budget (Most Current Board Adopted Budget with any Variances or Material Changes Noted)				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<ul style="list-style-type: none"> Annual revenues and expenditures clearly identified by source 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> Revenue assumptions closely related to applicable state and federal funding formulas 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> Expenditure assumptions reflect school design plan 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> Expenditure assumptions reflect market costs 			X
Appendices 6 and AA	<ul style="list-style-type: none"> “Soft” revenues not critical to solvency 			X
Appendices 6 and AA	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 3% of expenditure or \$25,000) 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until the school year when the budget is projected to balance 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> Expenditure for sufficient insurance to name district as also insured/hold harmless agreement 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in the school district/county 			X
Appendices 6 and AA	<ul style="list-style-type: none"> Expenditure for facilities – if specific facilities not secured, reasonable projected cost 		X	

Annual Operating Budget – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>Charter does not outline loan interest rate in petition for potential CSFA revolving loan fund. Charter’s contingency is to sell receivables.</p>

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

	Encroachment appears low for special education
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Cash Flow Analysis				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Monthly projection of revenue receipts in line with local/state/federal funding disbursements 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Expenditures projected by month and correspond with typical/reasonable schedules 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Show positive cash balance each month and/or identify sources of working capital 		X	
Cash Flow Analysis – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		
		Cash Flow aligns with budget, but looking at certificated and classified expenditures for a month, might not realistically support 12 FTEs		

Long-Term Plan				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Projects revenues and expenditures for at least two additional years 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Revenue assumptions based on reasonable potential growth in local, state and federal revenues 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Revenue assumptions based on reasonable student growth projections 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Reasonable cost-of-living and inflation/funding reduction assumptions 		X	
Appendices 6 and AA	<ul style="list-style-type: none"> ▪ Annual fund balances are positive or sources of supplemental working capital are identified 		X	
Long-Term Plan - Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Impact Statement

Legend:

- ❑ Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
46-47	◆ Provides estimated numbers of students anticipated to enroll (Initial Petitions Only)		X	
177; n/a	◆ Identifies whether charter will request to purchase support services from ACOE or district (Initial Petitions Only)			N/A
176-177, 179	◆ Describes suggested processes and policies between charter and ACOE including:			
176-177, 179	▪ Process, activities and associated fees for oversight of charter		X	
176-177, 179	▪ Regular, ongoing fiscal and programmatic performance monitoring and reporting as required by ACOE		X	
177; n/a	◆ Description of support service needs and suggested payments for services to authorizer, if applicable.			
n/a	▪ Clearly drafted contract(s)/agreement(s) or reference to contract(s) for services.			X
178	○ Identify whether a request will be made for use of ACOE or district-owned facilities		X	
TBD	○ Reasonably detailed lease or occupation agreement for privately obtained facilities			X
111-112, Appendix 5	◆ Proposed legal status of school is identified		X	
177	<input type="checkbox"/> Describes the manner in which administrative services of the charter school are to be provided		X	
179	◆ Identify whether school intends to manage risk independently or will seek to secure coverage other public agency		X	
179	<input type="checkbox"/> Addresses potential civil liability effects, if any, upon the school and the ACOE			None

Impact Statement – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	If petition is approved, pre-opening conditions will be outlined in the MOU, and will include a requirement for evidence of all contracts for services (ie EdTec, other services providers), as well as information about insurance, lease agreements, etc.

Facilities

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
178 and Supp'l info	<input type="checkbox"/> Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.		X	
178 and Supp'l info; Appendices 6 and AA	<input type="checkbox"/> In the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school.		X	
Appendices 6 and AA	<input type="checkbox"/> Are reasonable costs for the acquisition or leasing of facilities to house the charter school reflected in budget (taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614)		X	

Facilities – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
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Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Charter budgeted \$120K for facility costs, but facility has not been identified. Petitioner plans on submitting Prop 39 application to school if approved.

Ed Code 47641 | Special Education

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
71-83	<input type="checkbox"/> Petition specifies the means by which the charter school will comply with the provisions of Education Code section 47641		X	
Supp'l info	<input type="checkbox"/> Has consulted with a SELPA agency concerning Special Ed. Services		X	
Supp'l info	<input type="checkbox"/> Has contacted the special education director in district/LEA providing services		X	
Supp'l info	<ul style="list-style-type: none"> Discussed special education responsibilities of charter 		X	
Supp'l info	<ul style="list-style-type: none"> Discussed application of SELPA policies 		X	
71-83, Supp'l info	<input type="checkbox"/> Describes how special education services will be provided consistent with SELPA Plan and/or policies and procedures		X	
Appendix AA	<ul style="list-style-type: none"> Includes fiscal allocation plan 		X	
71-83	<input type="checkbox"/> Includes the process to be used to identify students who qualify for special education programs and services, including		X	
	<ul style="list-style-type: none"> Referral 		X	
	<ul style="list-style-type: none"> Assessment 		X	
	<ul style="list-style-type: none"> Instruction 		X	
	<ul style="list-style-type: none"> Due Process 		X	
	<ul style="list-style-type: none"> Agreements describing allocation of actual and excess costs 		X	
	<ul style="list-style-type: none"> Charter fiscally responsible for fair share of any encroachment on general funds 		X	
	<input type="checkbox"/> The school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities		X	

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
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If charter is LEA within SELPA

71-83	<ul style="list-style-type: none"> Notifies SELPA Director of intent prior to February 1st of the preceding school year 		X	
Appendix AA	<ul style="list-style-type: none"> Provides current operating budget in accordance with Ed Code 42130 and 42131 		X	
71-83	<ul style="list-style-type: none"> Responsible for any legal fees relating to application and assurances process 		X	
71-83	<ul style="list-style-type: none"> Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of SELPA" 		X	
71-83	<ul style="list-style-type: none"> Assurance Statement that Charter is fiscally responsible for fair share of any encroachment on general funds 		X	

Petition includes the following assurances:

71	<ul style="list-style-type: none"> The charter will comply with all provisions of IDEA 		X	
71,77,82	No student will be denied admission based on disability or lack of available services		X	
80	<ul style="list-style-type: none"> Will implement a Student Study Team process 		X	
71-72	<ul style="list-style-type: none"> Any student potentially in need of Section 504 services will be the responsibility of the charter school 		X	

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

Overview of how special education funding and services will be provided by:

7,80	<input type="checkbox"/> Petition/MOU describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		X	
7,80	▪ Charter School		X	
7,80	▪ Alameda County Office of Education		X	
7,80	▪ SELPA		X	
81-82	<input type="checkbox"/> Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		X	

Special Education – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

Document to be used as Working Draft Only

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

APPENDIX B
Summary of Issues in Renewal Proceeding:
HUSD Findings, Hayward Collegiate Response and ACOE Staff Findings

HUSD Board Major Findings	Charter's Response to HUSD Board Findings (excerpts)	ACOE Staff Findings
<p>Petition Fails to contain reasonably comprehensive description of Element D. Governance structure: Administrative experience & skills. The proposed Executive Director for the Charter School is Neena Goswamy. It is not clear from the documentation in the Petition whether her experience extends to founding or running a public school as an administrator.</p> <p>The District is concerned that the Charter school's founding team lacks the required depth in public school administration to successfully operate the charter school. None of the founding members listed in the Petition have significant experience in running public school as an administrator (<i>i.e.</i>, superintendent or principal.)</p>	<p>Hayward Collegiate's proposed Executive Director Neena Goswamy (a) has extensive experience in urban education, (b) has a professional experience and background similar to that of successful charter school leaders nationally and here in the State of California, and (c) has the strong support of Building Excellent Schools ("BES"), a highly respected national non-profit organization that trains high-capacity individuals to lead high-achieving, college preparatory urban charter schools.</p> <p>Other members of the school leadership team will hold administrative services credentials.</p>	<p>The ACOE team found the description in the petition does meet the minimum required standard.</p> <p>ACOE staff reviewed the qualifications of the founding team. Both lead petitioner Neena Goswamy and Board Secretary Ke Wu have experience as teachers in urban schools. In the state of California, charter school administrators are not required to hold an administrative services credential.</p> <p>Additionally, Ken Ranella, founding team member and prospective board member has almost 40 years of public school experience, with 20 years experience as a superintendent.</p>
<p>Not likely to successfully implement the charter due to Enrollment: The petition claims to have engaged community stakeholders. HUSD staff surveyed the 78 families who signed the petition claiming meaningful interest in their child attending the charter school. Of the total families</p>	<p>The parent/legal guardian or teacher signatures required under Education Code Section 47605(a) act as a threshold requirement to submit a petition for the establishment of a charter school, and in no way acts as a requirement or reference to verify the actual enrollment numbers</p>	<p>The ACOE team found the description in the petition does meet the minimum required standard.</p> <p>There is a budgetary concern that there is no contingency plans in place if targeted pupil population (120) does not</p>

<p>listed, 41 families answered the calls, 30 families did not answer, and 7 families with wrong numbers were noted.</p> <p>At Year One, the enrollment plan calls for 120 TK/K & 1st grade students. Staff are concerned that, based on the responses of the parents/guardians who signed the petition, the charter is not demonstrably likely to successfully implement or reach the goal of enrolling 120 students in Year 1. Yet, the Charter school's entire budget is contingent upon reaching its enrollment (and ADA) goals.</p>	<p>for a charter school. Hayward Collegiate's enrollment plan for Year 1 includes building strong partnerships with local organizations.</p> <p>In addition, currently there are only two elementary charter schools in Hayward, both with long waiting lists. When we spoke to parents in Hayward about their desire for a high-quality charter school option, they were excited and willing to support us.</p>	<p>materialize. If targeted enrollment is not realized, then the budget must be revised in order for them to be viable.</p>
<p>Not likely to successfully implement the charter due to Budget: The financial plan relies upon several assumptions about revenues to make the budget balance:</p> <ol style="list-style-type: none"> 1. COLA 2. Title I 3. Free & Reduced Lunch 4. Other outside resources: Loans <p>Staff salaries are low, the Charter School would not offer PERS/STRS, and the budget relies upon a low cap on Health Insurance. Being able to hire the staff at the experience level that the Charter School wants/needs may be problematic.</p>	<p>Hayward Collegiate has worked with EdTec to establish a balanced budget for the first five years of its operation, and have built the budget based on conservative assumptions.</p> <p>Although Hayward Collegiate will not offer PERS/STRS, Hayward Collegiate will provide a 403(b) plan for all fulltime employees. Further, Hayward Collegiate's staff salaries are comparable with starting salaries in Hayward Unified School District, which the District also notes in its Evaluation Rubric. (See page 22 of the District Findings.) In the budget, we have set aside \$9,000 in the first year for professional development, and the amount continues to increase as new staff is hired each year.</p>	<p>The ACOE team found the description in the petition does meet the minimum required standard in their budget, however, several concerns were found with regards to the Financial Plan. The Financial Plan does not meet the minimum required standard.</p> <p>The budget is very tight on operational costs, and if enrollment of 120 students does not materialize in year one the charter will not likely be able to implement the program. See Appendix A for additional information.</p> <p>The review team found errors in the budget. For example, cost for computers listed in the assumptions is not aligned with the amount listed in the budget.</p>

<p>No contingency plan is outlined if proposed resources do not come to fruition.</p> <p>The Petitioners confirmed many processes and policies would need to be developed during the Start-Up year to be operational for Year 1. However, limited legal fees and no professional development funds were noted in the start-up year. The interview panel also noted an expectation for pro-bono legal services.</p> <p>Finances depend on an agreement with Hayward USD or El Dorado SELPA for Special Education services. No one on the Founding Team or Proposed Executive Director has experience with El Dorado SELPA or their timelines for implementation.</p>		<p>Teacher salaries are in alignment with HUSD, however, the review team has concerns about Hayward Collegiate being able to hire individuals with Administrative Services Credentials at the salaries that the school has proposed. For example, the Operations Manager, who will hold an Administrative Credential, will be offered a salary of \$55,000 while a first year teacher will be offered \$63,000. ACOE found that the Charter School will offer a 403(b) in lieu of PERS/STRS, which is permissible under California Government Code 20610.</p> <p>ACOE found that there are both legal fees and professional development fees in the submitted budget.</p> <p>See below for Special Ed. Findings.</p>
<p>Petition Fails to contain reasonably comprehensive description of Element E. Does not meet Qualification to be met by individuals employed at the school: hiring of staff. There are concerns are whether or not this curriculum can be successfully implemented. Success is dependent upon the hiring of general and specialized</p>	<p>Our educational curriculum and hiring strategies have been developed after the best practices of the highest performing schools across the country.</p> <p>We will not need specialized teachers; similar to other traditional district elementary schools we will have four lead</p>	<p>The ACOE team found the description in the petition does meet the minimum required standard.</p> <p>There are concerns about how the school plans to serve its projected EL population. For example, the petition states they will offer pull out sessions during the school day for EL students, but there is no designated EL teacher nor is it budgeted</p>

<p>credentialed teachers and staff. Given the current shortage of qualified educators, there are concerns about whether the Charter School would be able to deliver the curriculum effectively.</p>	<p>teachers in each classroom that have a multi-subject teaching credential as required. We will also have three paraprofessionals in the first year of operations, one for each kindergarten classroom and one that goes between the two first grade classrooms during math and literacy for additional classroom support.</p>	<p>for Year One. This is not aligned with the proposed target population of students they plan to serve (30% ESL).</p>
<p>The Petition lacks a reasonably comprehensive description of how the charter will serve Special Education students in the least restrictive environment: The Petition states that the Charter School would be a “school of the District” for special education purposes under Ed. Code section 47641, but may join an LEA as a SELPA at some indeterminate time. However, the Petition lacks a reasonably comprehensive description of the circumstances under which it would join a SELPA, and no reference to the application requirements and timelines for doing so.</p> <p>The Petition also only identifies the primary procedural obligations under special education law, but lacks a reasonably comprehensive description of how the charter school would specifically</p>	<p>Our charter petition indicates that our preference and intent is to be categorized as a school of the District for purposes of special education, pursuant to Education Code Section 47641(b). As such a determination cannot be unilaterally made by the Charter School, the charter petition also states: In the event that the Charter School is not categorized as a public school of the District for purposes of special Education, the Charter School will consider membership in the El Dorado County Charter SELPA, or another local SELPA.</p>	<p>The ACOE team found the description in the petition does meet the minimum required standard.</p> <p>The petition discusses how special education services will be provided consistent with a SELPA Plan.</p> <p>The petition describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school.</p> <p>The petitioner has consulted with El Dorado SELPA and will apply for membership upon the charter being granted. The petitioner has adequate time to join the EDCOE SELPA.</p>

<p>educate special education students in a least restrictive environment, or how it would train its staff to do so.</p>		
<p>The Petition lacks a reasonably comprehensive description of Facilities: The petitioners are asking/expecting to have a District facility in South Hayward. Figure 3 references a layout of South Hayward and Figure 4 references elementary schools in South Hayward. Only 18 of the 80 community support and interest signatures are in the target area and another 4 are outside of Hayward.</p> <p>The Petition also lacks a discussion of how the Charter School would obtain a facility as an alternate to Proposition 39.</p>	<p>As Hayward Collegiate intended to be authorized by Hayward Unified School District, it sought the interest of families throughout the District in the Charter School program, and did not focus its outreach solely in South Hayward.</p> <p>Hayward Collegiate intends to work with the District to secure District facilities within South Hayward. However, in the event that no facilities are available under Proposition 39, petitioner shall make the necessary efforts to secure appropriate facilities to serve the needs of the Charter School, as outlined in the charter petition.</p>	<p>The ACOE team found the description in the petition does meet the minimum required standard.</p> <p>The charter petition intends on applying for a Prop 39 facility and is in within the timeline to do so for opening its school in 2019.</p> <p>In addition, they have budgeted \$120,000 for facility rental in case the facility offered does not suit their needs. The review team's analysis found that the average Bay Area commercial facility space is \$4 per sq. ft.</p>



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 9.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Shaun McElroy, Director of Leadership Development
RE: State Teacher Retirement System (STRS) Waiver Request

Background :

Per Education Code 24214.5, retirees in the State Teacher Retirement System (STRS) must wait 180 days from their retirement date before they can begin to work in another school position (subject to the retiree earnings limitation.) The government code does, however, provide a mechanism to apply for a waiver to this 180-day waiting period requirement in cases where there is a critical shortage of available persons for the position(s) to be filled.

Action Requested:

INFORMATION

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	V Ballard STRS

Background Information
Superintendent Resolutions: 03-18/19
Exemption to the STRS Retiree 180-Day Wait Period (Education Code 24214.5)

Credentialing requirements for administrators in California have undergone recent significant changes. As of July 1, 2015, all newly certificated administrators must enter into a two-year coaching-based induction program in order to fulfill their requirement to clear their Preliminary Administrative Services Credential. Candidates need to enroll in the approved coaching-based program within 120 days of starting their first administrative assignment, and the coaching element needs to begin within 30 days of enrollment in the program.

(Prior to these changes to the requirements, administrators had up to 5 years to clear their credentials and on-site coaching was not a required element of administrator credentialing programs.)

The changes to credentialing requirements has created an urgent need for and critical shortage of Leadership Coaches who are specially trained and certified to coach administrators as a part of the credentialing process. In order to attain their certification as a Leadership Coach, coaches attend a two-day training and orientation, attend 30+ hours per year of ongoing professional development related to school leadership coaching, and submit a coaching portfolio for approval to the Association of California School Administrators (ACSA).

The Alameda County Office of Education Leadership Development Program (LDP) a California Commission on Teacher Credentialing (CCTC) approved (ACSA affiliate) coaching-based administrator credentialing program. The LDP program serves administrators in 13 area school districts in Alameda County, Charter Organizations and surrounding counties. ACOE LDP anticipates a need to provide coaches to a total of approximately 100+ credential candidates during the 2018-19 school year.

Per Education Code 24214.5, retirees in the State Teacher Retirement System (STRS) must wait 180 days from their retirement date before they can begin to work in another school position (subject to the retiree earnings limitation.) The government code does, however, provide a mechanism to apply for a waiver to this 180-day waiting period requirement in cases where there is a critical shortage of available persons for the position(s) to be filled.

In order to be able to have a sufficient number of coaches to meet the credentialing requirements for all of the candidates in the Alameda County, it is recommended that the Alameda County Superintendent of Schools approve this resolution for an exemption to the 180-day wait period for two potential Leadership Coaches who are recent retirees. If approved by the Superintendent, the resolution would then be sent to STRS for possible final approval before these two coaches would begin their 2018-19 coaching assignments.

**ALAMEDA COUNTY OFFICE OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

RESOLUTION # 03-18/19

WHEREAS, on August 16, 2018, Vicki Ballard (“Retiree”) retired from her position as Human Resources Coordinator with the New Haven Unified School District;

WHEREAS, Education Code section 24214.5 requires that post-retirement employment commence no earlier than 180 days after retirement, unless an exception is granted to fill a critically needed position before the 180 days have passed;

WHEREAS, recent changes to administrator credentialing requirements in California have created an urgent need for and critical shortage of Leadership Coaches who are specially trained and certified to coach administrators as a part of the credentialing process;

WHEREAS, the Alameda County Superintendent of Schools certifies the appointment of the Retiree as a Leadership Coach is necessary to fill this critically needed position before 180 days have passed since the Retiree’s retirement;

WHEREAS, the Alameda County Superintendent of Schools finds the retirement of the Retiree is not the basis for the need to acquire the Retiree’s services;

WHEREAS, the Retiree is of normal retirement age;

WHEREAS, the Retiree is eligible for the exception because the Retiree did not receive a retirement incentive;

AND WHEREAS, documentation of this resolution shall be received and approved by CalSTRS prior to the Retiree beginning performance of ACOE Leadership Coach activities;

IT IS RESOLVED THAT, the Alameda County Superintendent of Schools hereby certifies the appointment of the Retiree as described herein and that this appointment is necessary to fill the critically needed position of Leadership Coach with the Alameda County Office of Education Leadership Development Program.

ADOPTED this 11th day of September 2018.

ALAMEDA COUNTY OFFICE OF EDUCATION

By: _____
L. Karen Monroe
Superintendent of Schools



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 10.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: L. Karen Monroe, Superintendent of Schools
RE: Board Personnel Commissioner Appointment Applicant Review

Background :

The Board will review and discuss the applications received for the Board Personnel Commissioner appointment and name their intended appointee(s) per Education Code 45246.

A total of 12 applications were received.

Action Requested:

INFORMATION/ ACTION

The Board will consider naming their intended appointee(s) per Education Code 45246.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Updated Timeline -Board PC Appointment Process- 8.14.18.pdf
<input type="checkbox"/> Backup Material	Board Personnel Commissioner Applicants

Alameda County Board of Education Personnel Commissioner Appointment Process



**ALAMEDA COUNTY
OFFICE OF EDUCATION**
L. Karen Monroe, Superintendent

Leadership and Service for Every
Child, in Every School, Every Day!

Board Personnel Commissioner Appointment Process

July 10 Board Meeting

- ☐ Appointment process information provided by Superintendent

July 31

- ☐ Application posted

August 14 Board Meeting

- ☐ Finalize appointment process

September 2

- ☐ Application deadline

September 11 Board meeting

- ☐ Applications included in Board packet
- ☐ Publicly announce intended appointee(s)* to be invited to October 9 Board meeting

*Per Education Code 45246

Board Personnel Commissioner Appointment Process

October 9 Board Meeting

- ☐ Board interview candidates named at September 11 meeting

November 13 Board Meeting*

- ☐ Public hearing on qualifications of Board appointee*
- ☐ Board make intended appointment or substitute appointment*

December 1, 12pm*

- ☐ 3 year term commences*

March 1*

- ☐ Commissioner whose term has expired may serve until successor is appointed, but for no more than 90 days*

*Per Education Code 45246

PC Applicant:
Bisola Marignay

Bisola Marignay
3555 Lincoln Avenue #2 - Oakland, California 94602
Phone: (510) 485-6379 - E-mail: bmarignay@gmail.com

CAREER PROFILE

Academic Professional & Consultant with 20 years + experience in teaching, training, writing, & academic support. Expertise includes writing curriculums, organizing and facilitating workshops, designing and facilitating trainings, and providing therapeutic support for students.

EDUCATION

California Institute of Integral Studies, San Francisco, CA

'14 Doctorate in Transformative Studies

'08 Masters in Social and Cultural Anthropology

'04 – '06 **Columbia College, Chicago, IL**

Film Studies

'74 – '80 **University of Chicago, Chicago, IL**

Departments of Anthropology and Linguistics

Ph.D. Program

'74 - **Sarah Lawrence College, Bronxville, New York**

B.A. Concentration in Anthropology and Performance Arts

EXPERIENCE

California Institute of Integral Studies (CIIS)

8/2007 – Present

Taught academic writing and provided one-on-one academic support for students. Advised proposals, thesis, and dissertations. Supported learning disabled students in discovering best intake and output modalities for academic understanding and production. Identified and intervened students emotional and skill difficulties with development of a therapeutic process to assist student in performing at maximum skill levels. Taught academic writing online and in face-to-face classes for graduate students in the Women's Spirituality Program. Presently provide consultation and lead workshops for writing fellows.

Oakland Library

2010

Taught memoir, poetry, and song writing in the public writing program. Assisted students' preparation for public reading of completed works.

9/2001 - 8/2006

Columbia College Chicago Departments of Marketing Communication and Television

Instructed critical thought courses pertaining to the influence of media on individual and group consciousness, social identity, social action, and word-of-mouth marketing. Determined course content, developed syllabi, and assisted students with independent projects. Produced annual plenary seminar to facilitate media producers' consideration of their ethical responsibility.

Glide Memorial Foundation, Women's Center, San Francisco, CA 2/2013 -5/2015

Facilitated self-healing groups for women seeking assistance in attending to personal histories of trauma, distress, and social injustice. Assisted participants in focusing on internal experiences of mind, states of being, relationships with others, and with the existential givens of life. Used combination facilitation processes comprised of contemplation and meditation supported with music, movement, and discourse for self-healing and social consciousness development. Trained staff facilitators in facilitation processes.

PUBLICATIONS

2018. Doorways and Alleys Leading to Another Wildness. Review Essay on 2 Films, *Transforming Anthropology*, Fall
2016. Prayer Songs: Therapy that Aided A People's Survival. *Journal of Transpersonal Studies*, 1(35), 92-105.
2006. Media Worlds Book Review, *Transforming Anthropology*, Fall.
2003. Changing My Name as I Open My Eyes, *Warpland Journal*, Fall.
- 1995-1996. Parent Education to Battle Oppression, *FRC Report*, Fall/Winter.
1995. Black Beauty & Liberation of the Beholder, *Afrique*, March/April.
1994. The History of Kwanza, *Vital Signs*, December.
1993. *Parents Healing: A Way of Learning Parent Education Curriculum*, Chicago, IL: Flame Educational Services.
1993. No Choice: Second Generation, *Vital Signs*, September.
1992. Multicultural Relations – A Practical Guide, *Hasting Women's Law Journal*, Summer.
1992. Reclaiming the Earth, *Hope*, Winter.
1991. Confronting Racism, *Vital Signs*, October.

FILM PRODUCTIONS

2003. *An Artist's Day*
2005. *Structure & Movement*
2006. *Reserving the Right*

REFERENCES

Denise Boston
Dean, Diversity & Inclusion & Professor, Expressive Arts Therapy
California Institute of Integral (CIIS)
Email: dboston@ciis.edu Phone: [415-575-6224](tel:415-575-6224)

Herbert Allen
Professor & Former Director of Advertising
Columbia College, Chicago
Email: hallen@colum.edu Phone: (312) 369-7541

Rachel Bryant
Former Director of Community Mental Health (CIIS)
Email: rachelbryant.wellness@gmail.com Phone: (510) 331-3318

3555 Lincoln Avenue #2

Oakland, CA 94602

bmarignay@gmail.com (510)485-6379

September 3, 2018

Board Members
Education Personnel Commission
Alameda County Board of Education
313 West Winton Ave
Hayward, California 94544

Dear Board Members:

I was pleased to learn about the Personnel Commissioner position and the opportunity to introduce myself along with the resources that I can offer. I have been actively involved in higher education as a teacher, adviser, and academic coach for more than twenty years. I am well aware of the importance of educators' confidence in accountability systems as it relates to student's intellectual development. My reading of the Merit System leads me to believe that it supports teachers and administrators' confidence in the institutional processes of the Alameda County Board of Education. Given the opportunity, I will assist the Board of Directors in maintaining qualitative functioning of the Merit System.

My skill in evaluating situations of conflict and promoting paths of justice for all contenders was elevated during my tenure as Director of an adult education school. When high school students, who did not have other options for continuing their education, began attending the school, teachers, administrators, and adult students became disgruntled. Yet, I was committed to supporting the high school students' desire for education as well as the concerns of all other constituents. Conflict mediation centered in our brain storming meetings resulted in more time for teachers and administrators to plan, rest, and rejuvenate. Adult students began assisting high school students with lessons and improved their own learning. High school students' attendance and scores improved, and their acting out became almost nil.

Skill in evaluating the strains and strengths of conflict situations and identifying solutions of justice is a strength that I would bring to the Personnel Commissioner position. I look forward to meeting with you to discuss the specifics of Commissioners' functions. Your consideration of my application is appreciated.

Sincerely,

Bisola Marignay, Ph.D.

Bisola Marignay References:

- Denise Boston
Dean, Diversity & Inclusion & Professor
California Institute of Integral Studies
- Herbert Allen
Professor & Former Director of Advertising
Columbia College, Chicago
- Rachel Bryant
Former Director of Community Mental Health
California Institute of Integral Studies

PC Applicant:
Brian Crowell

BRIAN CROWELL

889 Pershing Dr; San Leandro, CA

94577

crowell.brian809@gmail.com

Professional Summary

I am a retired special education teacher in the Oakland Unified School District. I am a part time instructor and I teach students with mild to moderate disabilities. In the latter half of 2014 I returned to school to be retrained in the area of Special Education. My successes in the classroom include the ability to teach and motivate at risk students and students with exceptionalities. Strong classroom management skills. I possess the ability to relate classroom activities to future job training. Specifically my expertise is in economics and issues related to law. I also excel in teaching the Street Law Curriculum. I also have a good working knowledge of the Personnel Commission and its related functions.

Work History

Oakland Unified School District part time instructor February of 2018 to current.

Summer School Teacher; Alameda County Office of Education 07/2013 to 08/2017. In an incarcerated maximum security detention center, I taught subjects of English and History to high school students. These classes were highlighted with instruction in African American Drama and the Street Law Curriculum.

Education

Special Education Mild to Moderate Credential; St. Mary's College. 2016. Single Subject Social Science Credential; National Hispanic University. 2006. B.A. Degree in Government/Political Science 1999.

Community Activities

Member of KPFA (Pacifica Radio Network) Governing Board; Berkeley, CA

Member of Berkeley Chapter of the National Association for the Advancement of Colored People (NAACP)

September 2, 2018

Brian Crowell
889 Pershing Dr
San Leandro, CA
94577

Alameda County Office of Education Governing Board
313 W Winton Ave
Hayward, CA
94544

RE: Letter of Interest Personnel Commission


Greetings to the Governing Board of Alameda County Office of Education. I am a bay area native and I reside in San Leandro, CA. I attended St. Mary's College High School in Berkeley, CA. I earned my bachelors degree in Government from St. Mary's College in California. Later on I earned my teaching credentials in Social Science and Special Education. I retired from teaching in 2014.

As a member of the Berkeley NAACP we were successful in working on Labor Issues in regards to the classified and the personnel commission. The personnel commission is an invaluable entity with the mandate to resolve disputes as it relates to job classifications, classification studies, working out of classifications, job descriptions, collaborating with administration and staff. In addition the Personnel Commission is charged with reviewing discipline.

As a teacher I am familiar with Certificated and Classified customs which will enable me to be an asset on the personnel commission. I possess excellent communication skills and I believe I possess the demeanor to build consensus. As ACOE pivots to a time of transition I believe the role of the commission must also evolve. I believe my skill set can assist in this transition.

I also believe that innovative policy can be incubated from government and that proper governance is the vehicle to make this possible. Please consider the above when making your appointment.

Sincerely,


Brian Crowell

Brian Crowell References:

- Masha Albrecht
Berkeley High School Math Teacher
Berkeley Unified School District
- Valerie Trahan
Retired Teacher
- George Hoss
Juvenile Justice Center Teacher
Alameda County Office of Education

**PC Applicant:
James Brown Jr.**

1122 E. 17th Street, Apt. #2
Oakland, California 94606
Phone (510) 479-3157
E-mail jbdiva@yahoo.com



James Brown, Jr.

Objective Looking for positions in Retail, Hospitality, Customer Service, Entertainment, or Education

Summary of Skills CPR/First Aid Certified (Exp. Dec. 2018), Multi-Talented in Fine Arts, Computer Literate, Some Event Planning Experience, Some Human Resource Experience (Hiring/On-Boarding, Running/Organizing Interviews, Auditions, Try-Outs), Lesson Planning Experience, Workshop Leading And Development, Good Organization Skills, Good Leadership Skills, Great People Skills, Works Well With Others, Very Creative, Very Helpful, Quick Learner, Pays Attention To Detail

Work Experience August 2016 – December 2017 Citizen Schools Oakland, California

Teaching Associate (Roots International Academy)

- Instruct students in Study Hall and other electives
- Assist volunteer instructors with apprenticeships
- Assist/help coordinate special events and activities
- Help students with their homework
- Serve, monitor, and coordinate snack periods
- Assist/substitute for other instructors
- Assist program coordinators when needed
- Assist/help create projects, and curriculum for the program

November 2013 – Present TakeLesson.com Oakland, California

Tutor/Instructor

- Instruct students in Multiple Subjects (Math, English/Language Arts, Music, Dance/Cheerleading, Computer Science, Other)

August 2014 – June 2015 YMCA Oakland, California

Afterschool Program Instructor (West Oakland Middle School)

- Instruct students in Study Hall, Theater, Dance/Cheerleading, Computer Science, Cooking, Yearbook
- Assist/help coordinate special events and activities
- Communicate with parents and teachers when needed
- Help students with their homework
- Serve, monitor, and coordinate snack periods
- Assist/substitute for other instructors
- Assist program coordinators when needed

January – June 2013 YMCA Richmond, California

Afterschool Program Group Leader (El Cerrito High School)

- Serve, monitor, and coordinate snack periods
- Maintain paperwork for snack period
- Database entry
- Assist/substitute for other tutors and group leaders
- Assist program coordinators when needed

April 2010 – May 2014 ARC Associates Oakland, California

Lead Tutor/Tutor (Santa Fe Elementary School, World Academy, Ruby Bridges Elementary School)

- Lead tutoring sessions
- Instruct students in Language Arts or Math
- Guide/mentor tutors during tutoring sessions
- Assess students during tutoring sessions
- Report on student progress
- Communicate with parents and teachers when needed
- Help students with their homework
- Assist other tutors in the program

April 2009 – December 2010 San Lorenzo Community Church San Lorenzo, California

Youth Ministry Leader

- Teach Sunday School
- Oversee youth nights
- Develop/initiate youth events and activities
- Develop/initiate strategies to grow the youth of the church

April – June 2009 Oakland Parents Together Oakland, California

Tutor (Santa Fe Elementary School, Hoover Elementary School)

- Monitor students during homework time
- Help students with their homework
- Assist other teachers in the program

January – June 2008 Aspiranet Oakland, California

Program Instructor (Webster Academy)

- Monitor students during homework time and recess
- Help students with their homework
- Assist other teachers/staff in the program
- Facilitate activities
- Misc. duties

April – November 2006 Academics For Success Oakland, California

Tutor (Stonehurst Elementary School)

- Monitor students during homework time and recess
- Help students with their homework
- Help run/develop the Computer Lab
- Misc. duties

March – July 2005 Beacon Day School Oakland, California

Homework Monitor

- Monitor students during homework time and recess
- Help students with their homework
- Assist other teachers in the program
- Misc. duties

October 2003 – June 2004 Urban Promise Academy Oakland, California

Cheerleading Coach

- Coach the squad
- Help coordinate the cheer program

August 1988 – Present Private Tutor Oakland, California

Tutor

- Freelance private tutor
- Primary subjects – Math (Arithmetic – Pre-calculus), Language Arts/English (Paper Writing/Planning, Creative Writing), Computers (Word, OS Basics, Basic HTML)

Education

August 1996 – June 2002 Merritt College Oakland, California

A. A. Degree in Liberal Arts

August 1997 – June 1999 Vista College Berkeley, California

Playwriting/Screenwriting & American Sign Language

Volunteer Experience

Dance teacher/tutor with the National Junior Tennis League in Oakland March – December 1996

Co-organizer of the Embracing Diversity Healing Intolerance Workshop April 1997

Assistant director/choreographer for a musical revue April – June 1997

Choreographer for Alpha Phi Omega (UC Berkeley) Fall 1997, Spring 1998, and Fall 1998

Assistant Coach (cheerleading) with Lakeview Elementary School 2001 – 2002 season

Produced, directed and starred in a reading of a play that I also wrote Summer 2003

Choir director for San Lorenzo Community Church from November 2009 – December 2010.

Community Activities

California Men's Gathering

- San Francisco Planning Team Member (2000 – 2002, 2003 – 2005, 2006 – 2007, 2008 – 2009)
- Board Representative (August – September 2002)
- Events Committee - Bay Area (2007 – Present)
- Community Gathering Leader (September 2015)

Oakland East Bay Gay Men's Chorus

- Singer: Full Chorus (June 2001 – June 2016 {currently on hiatus})
- Small Ensembles: The Bridge & Tunnel Boys (January 2003 – May 2005), Otto Voci (February – September 2006, January 2008 – December 2009), On Q (January 2010 – September 2011, August – December 2013)
- Board member (October 2002 – January 2005, January 2007 – January 2011)
- Committee member: Production {Formerly Concert} (2001 – 2002, 2006 – 2015), Artistic {Formerly Musical Selection/Input} (2003 – 2004, 2008 – 2016), Outreach (2008 – 2012), Marketing/PR (2002, 2012 – 2013), Membership (2008, 2012 – 2013), Director Search {Ad Hoc committee} (2003, 2007), Otto Voci Liaison To Board (2008)
- 1st Tenor Section Leader (2006 –2009)
- Liaison to Arts First Oakland (2003)

Peninsula Pop Warner (East Bay Warriors)

- Head Coach (cheerleading) 2000 season
- Asst. Coach in 2001 – 2006 seasons

Arts First Oakland

- Incorporating Committee – 2003
- Program Committee – 2005
- Collaborator Community Relations – 2008

Project Writers Unite

- Founder, Organizer, Meeting facilitator and President (September 2003 – May 2009)

Interests and Activities

Music (singing of 20+ years, 20+ years of choir experience, some piano & choir directing)

Dance (1+ year of dance classes, 5 years of choreography experience)

Writing (amateur poet and playwright/screenwriter, some experience writing grant proposals and PR copy)

Computers (experience in Office, Word, Works, Windows OS {95 – 7}, internet research, some HTML/web page building & design, misc. programs)

A James Of All Trades (offering different service to the public)

- Private Tutor
- Choreographer
- Computer Services
- Event Planner/Workshop Leader

Languages

Some American Sign Language

References

Please request separate reference sheet.

Note To Employers

I do not drive! If this is a major requirement for this position, please pass me by.

James Brown Jr. References:

- T. A. Dunn, Jr.
Inventory Control Clerk
Coca Cola Bottling
- Pia Benvenuto
Co-Lead Tutor
ARC Associates
- Michael Mansfield
Artistic Director
Berkeley Interactive Theater

PC Applicant:
Jerome Wiggins

SUMMARY RESUME

Jerome G. Wiggins, Sr.
1886 Harmon Street
Berkeley, California 94703
510- 658-2137 (H)
510-459-2808 (C)
510-601-0815 (FAX)

Email: jerome.wiggins@dot.gov

EDUCATION

- Attended University of Illinois (Champaign/Urbana)
- BA (Urban and Regional Planning, June 1972 Specialized in Economics, Management, and Land Use Planning
- Attended University of California, Berkeley
- Masters (City and Regional Planning, June 1974 Specialized in Economics, Management, and Policy Analysis

WORK EXPERIENCE

Current

7/91 to Present

- Transportation Representative, US Dept. of Transportation, Federal Transit Administration, Office of Planning and Program Development, San Francisco, CA
- Provide technical assistance, coordination, and guidance to transportation operators and metropolitan planning organizations for Operating and Capital programs involving formula and discretionary grant programs.

Former

- Planner/Analyst, Metropolitan Transportation Commission, Oakland, CA
11/76-1/89

Provided technical assistance and expertise to San Francisco Muni and BART for Operating and Capital programs annually.

- Project Review Desk Officer- Review of all major capital projects to the Commission for approval
- Staff Liaison to MTC AB 842 Committee

COMMUNITY SERVICES

Current

- Board of Managers, North Coast Section/California Interscholastic Federation
- Member , Board of Directors California Interscholastic Federation
- ACOE Personnel Commissioner
- Executive Committee Board of Managers NCS/CIF

Past

- Member, Alameda County Board of Education (92-02)
- President, Alameda County Board of Education
- President, California County Board of Education
- Board Member, California School Board Association
- Member, Berkeley Unified School Budget Committee
- Member, Berkeley Unified School District Facilities Advisory Committee
- Chair, Vice Chair, City of Berkeley Budget Review Committee
- Board of Governors, American Public Transit Association
- Legislative Committee, American Public Transit Association
- AC Transit Board of Directors, Budge Chair (84-88)
- New York City Urban Fellow(71-72)

OTHER ACTIVITIES

- Coach, Oakland Babe Ruth Baseball Program
- Coach, Oakland Oaks
- Coach, Oakland Rattlers

Ms. Yvonne Cerrato, President
Alameda County Board of Education
313 West Winton Avenue
Hayward, CA 94544

Re: Alameda County Board of Education (ACBE) Reappointment to Alameda County
Office of Education (ACOE) Personnel Commission

Dear Ms. Cerrato 

I am seeking the reappointment by the Alameda County Board of Education (ACBE) to ACOE Personnel Commission as provided in Education Section 45240 - 45320, to administer a merit system for classified employees.

I meet all the requirements for the position as follows:

- Be a registered voter and resident within the boundaries of the Berkeley Unified School District
- Be a known adherent to the principle of merit system*
- A member of the commission shall not be an employee of the district

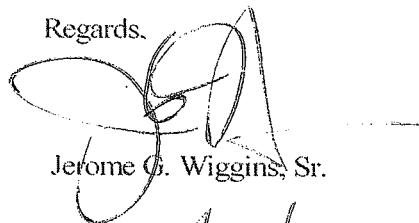
No member of the governing board of any school district can serve on the Personnel Commission

*As used in this section, "known adherent to the principle of the merit system," with respect to a new appointee, means a person who by the nature of his or her prior public or private services has given evidence that he or she supports the concept of the employment, continuance employment, in-service promotional opportunities, and other related matters on the basis of merit and fitness.

I have attached a copy of my resume that documents my education, work experience, community service and other activities for the Boards Review.

If you have any questions, please contact me.

Regards,



Jerome G. Wiggins, Sr.

8/16/18

Wiggins, Jerome (FTA)

<https://www.acoe.org/domain/73>

Presentation to Mr. Jerome Wiggins

Only a few individuals have served CIF-North Coast Section longer than Jerome. In fact, just four. Geri Giovannetti, Dave Kiesel, Don Nelson and Bud Beemer. That's good company! Jerome started his service to NCS in the fall of 1994, elected as the California School Board Association representative for Alameda County. Jerome started his service as a trustee for Alameda County in 1992, and was twice president of the county board. In 1996 he was elected President of the California County Boards of Education while serving on the board of the California School Boards Association at the same time. This former New York City Urban Fellow, former AC Transit Board member who also played Varsity football at the University of Illinois, also serves as the Alameda County Board of Education appointee to the County Office of Education Personnel Commission.

Since 1994 Jerome has continuously served on the Board of Managers, becoming the under-represented populations representative in 2016. Jerome may be the only person to serve on the Executive Committee two different times, first from 2000 to 2009, and his current appointment. He has also served as a member of the Eligibility Committee, is one of the NCS representatives to the CIF Federated Council, has also served on various at-large & seeding committees, is a trained member of the CIF Eligibility Appeals process, member of the NCS Finance Committee and awarded the CIF Distinguished Service Award in 2010. Jerome currently works for the US Department of Transportation, Federal Transit Administration, and it's a good thing, since his meeting schedule requires lots of transportation.

In addition to service to NCS Jerome has served his community as a successful baseball youth coach, and former Berkeley Mayor Tom Bates, states "I have always been highly impressed by his leadership, initiative and concern for our youth through sports in our community." And U.S. Congresswoman Barbara Lee said "Jerry has demonstrated time and again his commitment to meeting the needs of young people in the community."

Jerome, thank you for your commitment and dedication to CIF-North Coast Section, and your efforts to shape and mold the policies and practices that govern the great educational athletic programs conducted by all the 1,550 high schools in California. Your service is heartfelt, and continues. It has been my honor to work with you, and continue to work with you. Ladies and gentleman, our second 2017-18 NCS Distinguished Service Award recipient, Mr. Jerome Wiggins.

Gil Lemmon, Commissioner of Athletics
North Coast Section, CIF

Jerome Wiggins References:

- No references were submitted.

PC Applicant:
Jessica Alvarez

Jessica Alvarez

510-542-1909, garibayj@ucla.edu

EDUCATION

University of California, Los Angeles

Dec. 2015

Spanish, Community, and Culture BA; Labor & Workplace Studies and Chicana/o Studies Minor

Universidad de Belgrano, Buenos Aires, Argentina

Aug. - Sept. 2015

Urban Experience, Culture, and Social Interaction

- UCLA Abroad Program

STUDENT AFFAIRS WORK EXPERIENCE

UCLA Department of Psychiatric

Aug. 2016-Present

Assistant II

- Register the patient by phone or in person to obtain or clarify all insurance and demographic information.
- Provide patients with quotes on anticipated charges for self-pay requests as determined by financial counselor. Review accounts for change in status and re-verify benefits and/or authorization as needed.
- Assure all patients or responsible parties are notified of any changes in scheduling.

UCLA School of Dentistry

Mar. 2016-Jul. 2016

Assistant II

- Assist Division Administrator in maintaining academic coursework
- Prepare purchasing requests and reimbursement requests.

UCLA Office of Residential Life

Sept. 2015-Mar. 2016

Student Development Representative

- Provide quality customer service for students, faculty, staff and visitors in person and via phone and quickly resolved issues in a professional manner.
- Managed administrative operations including entry of checks, statistics of bus tokens, offices supplies and reports in a timely manner.

UCLA Spanish & Portuguese Department

Oct. 2015 -Dec. 2015

Research Assistant

- Responsible for maintaining resource archives for both computer files and hardcopy materials.

UCLA Office of Residential Life

Oct. 2013-Jul. 2015

Office Assistant

- General communications for staff correspondence including- drafts, memos, and emails.
- Provided administrative support including sorting incoming and outgoing mail and packages, purchasing office supplies, management of check entries and bus tokens.
- Greeted visitors and determined to whom and when they could speak with specific individuals.

Financial Aid Peralta College

Jun. 2010-Dec. 2012

Student Advisor

- Work closely with new, continuing, and re-entry students and their families to ensure the plan and replan continue to best meet their needs. And answered questions and resolved problems for students regarding financial aid and student accounts.
- Counsel students on all acceptances and other matters related directly to the student financial plan. Guided students regarding financial aid eligibility, financial aid application procedures, and college costs.
- Provided timely and accurate financial aid information to student questions and requests.
- Maintains payroll information by collecting, calculating, and entering data.

Extended Opportunity Programs Services Peralta College

Aug. 2010- Dec. 2012

Student Advisor

- Monitors academic progress of Extended Opportunity Programs & Services (EOPS) students and assists them in transferring to four year colleges and universities.

- Works in conjunction with the Student Placement Office, Financial Aid Office, Career Center, School Nurse, Admissions Office and others within the Student Services and instructional areas to bring all college services to the disadvantaged.
- Assists in conducting orientation session such as: marketing and promotional materials, and prepared, evaluation questionnaires and other assessment instruments.

OTHER EXPERIENCE

Espacio Cultural Nuestros Hijos E.C.U.N.H.I. Buenos Aires, Argentina

Aug.-Sep.2015

Volunteer

- Interview victims of the dictatorship In Argentina
- Provided administrative support to all staff members

Hamilton High School

Jan. 2015-June. 2015

Intern/ Mediator

- Facilitated negotiation and conflict resolution through dialogue.
- Supported teachers and administrators in creating successful learning environment.

Hispanas Organized for Political Equality

Oct. 2014-Dec. 2014

Intern

- Conduct phones calls and do follow-up update calls, create correspondence.
- Research proper curriculum materials.

Horizon Personnel Service

Jan. 2013-Sep. 2013

Supervisor

- Guided and supervised the assigned team of 10-20 plus employees.
- Communicate goals and performance standards to employees.
- Prioritized, assignments and review duties and work activities to meet productivity and quality goals.

Alameda County Nutrition Service

Jun. 2007-Jan. 2008

Intern

- Established resource materials such as pamphlets, workshops, and posters for referrals to address issues such as health wellness, stress and other work related problems.
- Translated phone calls and interviews with domestic workers for worker testimony project.
- Industrialized workshops for series of patients in diabetes wellness programs.

SKILLS

- Languages: Bilingual Spanish (Speak, Read, Write)
- Software: Microsoft Word, PowerPoint, Excel, Outlook, Publisher, GSD, UPS, Gryphon, EPIC systems and Google drive.
- Excellent communication/interpersonal skills with others.
- Efficient handling confidential documents.
- Efficient in organizing and planning events as well as implementation of programs.
- Effective evaluator of programs, systems and needs assessments.

ADDITIONAL CERTIFICATIONS/AWARDS

- Express Travel and Entertainment Reimbursement System **Apr. 2016**
- Personally Identifiable Information **Mar. 2016**
- I-9 Administrator and Coordinator Essentials **Dec. 2015**
- Customer Service Certificate **Oct. 2015**
- California Dispute Resolution Programs Act **Jun. 2015**

Jessica Alvarez References:

- Saryl Radwin
Program and Event Specialist
UCLA Resident Life
- Otis Noble III
Associate Director of Human Resources
UCLA Student Affairs Administration
- Adriana Bergero
Professor
UCLA

PC Applicant:
Karen Maddox

KAREN MADDOX

26970 Hayward Blvd #409 •Hayward, CA 94542 •Home: 510-378-1109 •kmaddox32@gmail.com

Work Experience

Alameda County Office of Education (ACOE) 5/18/15 – 8/2015

HR Specialist – Limited Term

Performs specialized administrative support duties for human resource regarding certificated and classified employees. Prepares, verifies and processes salary, payroll change forms (PCFs), and enters employee data into the Personnel and Payroll database - Digital Schools. Conducts new employee onboarding new hire orientations. Provides technical information concerning Human Resources policies, procedures, and administration. Liaison for Student Worker Summer Program with Project E.A.T. and other misc. projects as needed. Assist staff and public at counter, print employee badges, Student school I.D. for Alameda County Court Schools, and Instructional Assistant cards.

Palo Alto Medical Foundation (PAMF) (Sutter Health Affiliate)

HR Specialist

11/26/2012 – 2/2013 Limited Term Employee

Supported all divisions of the Peninsula Coastal Region (PCR), for Palo Alto Medical Foundation (PAMF); Human Resources Information Systems. Acted as super-user for electronic Personnel Action Notice (ePAN) system. Trained, educated and supported HR team members and managers on utilization of ePAN tool. Processed all personal actions; new Hire, Terminations, Retirement, and Change actions required. Ensuring data integrity and accurate processing and reporting of HR data. Interacted with managers, information technology staff, end users and HR staff to effectively resolve discrepancies and clarify data requirements. Produced a variety of reports as requested and functioned as the approver for the user access process for employees, contractors, temps and volunteers. Meeting all deadlines required: i.e. payroll, benefit and wage changes and access required for employees to perform their job duties.

Pacific Gas and Electric (PG&E) San Francisco, CA 11/13/07 - 8/8/2008

HR System Support Analyst - Human Resource Information Systems (HRIS)

Functional experience working with benefit providers from an integration perspective. Work closely with developers and QA to troubleshoot implementation issues. User support to various business units: HR, Benefits compensation, and Payroll, Workers' Compensation, and Long Term Disability (LTD) teams. Updated applicable Human Resources systems and maintained data. Test scenarios and scripts for system enhancements and SAP support packs. Various project management tasks

Pacific Gas and Electric, San Francisco, CA 1/6/2003 – 11/12/2007

Sr. Payroll Clerk - Safety, Health and claims – Workers' Comp Payroll Team

Responsible for processing workers' compensation & supplemental off cycle, and bi-weekly payroll benefits. Calculated and resolved pay issues, such as time coding errors, wage assignments and deduction verification. Processed settlement payments, ensured sick time reversals were processed correctly. Processed refunds to the Long Term Disability Trust (LTD), processed reimbursement payments to Employment Disability Department (EDD); Coordinate between employee's department and transitional Return to Work (RTW) programs. Managed OSHA reporting and claim creation, as well as staff helpline. Manage 3rd party vendor payments via interface.

Pacific Gas and Electric, San Francisco, CA 7/9/2001 – 1/5/2003

Sr. HR Generalist

Managed incoming calls HR Call Center inquiries for active employees, retirees, and surviving spouse regarding the Company's benefit plans. Process new hires & separations status changes, employee leave of absence, process Open Enrollment benefits, and other life change events. Liaison between employees and health plan carriers to resolve benefit issues. Perform and review pension benefit calculations, set up of surviving spouse payments along with medical plan benefits for all eligible beneficiaries.

Professional Training

Microsoft Office Suite– Word, Excel, PowerPoint. Workday SaaS, SAP HRMS, SAP Payroll module, Salesforce customer relationship management software. Lawson, PeopleSoft, HIPAA Certified, Kronos, and Oracle, Digital Schools.

Education

Notre Dame de Namur University, Belmont, CA

Granted Bachelors of Science in Human Services Administration degree.

Chabot College, Hayward, CA

Granted Associates Arts degree in Liberal Studies with Highest Honors.

Certifications

Human Resource Management, certification obtained from San Francisco State University.

Karen Maddox
Hayward, CA 94542

September 6, 2018

Subject: Letter of Interest Personnel Commissioner

Dear Personnel Commission Members:

I am a successful HR professional with 10+ years' experience within the areas of, benefit administration; health & welfare plans (e.g., medical, dental, EAP) workers' compensation disability, payroll and settlement agreements. Following all State laws, regulations, and guidelines; I am Hipa trained, have worked with highly confidential and sensitive information.

I am a long-time resident of Alameda County, I care what happens to the children in our county and feel strongly we must educate the next generation to be able to perform in a competitive global ever-changing economy. This will only happen if our educators, support staff, and political representatives are committed to excellence. I fully believe in the Merit System. It is only through fair practices and an equal paying field any of us, and tomorrows futures leaders will have a chance to succeed.

“Merit System: *A system based on the principle of employment and promotion on the basis of merit for the purpose of obtaining the highest efficiency and assuring the selection and retention of the best qualified persons in the service of the Office of the Alameda County Superintendent of Schools.”*

Please consider me for an opportunity to serve my community, work alongside other committee members, parents, and community leaders to make Alameda County one of the best top-rated school systems in the nation.

Sincerely,

Karen Maddox

Karen Maddox References:

- Janice Chappell
Coworker-Lead
Pacific Gas and Electric Company
- Movetia Salter
Chief Human Resources Officer
Alameda County Office of Education
- Barbara Everly
Workers Comp Supervisor
Pacific Gas and Electric Company

PC Applicant:
Lorrie Owens



LORRIE CARTER OWENS

4800 CALDERWOOD COURT, OAKLAND, CA 94605-3871
(510) 388-3444
lcowens116@gmail.com

Experienced and Energetic Visionary Leader, passionately dedicated to excellence in the educational experience of all learners through service in public education and direct service to the community.

LEADERSHIP / MANAGERIAL SKILLS:

- Strong leadership skills; ability to communicate the organizational vision to staff and other stakeholders
- Strong personnel administration skills, including knowledge of applicable California Education Code sections pertaining to employment, and the Merit System
- Dedication to ethical, respectful and transparent interactions with all stakeholders
- Ability to lead and inspire excellence in staff members
- Ability to make and stand by decisions
- Strong written and verbal communication skills
- Strong technical skills
- Strong long-range planning / forecasting skills
- Strong focus on excellence in customer service
- Strong project management skills; able to successfully manage multiple projects at one time
- Strong professional development training skills
- Strong analytical / evaluation skills
- Ability to bring disparate parties together to work towards a common goal
- Ability to accomplish organizational goals without close supervision
- Strong budget planning and administration skills, including experience in both K-12 and private industry
- Knowledge of accounting, including the ability to create and interpret financial statements
- Ability to prepare Requests for Proposal and to understand and administer contracts
- Knowledge of grant writing and grant administration techniques

PROFESSIONAL EXPERIENCE:

FEBRUARY 2004 – PRESENT

ADMINISTRATOR, INFORMATION TECHNOLOGY SERVICES SAN MATEO COUNTY OFFICE OF EDUCATION

In this position, I am responsible for planning, organizing, controlling and directing all Technology Services operations and activities, which include:

- Supervision of management, technical and clerical staff assigned to Information Technology Services
- Responsibility for the financial system supporting the SMCOE and all 23 school districts in the county
- Responsibility for the student information systems supporting Special Education, Court School and Community Schools
- Responsibility for the SMCOE's CALPADS reporting, as well as other federal, state and local reporting
- Responsibility for the SMCOE's WAN & LAN infrastructure
- Responsibility for the SMCOE's Disaster Recovery and Business Continuity plans
- Responsibility for the SMCOE print management systems
- Responsibility for the SMCOE's communications systems, including telephones, email and website support
- Responsibility for all SMCOE audio/visual systems and media services delivered in our Conference Center and off-site locations, including videotaping, editing and production services

- Responsibility for administration of ISP (Internet Service Provider) Services for SMCOE districts
- Responsibility for direct instructional technology support for the SMCOE's Special Education, Court School and Community School programs
- Responsibility for the SMCOEs technology budget and all organizational technology purchases
- Responsibility for administration of the SMCOE's E-Rate Program
- Responsibility for ensuring legal compliance with all technology-related contracts and agreements
- Responsibility for creating policies and procedures related to technology use at the SMCOE
- Responsibility for the inventory of all SMCOE technology hardware and software
- Responsibility for authoring and implementing the SMCOE's multi-year technology plan
- Responsibility for creating and implementing the SMCOE IT compliance controls

JULY 2001 – FEBRUARY 2004:

**DIRECTOR, TECHNOLOGY AND INFORMATION SERVICES
DUBLIN UNIFIED SCHOOL DISTRICT**

In this position, I was responsible for process re-engineering, planning, organizing, controlling and directing all Technology Services operations and activities, which include:

- Responsibility for technical and clerical staff assigned to Technology and Information Services
- Responsibility for the design, development, and deployment of all network, computer, voice and video systems, including the management of the district's private fiber-optic Ethernet network
- Responsibility for technology for technology strategic planning, disaster recovery planning and technology budget planning
- Responsibility for writing student and staff Acceptable Use Policies and all other policies associated with the use of technology in the district
- Responsibility for the inventory of all district technology hardware and software
- Responsibility for facilitating the district-wide technology users' group and the technical oversight committee

FEBRUARY 1995 – JULY 2001:

**DIRECTOR, TECHNOLOGY SERVICES
ALAMEDA UNIFIED SCHOOL DISTRICT**

In this position, my responsibilities were very similar to those I performed at the Dublin Unified School District. My focus at Alameda Unified was centered on systems design. Some of my accomplishments at Alameda Unified include:

- The installation of the first district-wide WAN and the first Windows-based email system.
- Design and installation of the district's current high-speed gigabit fiber optic network.
- Assisted Fiscal Services in the conversion of the district's accounting codes to SACS
- Introduced high-speed Internet services district-wide.
- Implemented E-Rate
- Implemented a modern student management system, which simplified the attendance, scheduling, grading / assessment and state reporting functions.
- Introduced an auto-dialing system to improve school – parent communications.
- Project managed the installation of wiring in district classrooms, administrative offices, and the installation or upgrade of local area networks at every school site

AUGUST 1994 - FEBRUARY 1995:

CONSULTANT, QUINTESSENTIAL SCHOOL SYSTEMS

As a consultant for QSS, my primary responsibility was to provide programming, systems configuration assistance, consulting, training and software release documentation to the customers of the Carter-Pertain STUDENT/3000 (student tracking) and SCHOOL/3000 (financial) applications. I also acted as the liaison between QSS and vendor companies, such as Hewlett-Packard and WRQ.

JULY 1992 - NOVEMBER 1993:

EVENING DEAN OF INSTRUCTION, HEALD BUSINESS COLLEGE

As Dean of Instruction for Heald's evening program, I was responsible for implementing all of Heald's instructional programs and policies in the evening program, which included:

- Planning and monitoring each evening student's academic program
- Creation of the master schedule for each academic period
- Hiring, training, supervising and evaluating evening instructors, as well as clerical and security personnel
- Instructional materials and equipment purchases
- Academic records maintenance and all mandated reporting

For several years prior to my promotion to Dean of Instruction, I taught computer science and intermediate accounting courses.

AUGUST 1979 - JUNE 1993

IBM CORPORATION

I served in a number of positions in my almost 14-year career at IBM, including **Business Analyst, ASC Operations Management, LAN Administration, Technical Support and Accounting Technician.**

FORMAL EDUCATION:

Master's Degree Program, Human Resources and Organizational Development

University of San Francisco

Bachelor of Arts Degree, Mass Communications (Honors Graduate)

California State University, Hayward (now CSU East Bay)

ADDITIONAL EDUCATION:

Certified Chief Technology Officer

Chief Technology Officer Mentor Program

California Educational Technology Professionals Association

CURRENT PROFESSIONAL MEMBERSHIPS

- California Educational Technology Professionals Association (CETPA) – President-Elect
- Technology and Telecommunications Steering Committee (TTSC) - Chairperson (2012-2013)
- Consortium for School Networking (CoSN)
- International Society for Technology in Education (ISTE)
- California Association of School Business Officials (CASBO)
- California Association of African-American Superintendents and Administrators (CAAASA)
- Women in Technology International (WITI)
- Computer Using Educators (CUE)

OTHER PROFESSIONAL ASSOCIATIONS, ACTIVITIES AND AWARDS:

- Steering Committee Member, Instructor and Former Mentor, Chief Technology Officer (CTO) Mentor Program
- 2014 Recipient, STAR Award, California County Superintendents Educational Services Association (CCSESA)
- Chairperson, Redwood City Management Association (RCMA)
- Former Co-Chairperson, Online Learning Collaborative Subcommittee (OLCS)
- Executive Director, Higher Ground Careers Foundation, Inc.

4800 Calderwood Court
Oakland, CA 94605-3871
September 1, 2018

Alameda County Office of Education Personnel Commission
313 West Winton Avenue
Hayward, CA 94544

Dear Commissioners Adams, Wiggins and Hampton,

Please accept my application for the position of Personnel Commissioner for the Alameda County Office of Education. My application, voter transcript, reference letters and resume comprise the package I am submitting for your review.

I present to you a unique skillset that I am confident would complement your Personnel Commission team at the ACOE. I have worked in K-12 for almost 24 years and have been a manager in both K-12 and private industry for more than 33 years. I have worked in a county office of education for almost 15 years and understand the broad and unique responsibilities inherent to a county office of education. I understand the need for qualified employees to fill the plethora of classified positions that become available or are created at the COE, and the need to be absolutely fair and impartial in recruiting, hiring and retaining individuals in these positions. In addition to my experience at the SMCOE and my one year of experience working on a Personal Services Contract with the ACOE, my educational background would also bring value to my role as Commissioner if I were fortunate enough to be appointed. My graduate level course work was in Human Resources and Organizational Development. The knowledge I gained from my studies continue to help me even today, 30 years later, in my role as an IT Administrator. Also, I have taught both Organizational Management and Personnel Management for the California Educational Technology Professionals Association's (CETPA's) Chief Technology Officer Mentor Program. In the Personnel Management class, I teach a module on bargaining units and negotiations, and another about the Merit System in California K-12 organizations.

My specific discipline in K-12 is Information Technology, with hands-on experience in desktop support, programming and network administration. As a technology leader, I have managed every function that could conceivably be assigned to the technology division of a K-12 organization. In addition to my leadership, business and technical skills, I have a deep understanding of instruction and learning. I have experience as both an instructor and a dean of instruction for an adult vocational program. I understand the benefits and the challenges of instruction in the 21st century classroom, the move towards personalized learning and the usefulness of project-based learning in an era of Making. I understand the challenges of guiding and supporting deeper learning in our students in innovative ways with limited resources. I strongly believe that my understanding of our industry – education – helps me to understand the needs and

the qualities of the classified staff who provide the support crucial to success in this industry.

One interesting note I would like to share with you is that I am the first female head of a technology division in any County Office of Education in the State of California (there were four of us at one time, but now there are only two). I am also, to date, the first African-American to lead a comprehensive technology division in any County Office of Education in the State of California.

I am a life-long resident of Alameda County, living most of my life in Oakland. In my private life, my husband and I co-pastor a small, non-denominational church in Oakland. We also created a non-religious non-profit organization called Higher Ground Careers Foundation, Inc. The focus of this organization is to assist in bringing additional technology resources to underserved students in the East Bay.

Although my resume can capture my skill set, experience, and achievements, it cannot adequately reflect my passion for education and my total commitment to supporting excellence in the educational experiences of our young people. I made a conscience decision to shift my career from private industry to educational technology because I wanted my professional contributions to make a difference in our society. I know, first-hand, of the transformational power of a quality education, and I want to spend the rest of my career utilizing my skills and abilities to support a quality learning experience for our students.

I am truly excited about the possibility of becoming a Personnel Commissioner at the Alameda County Office of Education. This would be another opportunity to serve our students in a different and an expanded way. I am excited in knowing what I can bring to the ACOE as a Personnel Commissioner. I am hopeful that I will be invited for an interview, where I can more fully share with you why I believe I would be a great fit and a real value add to your team.

Thank you very much for your time and consideration.

Sincerely,

Lorrie C. Owens

August 31, 2018
To Whom It May Concern,

For many years, I have worked with Lorrie Owens at the San Mateo County Office of Education. My interactions with her involve both as a member of the IT team she manages and as a Union Steward. I believe my years of experience working with Lorrie in dealing with issues both professional and on personnel matters enable me to speak to her qualities from an informed perspective.

As the IT Manager, Lorrie exemplifies the very best qualities of leadership. She inspires those under her charge to do exemplary work through supportive and positive encouragement and is able to address even negative situations from a position of positivity. Her generous “open door” policy means that any IT team member feels free to go to her and discuss any issue, be they technical, organizational or even personal and be confident that they will be heard. Lorrie displays exceptional team building skills and readily facilitates collaboration between team members. Lorrie forges personal connections with the IT team members. As a member of that team, for me, that encourages me to want to work well as opposed to “having” to do so. I believe the quality of my own work as well as the other members of our team is significantly improved as a result of not only Lorrie’s exceptional leadership skills but also her personal approach to management.

As a long time Union Steward, I have had the opportunity to interface with Lorrie on matters involving our Chapter members and other personnel issues. Lorrie takes the time to listen to Chapter officials and will make the effort to explain her position in a gentle and respectful manner. More often than not, at least a compromise if not a full-on accord can easily be reached by such an approach and even if it isn’t, all parties leave the table with a feeling of mutual respect. It’s a fact that a Union and management will never see eye to eye on all issues, but Lorrie makes the extra effort to make that inevitable difference of opinion palatable. She has the same “open door” policy regarding Union issues as she does when dealing with employees and I rarely hesitate to bring up Union issues with her. All I need to say is “I’m putting on my Union Steward hat,” and that’s all the introduction I need.

Lorrie is also very active in CETPA, a statewide organization dedicated to forging a lasting bond between technology and education and has been for many years. As the manager of an IT department for a County Office of Education, Lorrie is ideally suited for a leading role in this organization. More fundamentally, she understands that the very nature of education is undergoing a paradigm shift and that technology is at the forefront of how people access knowledge. At CETPA, she had displayed the same quality of leadership that she has shown at SMCOE and CETPA is a better and more effective organization for her participation. Lorrie has also encouraged the members of the IT team to also become more involved with CETPA. I believe this is also important as it makes those of us in the tech profession more aware of just how important our role is in the overall quality of education.

In her personal life, Lorrie is co-Pastor of a small church in Oakland. Each month, that church has a homeless outreach program where parishioners prepare care packages of food and basic supplies and then travel throughout Oakland delivering those supplies to the many encampments

of the homeless throughout the city. Her unflinching dedication to this important issue speaks volumes to the quality of her character.

In conclusion, Lorrie Owens is an exceptional person, both on a professional and personal level. She possesses exceptional leadership skills, a keen mind that enables her to recognize important trends (as exemplified by her leadership role in CETPA) and great compassion for people from all walks of life. Any board or organization would gain benefit from her participation and let this letter serve as my own enthusiastic recommendation for her in any such capacity.

Respectfully Submitted,

Brian J. Wilson

Brian J. Wilson
Telecommunications/Network Analyst
San Mateo County Office of Education
(And)
Union Steward
CSEA Chapter 789

California Educational Technology Professionals Association

<http://www.cetpa.net/>

President

Julie Judd

Ventura County
Office of Education

Past President

Stephen Carr

Ventura County Office of
Education (retired)

President-Elect

Lorrie Owens

San Mateo County
Office of Education

Treasurer

Peter Skibitzki

Placer County Office
of Education

Secretary

Brianne Ford

Irvine Unified School
District

Directors

Eric Calderon

Riverside County Office
of Education

DeWayne Cossey

Vista Unified School
District

Jeremy Davis

Capistrano Unified
School District

David Goldsmith

Hanford Elementary
District

Rolland Kornblau

El Rancho Unified
School District

Tim Landeck

Pajaro Valley Unified
School District

Phil Scrivano

Simi Valley Unified

Steven Thornton

Menifee Union School
District

To Whom It May Concern:

Please consider this letter of recommendation for Lorrie Owens.

I have worked in the K-12 education environment in California for 29 years. I began as a programmer intern at the Pomona Unified School District then became a system developer for a company that creates Student Information System software for school districts. I have held leadership positions at the East Side Union High School District, the Oakland Unified School District and am currently the Executive Director for the California Educational Technology Professionals Association (CETPA), a nonprofit providing professional development and resources to technologists in K-12 education.

I came to know Lorrie in 2010 when she became a candidate in CETPA's Chief Technology Officer Mentor Program. This program trains those who are or wish to become technology leaders in the K-12 environment. The program includes prerequisite work, class participation and homework in topics such as school finance, personnel and organizational management, classroom technology and leadership skills. Lorrie's work was excellent, and her leadership skills were strong and consistent. Lorrie graduated and certified and has served the program for several years as a mentor, steering committee member, and instructor. Notably, Lorrie became the instructor for the Personnel Management class and has consistently updated the curriculum for several years. Lorrie was able to discuss the merit system with each class due to her extensive experience. She has provided invaluable information to those in the program and has elevated the CTO Mentor Program to a higher level of respect and authority.

In addition, Lorrie is currently serving as the President-elect for CETPA and will be installed as President in November to serve a one-year term. Lorrie's attention to detail, K-12 experience both at the district and county levels, and her high work ethic make her a perfect candidate for the Alameda County Personnel Commission.

I highly recommend Lorrie Owens.



Andrea F. Bennett

Executive Director, CETPA, 916-402-2471



Anne E. Campbell • County Superintendent of Schools

August 29, 2018

To Whom It May Concern:

I am writing this letter to recommend Lorrie Owens for appointment as a Personnel Commissioner for the Alameda County Office of Education. I believe she would be a perfect fit for this position for several reasons.

First of all, Lorrie has served as the Administrator for Information Technology Services for the San Mateo County Office of Education for more than 14 years. Our organization is also a Merit System organization. Lorrie understands county offices of education, merit rules, and how to work with stakeholders in this environment – all levels of management, bargaining unit members, school district personnel and the public. I have worked with Lorrie for a number of years. She has a strong work ethic, is results driven, but also very people-centered. She is a strong advocate for her department and her employees, and is respected throughout our organization as someone who is ethical and fair.

Lorrie is also very active in educational organizations throughout the state. She teaches personnel management in a statewide certification program for current and prospective Chief Technology Officers. Lorrie brings an understanding that is both broad and deep to the specific issues related to classified positions in a county office setting, and would use that experience to help the Commission make sound and fair decisions in selecting the best qualified employees for the ACOE.

Lorrie's background and expertise make her the perfect fit for the position of Personnel Commissioner. Please feel free to contact me if there is any additional information I can give to you as you consider Lorrie's application for appointment.

Sincerely,

Lori Musso

Associate Superintendent, Human Resources/Teacher & Administrator Development
San Mateo County Office of Education

Lorrie Owens References:

- Brian Wilson
Union Steward/Telecommunications Network Analyst
San Mateo County Office of Education

- Andrea Bennet
Executive Director
California Educational Technology Professionals

- Lori Musso
Associate Superintendent, Human Resources
San Mateo County Office of Education

**PC Applicant:
Nikki Washington,
PHR**

Nikki N. Washington, MA and PHR

nkk_washington@yahoo.com

(760) 675-8211 or (510) 567-8576

QUALIFICATIONS SUMMARY

High-performing, strategic thinking professional with more than sixteen years' experience in human resources operations, collective bargaining, special education and student services. Adept at assessing needs, generating options, and implementing solutions in collaboration with management, staff, union leadership and stakeholders. Professional experience with teaching and training in school and academic environments as well as building skills and competencies in Human Resources departments. Strong presentation and communication skills with keen attention to details and targeted learning outcomes.

COLLEGE ADJUNCT TEACHING ROLES

Pacific Oaks College , Pasadena, CA <i>Adjunct Faculty, Division of Special Education---School of Education</i>	2004 - 2006
California State University , San Bernardino <i>Adjunct Faculty, Division of Special Education---School of Education</i>	2004 - 2005
California State University , Los Angeles <i>Adjunct Faculty, Division of Special Education---School of Education</i>	1999 - 2006

CLASSROOM TEACHING EXPERIENCES

Oakland Unified School District <i>Teacher & Mentor Teacher</i>	2015 – Present
Milpitas Adult School, Milpitas USD <i>ESL Teacher</i>	2015 – Present
Fremont Unified School District <i>Prep Teacher</i>	January 2008 – June 2008
Los Angeles Unified School District <i>Program Specialist, Division of Special Education</i>	1997 - 1999
Los Angeles Unified School District <i>Teacher, 99th Street School</i>	1990 - 1997

COMMUNITY/SOCIAL RESPONSIBILITY

Graduate, Alameda County Citizens Academy

Volunteer, American Red Cross

Nikki N. Washington, MA and PHR

nkk_washington@yahoo.com

(760) 675-8211 or (510) 567-8576

PROFESSIONAL EXPERIENCES

Peralta Community College District <i>Director, Human Resources</i>	2014 – 2015
Calexico Unified School District <i>Director, Human Resources and Risk Management (9,670 ADA)</i>	2013 - 2014
Palisades Charter High School <i>Director, Certificated and Classified Human Resources (3,000 ADA)</i>	2011 - 2013
San Jose Unified School District <i>Manager, Classified Human Resources (33,000 ADA)</i>	2008 - 2011
Sequoia Union High School District <i>Director of Special Education (9,000 ADA)</i>	2006 - 2007
Alvord Unified School District <i>Administrator, Special Education and Student Services (20,000 ADA)</i>	2004 - 2006

EDUCATION

California State University, East Bay
Executive in Human Resources Certification

California State University, Los Angeles
Master of Arts (MA): Special Education/Multicultural Education

Howard University, Washington D.C.
Bachelor of Arts (BA): Business Management

CREDENTIALS	CERTICATES	PROFESSIONAL DEVELOPMENT
<ul style="list-style-type: none"> • School Administrative Services (K-12) • Multiple Subjects • Specialist Instruction Credential in Special Education 	<ul style="list-style-type: none"> • Professional in Human Resources Certification (PHR) • Resources Specialist (RSP) • Cross-cultural Language and Academic Development (CLAD) 	<ul style="list-style-type: none"> • Be GLAD Teacher Training • HR/Personnel Academy- • Merit System Academy • HR/Personnel Negotiators Certification Program • Superintendent Academy • Principals Academy

Nikki N. Washington, MA & PHR

8-19-18

Re: Alameda County Office of Education (ACOE) Personnel Commission

To whom it may concern:

I am pleased to submit my application for the Board Appointee position for the Alameda County Office of Education (ACOE) Personnel Commission. It would be an honor to work with the all ACOE stakeholders in promoting and facilitating a fair, equitable, and lawful employment practices to hire and retain top educational support (classified personnel) staff assisting with the education of ACOE.

With more than 28 years of administrative and teaching experiences at both the K-12 districts and community college level, I bring a breadth and depth of understanding of the duties of a personnel commissioner. My administrative experiences have offered me the opportunity to provide oversight and leadership in the areas of human resources, student services, special education and gifted and talented programs.

My leadership style is characterized by respect, inclusiveness, transparency, collaboration and participatory governance. I will work collaboratively with the other Personnel Commissioners, Personnel Commission staff and the ACOE Board/stakeholders in maintaining a “Merit System” for the ACOE, which impacts all constituencies of ACOE. I will foster an environment of open communication that will enhance processes in the spirit of continuous improvement.

I am certain that I am a very good fit for this extremely important job and would be honored to serve as your next Personnel Commission-Board Appointee. Meeting the challenges and opportunities expected of this position and working closely with other stakeholders will definitely move the Personnel Commission to the next level of innovation and success. I look forward with enthusiasm for the opportunity to discuss my qualifications and potential contributions to the Alameda County Office of Education community.

Sincerely,
Nikki Washington, MA & PHR

Nikki Washington References:

- Lilliana Dimian
Coordinator
Calexico Unified School District

- Lilia Celhay
Professor
Merritt College

- Sonia Rivera
Teacher & BTSA Coordinator
Calexico Unified School District

PC Applicant:
Rebecca Shubin

Rebecca Shubin

(503) 545-1204

rmshubin@yahoo.com

PROFESSIONAL EXPERIENCE

Associate Fellowship Coordinator, University of California San Francisco

- Responsible for Cardiology Division fellowship initiatives for thirteen core and subspecialty programs for scheduling, tracking, accreditation, and compliance issues at a local and national level
- Independently manage the admission process including interview, appointment, separation and related for clinical fellows, postdoctoral research fellows, and visiting scholars.
- Course set-up, instructor support, and room scheduling; website editing; support for catalog
- publications, conferences, event planning, reimbursements, calendaring, catering, and budget forecasting
- Initiate and maintain HR and visa-related documents, benefits and payroll utilizing UC Systems
- Maintain teaching, faculty evaluation and rotation schedules utilizing UC and Peoplesoft databases
- Tracking of work hours, portfolios for all fellows, credentialing, and verification of fellowships
- Represent the Cardiology Division at meetings with GME, DOM and fellowship related events

Residency and Fellowship Coordinator, Stanford University, Pathology Department

- Directed the daily activities of the residency/clinical fellowship programs, and the development of the strategic planning of the residency program while monitoring the yearly budget for numerous residency activities during the academic year
- Designed the integrated programming and conferences to provide tools that gather quantitative and qualitative data within cross-functional teams to address compliance and accreditation issues
- Established the Professionalism Series Didactic Series to address curriculum standards to align with soft skills needed for program and professional advancement for both residents and fellows
- Improved processes in the residency/clinical fellowship, streamlined the evaluation, didactic/curriculum courses within the department for over 620 conferences
- Responsible for administrative functions, completed purchasing, and expense reimbursements
- Managed residency and fellowship admission cycles; recruitment visits, data analysis, scheduling interview days, marketing, vetting, and onboarding processes for over 370 candidates plus faculty affairs
- In charge of visiting residents, guest faculty and lecturer visits, onboarding, and processing visas
- Oversee duties associated with training new staff and temporary employees for the fellowship program
- Design, update, and maintain forms, databases, and handbooks used in residency and fellowship procedures
- Event planning including contracting with vendors for services, IT, the production and distribution of materials electronically, administering logistics, while managing events within or under budget

Student Service Specialist, Stanford University, Bioengineering Department

- Postdoctoral Scholar Administrator; managing, interpreting and disseminating all related paperwork and processes for sixty plus postdoctoral scholars
- The main point of contact for Postdocs, VSR's, SNF and graduate students relating to admission, visas, financial aid, student life, advising, career counseling and academic services, in addition to the bulletin/course scheduling with course set-up support
- Co-terminal Program Administrator and assisted with all aspects of admission and recruitment for Ph.D. and MS applicants for the department. Degree progress tracking and milestones for graduate students
- Responsible for monitoring, updating and verifying stipend/salary ranges related to grants, fellowships, and maternity leave
- Contributed to the development of marketing materials and strategies, planning and developing programming activities, outreach functions; updating of website and social media for the Bioengineering Department

Rebecca Shubin

(503) 545-1204

rmshubin@yahoo.com

- Event Coordination: Graduate Student Orientations, Admissions Interview Week, and Commencement
- Collaborated with postdocs to foster mentorship, community relationships, professional development & devised and implemented Bioengineering Postdoctoral “Talk and Nosh” Speaker Series

Career Technical Education Transitions Grant & Site Coordinator, Merritt College

- Grant Coordinator managing all aspects of the Perkin, DBS-TAACCT DOL, CLP and Linked Learning Grants on campus
- Collection of data, analysis, reports, collaborated with CTE Advisory Committees, faculty, staff and local partners on budget compilation and transfers (narrative and fiscal quarterly, year-end, grant end) with curriculum development and SLO’s for accreditation
- Worked in collaboration with college’s external and internal partners, presented at industry related events and networking events for partnership growth concerning CTE, Workforce development, and district related programs
- Coordinated complex research assignments/special projects having college-wide implications, provided written reports, utilized spreadsheets, and databases with analysis of data
- Collaborated with the Dean of Student Services on enrollment, modeling, and development of the Merritt College High School Advisory Council related to concurrent/dual enrollment in the Peralta Community College District

Director of Educational Affairs, Team Lillard, San Francisco Bay Area

- Developed and implemented an educational life skills curriculum and programs to achieve academic retention and transition to four-year universities for high school and college students for first-generation high school students
- Utilize case and project management to established program goals for over 160 plus students; initiated, evaluated and documented student success to achieve benchmark goals
- Perform transcript evaluations, degree audits, A-G prerequisite requirements and student services needs related to K-14 educational norms
- Academic Advisor providing support for students and families in academic preparation, admission workshops, college visits and locating financial aid for postsecondary education and training
- Ongoing mentorship and activities with community partners and educational outreach organizations to expand post-secondary education opportunities for educationally diverse and disadvantaged students
- Managed the SAT/ACT preparation/exams in conjunction with college application prep for the program

Boys and Girls Club of Greater Sacramento, Raley Branch Interim Director & Director of Education

- Managed overall daily operations of the Club entailing program management, project & fiscal management with a focus on annual budgeting, relationship-building, community cultivation, general administration, managed the preparation and analysis of financial reports for club expansion
- Recruited, supervised, and monitored staff and volunteers ensuring productive and effective performance. Created and executed marketing plans for growth of club; identify and supported professional development opportunities
- Ensured Human Resource policies and procedures were communicated and followed, including those on recruiting, compensation, benefits, and employee relations

SKILLS

Expertise with Microsoft Office Suite, ApplyWeb, social media & cloud-based platforms

Rebecca Shubin

(503) 545-1204

rmshubin@yahoo.com

In-depth knowledge of software and databases, including PeopleSoft, FileMakerPro, Medhub, ERAS, Adobe Suite, Bearbuy, Qualitics, and Google Suites

Ability to manage multiple tasks in a dynamic, deadline-driven environment

Working knowledge of ACGME and GME requirements

Excellent public speaking, presentation skills, and event planning management

Demonstrated ability to use discretion and maintain confidentiality, FERPA/HIPAA policy

Excellent verbal/written communication skills and a quick learner with a quality sense of humor

Strong interpersonal and negotiation skills; ability to interface with diverse personalities and multicultural populations in a tactful, mature and flexible manner

EDUCATION B.A. in Social Science and Religious Studies at California State University, Chico, CA.
California Clear Single Subject Credential at California State University, Sacramento. CA.

Rebecca Shubin References:

- Raymond Young
Director
Team Lillard Elite
- Justin Lind
Student Services Manager, Bioengineering Department
Stanford University
- Manoly Simmalavong
Residency and Fellowship Coordinator
Stanford University

PC Applicant:
Robin Raveneau

ROBIN RAVENEAU

510.753.8128 / rraveneau@gmail.com

SUMMARY

Executive administrative professional with exceptional written and verbal communication skills. Culturally sensitive, and appropriate with a strong ability to set priorities and manage multiple projects successfully. Skilled at learning new concepts quickly, working collaboratively and communicating ideas clearly and effectively. Well-developed leadership skills, and calm under pressure. Advanced knowledge of Microsoft Word, Excel, PowerPoint, Publisher and Outlook software packages.

EDUCATION

- Bachelor of Arts Degree, Integral Studies, California Institute of Integral Studies, San Francisco, CA

LICENSES

- Notary Public, State of California

PROFESSIONAL PROFILE

WORKFORCE SERVICES DIRECTOR, OAKLAND PRIVATE INDUSTRY COUNCIL, 2011 – PRESENT

- Establish relationships and networks with a wide variety of constituencies, including employers, job seekers, business and economic development entities, government and community organizations to enhance and manage the resources and responsibilities of the Oakland Career Center.
- Manage all facility related issues, contracts and vendors.
- Coordinates and manages all events, including hiring recruitments, staff and community events. Select and manage menus, venues and track expenses..
- Coordinates and approves the development of marketing programs aimed at job seekers, employers and community service agencies.
- Supervises staff of 15 over three sites in downtown, East and West Oakland.
- Co-manages contracts and grant outcomes and deliverables for agency.
- Identifies opportunities and proactively solicits partners to enhance and expand capacity and resources.
- Attends and represents the Oakland PIC at local, regional and national meetings and conferences.

ASSISTANT OMBUDSPERSON, UC BERKELEY, DECEMBER 2010 TO DECEMBER 2011

- As first point of contact for callers/visitors to the Ombudsperson Office, ascertain the nature of requests and inquiries and determine appropriate course of action including possible referral to other Campus resources.
- Assist in development of conflict resolution techniques and trainings and strategies for campus-wide workshops.
- Create and maintain a calm, open demeanor to put visitors at ease and help them to feel comfortable with divulging potentially sensitive and hard to discuss information.
- Data gathering and analysis (including collecting and analyzing significant data for reporting student trends and suggesting recommendations for systemic/organizational changes), considerable report preparation, internal analysis of office resources, outreach, and training material preparation. Assist with training presentations as needed.
- Schedule appointments with client(s) and Ombudsperson, and offer recommendation/suggestions to the client(s) on how to effectively prepare for the meeting with the Ombudsperson. Research and follow-up as needed or by request.

UNIVERSITY OF CALIFORNIA, BERKELEY, EXECUTIVE ASSISTANT (INTERIM), JUNE 2010-DECEMBER 2010

- Poised navigation of a high profile, extremely busy and politically dynamic landscape. Represent the office of the Associate Vice Chancellor in a professional, confident and informed manner in all communications, encounters and dealings.
- Interface with all levels of the campus and other constituencies to coordinate high-volume calendar scheduling, clean up and maintenance.
- Special projects support and oversight, including research and analysis of data.
- Supervise 6 student staff.
- Assist in research and compilation of information to identify and improve university procedures, protocols, and other related topics. Prepare and provide briefing materials to the AVC.

- Serve as special member of Senior Cabinet group by providing draft correspondence and other pertinent operational support as needed.
- Respondent to queries from faculty, staff, students and the general public on behalf of the AVC.
- Provide operational support in office management and daily operational assistance as needed.
- Administrative support coordinating the details of information of a highly confidential and critical nature to inform the AVC on matters of importance and priority.

IMPLEMENTATION SPECIALIST, SEIU-UNITED HEALTH CARE WORKERS EDUCATION FUND, 2009 TO 2010

- Provide educational and training opportunities to Kaiser Hospital workers that are UHW members.
- Coordinate venue location, materials and speakers for events for recruitment efforts.
- Work with local community colleges to help participants (union members) register for college. Determined prerequisite requirements, tutoring schedules, Bridge classes and assessment testing.
- Oversee training classes and other programs. Manage and report progress through Excel spreadsheets, workplans and workbooks.
- Schedule and manage outreach and recruitment efforts at local hospitals and union offices.

EXECUTIVE ASSISTANT, OAKLAND PRIVATE INDUSTRY COUNCIL, 2002 –2007

- Organize and manage events, roundtables, retreats and meetings. Selection of venue, media, collateral materials, menu, greeting guests and coordinating speakers.
- Extensive calendar management, including scheduling appointments, meetings and events.
- Create, edit and disseminate oral and written correspondence for CEO including reports, letters, proposals, memorandums, emails and City of Oakland government related documents as required.
- Extensive public contact, gathering information, managing challenging situations and responding to community needs and concerns
- Manage building facilities issues with building management.
- Approve and sign checks for payment remittance to vendors, clients, staff, etc.
- Serve board of ten community leaders. Preparation and documentation of agendas and civic government related materials. Take and transcribe minutes.
- Act as liaison to government officials and various community boards and commissions when the CEO is not available
- Supervise one staff person.

EXECUTIVE ASSISTANT, CULTURAL ODYSSEY, 2000 – 2002

- Coordination of all events and productions including venue management, marketing, creating and printing of programs, supervision of volunteers, merchandizing, point of contact to the community and media outlets.
- Liaison with entertainment representatives to schedule shows and events.
- Manage scheduling and daily operations for founding partner.
- Writing and editing of original correspondence and funding proposals.
- Ensure smooth flow of office communications.
- Database maintenance, some IT work.

ROBIN RAVENEAU

510.753.8128 / rraveneau@gmail.com

September 5, 2018

Ms. Yosaira Espinoza
Administrative Secretary to the Board
Alameda County Office of Education
313 West Winton Avenue
Hayward, CA 94544

Dear Ms. Espinoza:

Thank you so much for the opportunity to apply for the position of Personnel Commissioner for the Alameda County Office of Education. My resume was previously submitted for your review.

I am a registered voter in Alameda County, and have been born and raised in Oakland, CA. I currently live in San Leandro, so I have spent my lifetime as an active resident of Alameda County. I currently work for the Oakland Private Industry Council, as the Workforce Services Director, and I am committed to the health and good of this community. In my current position, I am routinely involved in personnel matters, including hiring, firing, evaluations, and creating and managing employee manuals and procedures.

Over the course of my work, through the AmeriCorps program, I was a volunteer at Horace Mann Elementary School as a literacy tutor, and at San Quentin Prison, I volunteered to provide reentry services to our returning citizens. I have knowledge of the Merit System, and I support its principals and related matters on the basis of merit and fitness.

I would be honored by the opportunity to be of service to the Alameda County Office of Education as a Personnel Commissioner, and welcome your questions and feedback.

Sincerely,

Robin Raveneau

Robin Raveneau References:

- Gay Plair Cobb
Chief Executive Officer
Oakland Private Industry Council, Inc.
- Debra Avery
Community Activist/Pastor
Self Employed
- Sonja Brooks
State Loan Officer/KONO Board Member
KONO Board

PC Applicant:
Saleem
Shakir-Gilmore

SALEEM SHAKIR-GILMORE
(510) 599-5983
saleem4oakland@protonmail.com

OBJECTIVE

Educate. Facilitate. Administrate.

SUMMARY OF EXPERIENCE

Executive Administrator/ Senior Level Educator

I am a skilled executive administrator with experience in human resources, finance, program design and management. I have managed budgets over one million dollars and administered government grants at the city, county, state, and federal level. I have direct experience in organizational development, strategic planning, and evaluation. I have specific experience managing employment training programs including WIA funded contracts. I have a successful track record convening and leading collaborations of diverse groups around common goals.

I have extensive experience and training as a teacher (K-12 and post-secondary), workshop presenter, trainer, and facilitator. I am skilled in curriculum development in the areas of science, mathematics, and employment readiness training. My experience includes providing professional development trainings for classroom teachers and small business staff. My management style is collaborative; my passion for social justice issues drives my work ethic.

SKILLS

- Ability to develop and implement curriculum/ policy in a variety of formats including written, live presentation, and multimedia
- Excellent time management skills and professionalism in a stressful environment
- Team player; ability to motivate and lead by example
- Ability to form professional relations with individuals of diverse backgrounds and ages
- Experienced facilitator trained in conflict resolution
- Self-motivated, ability to work without supervision
- Experienced researcher, able to synthesize information into written and presentation formats
- Ability to plan, organize and delegate assignments in a supervisory role
- Experienced social media manager proficient with Facebook, Twitter, and Instagram
- Experienced in fiscal/ budget development and management
- Ability to develop, implement and delegate policy and procedure
- Proficient software experience including Microsoft Office Suite and Quickbooks

EDUCATION

California State University, East Bay

Doctorate of Education, Educational Leadership for Social Justice
Graduation in 2021

University of San Francisco

Masters of Arts, Education; Concentration: Secondary Education

Sonoma State University

Bachelor of Arts, Sociology; Minor: Biology

*Continued on page 2

SALEEM SHAKIR-GILMORE
(510) 599-5983
saleem4oakland@protonmail.com

PROFESSIONAL EXPERIENCE

Director, Student Access Programs

California State University, East Bay (CSUEB), Hayward, CA 2017 – Present

Responsibilities: Responsible for providing vision, leadership, and management for all aspects of administrative responsibility for Access programs, which includes, EXCEL (Student Support Services Trio Grant), APASS (Asian Pacific American Student Success Federal funded grant) and the Renaissance Scholars program (support services for former foster youth). The Director manages the day-to-day operations of Access Programs and its staff, and is responsible for developing strategic short and long range goals; providing effective training, ongoing supervision and evaluation of all department staff; assuming all departmental fiscal and resource management; establishing collaborative relationships with Academic Affairs and other Student Affairs programs and departments to develop partnerships, services, and activities which support student retention and graduation; and providing direct student service delivery. The Director is responsible for evaluation of the programs services in compliance with federal and state legislation and regulations. The Director will oversee grants documentation, tracking and reporting; apply for renewal of funding; develop, implement and evaluate program goals and performance objectives; analyze, manage and track budget expenditures and balances, and prepare budget reports. In addition, the Director establishes consistent application for technology enhancements to improve service delivery and assumes ongoing assessment of student academic performance.

Director, College Access Programs

University of San Francisco (USF), San Francisco, CA 2015—2017

- Executive administrator of Department of Education funded college readiness programs
- Liaison to the sponsoring agency, University of San Francisco
- Secured a Talent Search Project funded, \$1.2 million over five years, by the Department of Education

Responsibilities: As the lead administrator and spokesperson; provide effective oversight, management, supervision, and training to project staff. Understand, interpret, and apply the scope, intent, and purpose of the legislation and federal regulations relevant to the Educational Talent Search and Upward Bound Math and Science projects. Develop and implement program goals, objectives, and operations as approved by the USDE. Develop and implement efficient management and operational systems, with clear processes and procedures for the projects. Develop effective procedures for recruitment, selection, and hiring of professional staff. Ensure timely performance evaluations of project staff consistent with university HR policies and procedures. Develop and maintain relationships with university Schools, departments, and programs to ensure integration of resources for project programming and activities. Develop and maintain relationships with external resources at the local, state, and federal level to provide services and support to project activities. Develop and manage a detailed annual budget. Develop and manage effective record keeping and data collection processes and procedure for student records and program effectiveness. Organize data collection and prepare submission of USDE Annual Performance Report. Promote and support the projects with effective public relations in marketing, communications, and social relations with constituents.

*Continued on page 3

SALEEM SHAKIR-GILMORE
(510) 599-5983
saleem4oakland@protonmail.com

PROFESSIONAL EXPERIENCE (Continued)

Adjunct Faculty

University of San Francisco (USF), San Francisco, CA; 2016—2017

Course Descriptions:

Contemporary Issues (Summer 2017) - Students will explore their knowledge and perspectives on slavery to develop a working definition to analyze the forms of present day slavery around the world. Students will look at different slave systems throughout history, they will compare and contrast different slave systems identifying the motivating factors that support the system, and label current-day systems as a slave system or not based on the working definition. As a final project, students will select one current-day slave system to address by building a counter strategy to impact the identified slave system. For example, a student may identify sex trafficking or farm labor as a slave system. The student will develop an approach to curb or stop the enslavement of the people involved.

Expedition USF (Fall 2016)- Students enrolled in USF101 meet weekly, engaging with an instructor, a peer mentor, and each other to explore their new environment and chart their four-year college journey. USF101 students learn how to get involved on campus, study effectively, graduate on time, explore potential careers, access personalized support, and stay healthy and safe.

Teaching Adolescents (Spring 2016)- Adolescence is a unique stage of life between childhood and adulthood that presents today's youth - as well as their teachers - with daunting challenges. This course provides Single Subject credential and masters candidates with the theoretical and practical tools to understand adolescence as experienced by students in U.S. secondary schools. Central themes addressed in this course are: examining adolescent development, exploring cultural identity, valuing youth popular culture, getting to know students and their interests, creating an engaging curriculum, and building a safe classroom community.

Site Manager

W. Haywood Burns Institute (BI), San Francisco, CA; 2012—2015

- Team Leader/ Technical Assistance Provider for California Technical Assistance Project (TAP) sites engaged in Disproportionate Minority Contact (DMC), specifically Marin, Humboldt, Yolo, and Sacramento Counties
- Team Leader/ Technical Assistance Provider for San Francisco Co. and the state of Arizona as part of the Juvenile Delinquency Alternatives Initiative (JDAI)
- Lead Trainer for Racial and Ethnic Disparities (RED) trainings and Readiness Assessment Consultancies (RAC's) throughout the country

Responsibilities: Serve as the lead for BI assessments and trainings. Regularly attend local advisory board and subcommittee meetings; supervise, collaborate and provide expert technical assistance to each local site coordinator and the local advisory bodies, particularly the chairs, to explain all aspects of the BI process. Conduct orientations to any new stakeholders to the BI process; develop "site specific" strategies to analyze juvenile justice data, policies and practices that may affect racial disparity and facilitate productive communication among key stakeholders to ensure their consistent participation in the BI site- based process. Supervise implementation of the BI's self-evaluation process on the local level; understand and analyze quantitative and qualitative data with great facility; and work with BI communications staff to promote success and noteworthy activities in each site.

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SALEEM SHAKIR-GILMORE
(510) 599-5983
saleem4oakland@protonmail.com

PROFESSIONAL EXPERIENCE (Continued)

Adjunct Faculty

Holy Names University (HNU), Oakland, CA; 2012—2013

Course Descriptions:

Curriculum Development (Fall 2012, Fall 2013) - Procedures for curriculum design, implementation, and evaluation are studied. Contemporary curricula and instructional practice are examined as outgrowths of major movements in American curriculum. Philosophy, culture, and theories of human development are related to the curriculum planning process. The appropriate roles of staff, parents, pupil and community in curricular decision-making are studied.

Multicultural Education (Summer 2012, Summer 2013) - Designed to help students develop cultural sensitivity and racial awareness through analysis and reflection on their own culture and the cultures reflected by national and state demographic data. Readings and evaluation will focus on major concepts, such as the socio cultural and institutional forces, and the historical and political factors that influence and affect behavioral patterns, perceptions, values, cultural identity, equality and academic performance. The knowledge and skills acquired seek to enable new teachers to facilitate and plan lessons that draw upon their student's personal and cultural strengths. Themes and principles of mutual respect, cross cultural competence and appreciation of differences of culture, gender, identity, socioeconomic status, ethnicity, language, and handicapping conditions will be emphasized.

Executive Director

Leadership Excellence (LE), Oakland, CA; 2005—2011

- Appointed Executive Director in 2008
- Developed and implemented staff evaluation process including professional development
- Increased annual budget by 300% by 2008

Responsibilities: Serve as official spokesperson of the agency. Lead the agency development. Manage fundraising and fund development oversight; develop and maintain collaborative partnerships with government and community-based agencies for major grants. Lead contract negotiations and management including ensuring compliance of OFCY, Measure Y, and WIB grants. Oversee financial management, including development, management and monitoring of annual agency and program budgets. Oversight of all staff: management, non-management, and volunteers.

Training Manager

Community Housing Partnership (CHP), San Francisco, CA; 2004--2005

- Expanded service contracts by 15% in the first year
- Assessed and reorganized the program workshop content to better serve the tenants
- Provided professional development in effective case management procedures

Responsibilities: Manage the training division of the Department of Employment and Training. Supervise a staff of three Tenant Service Coordinators and volunteers providing mentorship and evaluation. Directly oversee all aspects of the maintenance services program that employed formerly homeless clients to clean and paint hotels based on contract agreements. Lead and facilitate the maintenance services training program. Monitor all division expenditures and develop projected budgets, maintain program quality through hiring, inspection, and budget monitoring.

*Continued on page 5

SALEEM SHAKIR-GILMORE
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PROFESSIONAL EXPERIENCE (Continued)

Program Coordinator

Young Community Developers (YCD), San Francisco, CA; 2002--2004

- Completed back reporting on a federally funded program resulting in renewed funding
- Evaluated and improved the delivery system for program orientations and trainings
- Appointed to the Local Homeless Coordinating Board serving two terms

Responsibilities: Direct coordination of all programmatic aspects of the Homeless Employment Labor Project (HELP), a training and employment program for homeless adults funded by the Department of Housing and Urban Development. Facilitate program orientations, lead all program training components, case manage participants to ensure work readiness by addressing barriers including housing. Provide employment placement and retention services, maintaining relationships with employers. Monitor the budget and complete all required reporting.

Program Director

Youth Tennis Advantage (YTA), Emeryville, CA; 2000--2001

- Provided professional development to improve staff-youth interactions
- Created a new agency wide program, Bear Trax, that brought students from local sites to UC-Berkeley to receive coaching and tutoring from UCB student athletes/volunteers

Responsibilities: Direct oversight of three afterschool sites providing academic tutoring and tennis coaching to urban youth. Supervision of onsite staff; maintain athletic and academic quality across sites. Maintain regular check in meetings with site managers and weekly site staff meetings, provided regular program reports, including budget expenditures.

Educator, 7th / 8th Grade Science

West Oakland Community School, Oakland Unified School District, Oakland, CA; 2000--2002

- Designed the Physical Science curriculum for the school
- Developed an integrated health and science curriculum in line with District standards
- Supported the mathematics department through lesson integration and cross teaching

Responsibilities: Lead daily lessons in science, health, and mathematics for middle school students at a newly formed charter school. Regular classroom management and intervention with the goal of maximizing time on task. Work with students of varying ability; providing in class support for students with learning challenges. Maintain up to date and accurate records including grades, discipline actions, and teacher-family communications. Support the social development of students by participating in all facets of the school day including opening circle, lunch, and afterschool programming.

Educator, 6th Grade Science

Martin Luther King, Jr. Middle School, San Francisco Unified School District, San Francisco, CA; 1999--2000

- Developed thematic science lessons to engage the diverse student body
- Created and led a lunch time yoga class to interested students
- Provided supplemental lessons for students with skill gaps and accelerated students

Responsibilities: Lead daily lessons in physical science for sixth grade students. Regular classroom management and intervention with the goal of maximizing time on task. Design curriculum in line with the state standards that is engaging. Work with students of varying ability; providing in class support for students with learning challenges. Maintain up to date and accurate records including grades, discipline actions, and teacher-family communications. Support the development of students by providing supplemental lessons for accelerated students and students with skill gaps.

*Continued on page 6

SALEEM SHAKIR-GILMORE
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COMMUNITY ACTIVITIES

2018 – Present

Chair

Fundraising Committee, Advisory Board, Renaissance Scholar's Program, CSU East Bay

2017 – Present

Member

Advisory Board, Renaissance Scholars Program, CSU East Bay

2017 – Present

Campus Advisor

Alpha Phi Alpha Fraternity, Inc., Xi Pi Chapter

2017 – Present

President

Northern California Chapter, Western Association of Educational Opportunity (WESTOP)

2016 – Present

Secretary

Measure ABJ Committee, Oakland Unified School District (OUSD)

2016 – 2017

President-Elect

Northern California Chapter, Western Association of Educational Opportunity (WESTOP)

2015 – 2018

Member

Accessibility Advisory Committee, Alameda Contra Costa Transit District (AC Transit)

2013 – 2016

Chair

Measure G Oversight Committee, Oakland Unified School District (OUSD)

2011 – 2015

Board Delegate

Concerned Black Men National

WORKSHOPS, FELLOWSHIPS, AND ACCOMPLISHMENTS

2017-2018

Policy Fellow

Education Policy Fellowship Program (EPFP), Institute for Educational Leadership (IEL)

California EPFP is jointly administered by the Education Insights Center and the Center for California Studies at Sacramento State University to support the development of a new generation of skilled, informed education leaders who can develop and implement effective policy. The program brings together approximately 20 professionals over the course of an academic year to explore critical topics related to the national program's three pillars: policy, leadership, and networking. California EPFP is tailored to address particular challenges in the state through its focus on 1) connecting K-12 and postsecondary education, and 2) connecting state policy development and local implementation needs.

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SALEEM SHAKIR-GILMORE
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WORKSHOPS, FELLOWSHIPS, AND ACCOMPLISHMENTS (Continued)

2017-2018

Executive Leadership Fellow

Executive Leadership Institute for College Opportunity Professionals

The Executive Institute for College Opportunity Professionals (The Institute) is offered by Princeton University in partnership with the Council for Opportunity in Education to provide college access professionals from around the United States with training and network opportunities to position leaders to be experts in college access.

2014, 2015

Presenter

Black Student Union Empowerment Summit

A day-long summit for San Francisco high school students. It features workshops, a college fair, performances, a film screening and guest speakers who discuss the importance of strengthening community and preparing for college.

2007, 2013

Trainer

Diversity Staff Training, Kids for the Bay

Training tailored to teachers and youth development workers in urban educational settings. Workshop challenges participants to explore their learned and implicit biases, weigh the social impact on interpersonal racial relationships, uncover the negative impact of white privilege on the teacher/ student relationship, and develop their personal story to positively impact relationship building in educational spaces.

2008-2010

Executive Fellow

LeaderSpring

The core of LeaderSpring's two-year, on-the-job Fellowship is a leadership development program for executives of community-based organizations in the San Francisco Bay Area. The theory of change is if the leadership of a nonprofit is strengthened, the agency's capacity is strengthened, enabling it to deliver improved and expanded services.

2009 Keynote

Speaker, Indaba: Claiming Community/ Umoja V Conference

Umoja Community Foundation and California Community Colleges

At this annual conference, my talk focused on the intersection of history and apathy of African American students. I presented a curriculum development approach based on a Wholistic (African Centered) Worldview as a tool to counter the trend of apathy and spark a thirst for knowledge in community.

2008

Outstanding Champion for our Youth Awardee

Oakland Black Expo

With other community champions, I received this award in recognition for contributions to the youth of our community.

REFERENCES

Available Upon Request

DATE: September 6, 2018

TO: Alameda Board of Education

FR: Saleem Shakir-Gilmore

RE: Personnel Commission Candidate Cover Letter

Greetings Board Members,

Please accept this cover letter as a part of my application to fill the position of Commissioner on the Personnel Commission of Alameda County Office of Education (ACOE). I am a citizen that is committed to strong unions and quality education. In the position of Personnel Commissioner, I will have the opportunity to bring my professional human resources experience to a position that allows me to honor these commitments. It is this opportunity that led me to apply for this position.

I grew up in union families on both sides. One grandfather was a shop steward at Granny Goose and the other was a union painter. Both migrated from the south and, through living wages and job protections, these African American men were able to buy homes and raise families in Oakland. With the national assault on unions in recent years, this avenue has been narrowed for many young people. One reason I am applying for this position is to play my part in preserving the integrity and autonomy of unions and their members.

I am lifelong learner and an educator by profession; it is an honor to support the mission of ACOE. As I transitioned from the classroom, I was determined to find a way to continue to have a positive impact of students' education. As I moved more into administrative positions, I found that I could have an impact on students experience and success by hiring the most dedicated, qualified staff to work with students. Whether a teacher or a custodian, each staff plays a role in impacting the thinking and future of students. I see fulfilling the charge of the Personnel Commission to "...efficiently assure the selection and retention of the best qualified individuals..." to be in service of ACOE's mission to "...provide, promote, and support leadership and service for the success of every child..."

I have extensive experience as an administrator including working within juvenile justice systems; so, I am familiar with the needed skills, experience, and commitment to positively impact students. I am comfortable leading interview and hiring processes that are in line with bargaining agreements. As an administrator, I have written/ revised job descriptions, developed employment policies, led structural reorganizations, and advocated on behalf of staff to management. I am a team player that looks to build consensus in decision making.

In short, I am a reflective, collaborative leader that can lead from the front, the side, or the back. If appointed to the Commission, I would work to build a clear understanding of the regulations guiding the Commission, I would develop working relationships with fellow commissioners and staff, and I would encourage the Commission to publicly share its work plan and timeline to ensure transparency and promote public participation. I look forward to responding to any questions about my experience, skills, and interest in regards to the Personnel Commissioner position.

In Community,

Saleem Shakir-Gilmore

Saleem Shakir-Gilmore References:

- Gay Plair Cobb
Executive Director
Oakland Private Industry Council
- Arnold Perkins
Retired
- Kitty Epstein
Professor
Holy Names University

PC Applicant:
Ursula Reed

Professional Focus & Experience: To provide outstanding service for special education students that meet their academic, physical, social, behavioral, and emotional needs so that each student has an equal opportunity to succeed and become a contributing member of society.

Special Education Proficiency

- Coordinated the District’s Transition program (Bridge) with 32 staff members and 80, 18-22 year old students.
- Re-structured and managed the Deaf and Hard of Hearing program, (Grades Pre-K to 22) growing it by two classrooms.
- Implemented the WorkAbility Grant, including supervising job developers, holding career fairs, and providing Special Education high school students interview skill training,
- Facilitated IEP teams to provide information and support regarding programs and services available for students to gain educational benefit.
- Improved communication to Special Education teachers, administration, staff, specialists, parents, and general education teachers regarding the implementation of IEP supports and services.
- Produced staff development for teachers, parents and community outreach Including presentations to various stakeholders to promote understanding of special education services.
- Developed instructional curriculum to meet the needs of students in special education classrooms and conducted demonstration-teaching activities.

Positions Held

Mt. Diablo USD _____ Program Specialist _____ December 2015-Present
 Oakland USD _____ Coordinator-Non Public Schools _____ 2014-2015
 Hayward USD _____ Director-Human Resources _____ 2012-2014
 Oakland USD _____ Director-Labor Relations & Human Resources _____ 2008-2012
 Oakland USD _____ Program Manager-Student Services _____ 2005-2008
 Hayward USD _____ Special Ed. Teacher-Communicatively-Handicapped _____ 2003-2005
 Hayward USD _____ Principal-Markham and Charquin Elementary _____ 1998-2003
 Hayward USD _____ Vice Principal-Bret Harte Middle School _____ 1996-1998
 Oakland USD _____ Special Assignment-Disciplinary Hearing Panel _____ 1993-1996
 Oakland & Hayward USD _____ Speech Pathologist _____ 1989-1993

Education

Cal-State Hayward _____ Administrative Clear Credential _____ Exp.2020
 San Jose State University __ Clinical Rehabilitative Credential _____ Exp. 2020
 San Jose State University Master of Arts Degree, Speech Pathology _____ August 1991
 Hampton Institute __ Bachelor of Science, Communicative Disorders _____ August 1986

September 4, 2018

Ursula Reed

[24000 Second Street #108](mailto:ursula.reed@alameda.k12.ca.us)

[Hayward, CA 94541](mailto:ursula.reed@alameda.k12.ca.us)

Alameda County Office of Education

313 W.Winton Ave

Hayward, CA 94541

Dear Honorable Trustees,

My name is Ursula Reed and I am applying for your position: Personnel Commissioner. I have worked in Alameda County School Districts for the last 28 years, with the bulk of the time in school/district administrative roles. I have been a School Site Principal, and a district level Administrator in the Special Education, Student Services and Human Resources departments.

I am a consummate professional and I have worked in districts that use the Merit System and one that did not. The difference was glaring. When the Merit System was used, I knew exactly what level of skill the worker had that I was getting. There was no guesswork needed and there was no cronyism, favoritism nor any quid pro quo. Although my role was supervisory; I always relied on classified employees to get the job done.

Not only have I worked in schools all of my career, I spent two years in the Labor Relations department and two years as the Title IV coordinator and mediated many staff issues. I have been a Commissioner for the Alameda County Fire department, the Alameda County Housing Authority and the Alameda County Mosquito Abatement district. I understand the commitment required and look forward to the opportunity to serve.

Thank you in advance for this opportunity.

Sincerely,

Ursula Reed

Ursula Reed References:

- Samantha Espinosa
Director, Human Resources
Mt. Diablo Unified School District
- Rita Farabrough
Special Education Administrator
Mt. Diablo Unified School District
- Amy Sudrla
Special Education Administrator
Mt. Diablo Unified School District



Memorandum No. - 11.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Board Committee Updates

Background :

Policy and Legislation Committee Report

- Board Policy and Legislation Committee chair will report out from the August 28, 2018 meeting.
- The Board will review and consider taking action on the following Board Policies for SECOND READING:
 - BB 9323 Meeting Conduct
 - BB 9323.2 Actions by the Board
- The Board will review and consider taking action on the following Board Policies for FIRST READING.
 - BB 9322 Agenda/Meeting Materials
 - BB 9310 Board Policies
 - BB 9500 County Superintendent's Remuneration
- The Board will review and consider taking a position on Measure AA: The Oakland Children's Initiative.

Facilities Committee Report

- Board Facilities Committee chair will report out from the September 11, 2018 meeting.
- The Committee will provide an update for the Facilities Master Plan.
- The Board will review and consider taking action on the sale of the property located at 40950 Chapel Way, Fremont, CA 94538.

Action Requested:

INFORMATION/ ACTION

Board will consider reviewing and approving the Board Policies for second reading, review Board Policies for first reading, take a position on the Oakland Children's Initiative, and consider taking action on the Fremont property sale.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	ACOE BB9323 091118.docx
<input type="checkbox"/> Backup Material	ACOE BB9323.2 091118.docx
<input type="checkbox"/> Backup Material	Agenda Meeting Material
<input type="checkbox"/> Backup Material	Board Policies
<input type="checkbox"/> Backup Material	County Superintendent Remuneration
<input type="checkbox"/> Backup Material	The Oakland Children's Initiative
<input type="checkbox"/> Backup Material	Oakland Children's Initiative 2018

Meeting Conduct

The County Board of Education endeavors to conduct its business efficiently and in a manner that promotes a full and fair consideration of the issues before it and allows for meaningful participation of members of the public.

Meeting Procedures

All County Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The County Board president shall conduct meetings in accordance with County Board bylaws and approved meeting procedures.

The County Board believes that late night meetings discourage public participation, can affect the County Board's decision-making ability, and can be an unnecessary burden on Board members, the County Superintendent, and his/her staff.

Quorum and Abstentions

A majority of the members of the County Board shall constitute a quorum for the transaction of business. (Education Code 1013)

On a call by any County Board member, a voice vote shall be taken upon any proposition and the vote shall be recorded in the minutes. (Education Code 1015)

Unless otherwise provided by law, affirmative votes by a majority of all the membership of the County Board are required to approve any action under consideration, regardless of the number of members present.

The County Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted as an affirmative vote for purposes of determining whether a majority of the membership of the County Board has taken action.

If a County Board consists of seven members and not more than two vacancies occur on the County Board, the vacant position(s) shall not be counted for purposes of determining how many members of the County Board constitute a majority. In addition, if a vacancy exists on the County Board, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall be not be counted for purposes of determining the total membership constituting the County Board.

Public Participation

Members of the public are encouraged to attend County Board meetings and to address the County Board concerning any item on the agenda or within the County Board's jurisdiction. So as not to inhibit public participation, persons attending County Board meetings shall not be required to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct business in an orderly and efficient manner, the County Board requires that public presentations to the County Board comply with the following procedures:

1. The County Board shall give members of the public an opportunity to address the County Board on any item of interest to the public that is within the subject matter jurisdiction of the County Board, either before, during, or after the County Board's consideration of the item. (Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the County Board matters that are not listed on the agenda. The County Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Government Code 54954.2)
3. Without taking action, County Board members or county office of education (COE) staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a County Board or COE staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the County Board may provide a reference to staff or other resources for factual information, ask staff to report back to the County Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The County Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of County Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the County Board determines that the item has been substantially changed since the committee heard the item, the County Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the County Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed 2 minutes to address the County Board on each agenda or nonagenda item. The County Board shall limit the total time for public input on each item to 20 minutes. With County Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic

and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

6. The County Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
7. The County Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

To protect against litigation, the safest option is for the County Board to place no content restriction on public comments during the County Board meeting.

8. The County Board may not prohibit public criticism of persons employed directly by the County Board.

Whenever a member of the public initiates specific complaints or charges against a COE employee, the County Board president shall inform the complainant that employment matters are the jurisdiction of the County Superintendent and shall advise the complainant to address his/her complaint to the County Superintendent using the appropriate complaint procedure.

9. The County Board president shall not permit any disruption or willful interruption of County Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the County Board.

The County Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the County Board. When the room is ordered cleared due to a disturbance, further proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs local law enforcement shall be contacted.

Recording by the Public

The County Board shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.

If the County Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the County Board. (Government Code 54953.5, 54953.6)

Legal Reference:

EDUCATION CODE

1013 Quorum

1015 Voting

1040 Duties and responsibilities; county boards of education

1042 County boards; authority

1090 County board member compensation

32210 Willful disturbance of public school or meeting a misdemeanor

35165 Effect of vacancies upon majority and unanimous votes by seven member board

GOVERNMENT CODE

54952.2 Meetings defined

54953 Teleconferencing

54953.5 Audio or video tape recording of proceedings

54953.6 Broadcasting of proceedings

54954 Time and place of regular meetings

54954.2 Agenda; posting; action on other matters

54954.3 Opportunity for public to address legislative body; regulations

54956 Special meetings

54956.5 Emergency meetings

54957 Closed sessions

54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

403 Disruption of assembly or meeting

COURT DECISIONS

McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275

Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194

Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

76 Ops.Cal.Atty.Gen. 281 (1993)

66 Ops.Cal.Atty.Gen. 336 (1983)

63 Ops.Cal.Atty.Gen. 215 (1980)

61 Ops.Cal.Atty.Gen. 243, 253 (1978)

55 Ops.Cal.Atty.Gen. 26 (1972)

59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2005

A Call to Order, revised 2015

Maximizing School Board Governance: Boardsmanship

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

Bylaw ALAMEDA COUNTY OFFICE OF EDUCATION
adopted: September 22, 1992 Hayward, California
revised: January 24, 1995
revised: September 11, 2018

DRAFT

Actions By The Board

The County Board of Education shall act by a majority vote of all of the membership constituting the County Board, unless otherwise required by law.

An "action" by the County Board means: (Government Code 54952.6)

1. A collective decision by a majority of the County Board members
2. A collective commitment or promise by a majority of the County Board members to make a positive or negative decision
3. A vote by a majority of the County Board members when sitting as the County Board upon a motion, proposal, resolution, order, or ordinance

The County Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the County Board in open session shall be recorded in the County Board minutes. (Education Code 1015)

Action on Non-Agenda Items

After publicly identifying the item, the County Board may take action on a subject not appearing on the posted meeting agenda under any of the following conditions: (Government Code 54954.2)

1. When a majority of the County Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the County Board's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

Actions Requiring a Two-Thirds Vote of the Entire County Board

A two-thirds vote of the County Board membership shall be required for the following actions:

1. Request for temporary borrowing pursuant to Government Code 53820-53833, to pay obligations incurred before the receipt of income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)

2. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the county office of education (COE) (Government Code 53094)
3. Resolution of necessity to proceed with an eminent domain action and, if the County Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting

A two-thirds vote of the County Board members present at the meeting shall be required for the following actions:

1. Determination that there is a need to take immediate action and that the need for action came to the County Board's attention after the posting of the agenda (Government Code 54954.2)
2. Determination that a closed session is necessary during an emergency meeting (Government Code 54956.5)

If less than two-thirds of the County Board members are present at the meeting, a unanimous vote of all members present shall be required for the above actions.

Action Requiring a Four-Fifths Vote of the Entire County Board

A four-fifths vote of the County Board membership shall be required for any resolution for borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the COE's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)

Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting

A four-fifths vote of the County Board members present at the meeting shall be required to approve the expenditure and transfer of necessary funds and use of property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

Resolution for borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the COE during that fiscal year from apportionments based on the average daily attendance (ADA), for the preceding school year, of schools operated by the County Board (Government Code 53823-53824)

Action Requiring a Unanimous Vote of the Entire County Board

A unanimous vote of the County Board membership shall be required for any resolution authorizing and prescribing the terms of a community lease for extraction of gas (Education Code 17510-17511)

Actions Requiring a Unanimous Vote of the Board Members Present at the Meeting

A unanimous vote of the County Board members present at the meeting shall be required for the following actions:

1. Determination that surplus property is not worth more than \$2,500, and the subsequent authorization of a private sale of such property without advertisement (Education Code 17546)
2. Determination that the value of surplus property would not defray the cost of arranging its sale, and the subsequent authorization to dispose of such property in the local dump or donate it to a charitable organization (Education Code 17546)
3. If less than two-thirds of the County Board members are present at the meeting, determination that there is a need to take immediate action and that the need for action came to the County Board's attention after the posting of the agenda (Government Code 54954.2)
4. If less than two-thirds of the County Board members are present at the meeting, determination that a closed session is necessary during an emergency meeting (Government Code 54956.5)

Challenging Board Actions

The district attorney's office or any interested person may file an action in court to stop or prevent the County Board's violation or threats of violations of the Brown Act, to determine the applicability of the Brown Act to ongoing or future threatened County Board actions, to determine the validity, under California or federal law, of any County Board rule or action to penalize any of its members or otherwise discourage the member's expression, or to compel the County Board to audio record its closed sessions because of its violation of any applicable Government Code provision. (Government Code 54960)

The district attorney or any interested person may present a demand that the County Board cure and correct a County Board action which he/she alleges is in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing (Government Code 54953)
2. Agenda posting (Government Code 54954.2)

3. Closed session item descriptions (Government Code 54954.5)
4. New or increased tax assessments (Government Code 54954.6)
5. Special meetings (Government Code 54956)
6. Emergency meetings (Government Code 54956.5)

Any demand to "cure and correct" an alleged violation shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the County Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code 54960.1)

Within 30 days of receiving the demand, the County Board shall do one of the following: (Government Code 54960.1)

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.
2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.

If the County Board takes no action within the 30-day review period, its inaction shall be considered a decision not to cure or correct the action. (Government Code 54960.1)

In addition, the district attorney's office or any interested party may file an action in court to determine the applicability of the Brown Act to any past County Board action not specified in Government Code 54960.1, if the following conditions are met: (Government Code 54960.2)

1. Within nine months of the alleged violation, a cease and desist letter is submitted to the County Board, clearly describing the past action and the nature of the alleged violation.
2. The time for the County Board to respond has expired and the County Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.

Legal Reference:

EDUCATION CODE

1015 Recording votes

1042 Power to hold and convey real property

1047 Eminent domain

17466 Declaration of intent to sell or lease real property

17481 Lease of property with residence for nondistrict purposes

17510-17511 Resolution requiring unanimous vote of all members constituting board

17546 Private sale of personal property

17556-17561 Dedication of real property

35164 Vote requirements

CODE OF CIVIL PROCEDURE

1245.240 Eminent domain vote requirements

1245.245 Eminent domain, resolution adopting different use

GOVERNMENT CODE

53090-53097.5 Regulation of local agencies by counties and cities

53724 Parcel tax resolution requirements

53790-53792 Exceeding the budget

53820-53833 Temporary borrowing

53850-53858 Temporary borrowing

54950-54963 The Ralph M. Brown Act, especially:

54952.6 Action taken, definition

54953 Meetings to be open and public; attendance; secret ballots

54960-54960.5 Actions to prevent violations

65352.2 Coordination with planning agency

COURT DECISIONS

Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003)

112 Cal.App.4th 1313

McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310

Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672

Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2014

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, July 2010

Open and Public IV: A Guide to the Ralph M. Brown Act Supplement, September 2013

WEB SITES

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

California Attorney General's Office: <http://www.ag.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

Bylaw ALAMEDA COUNTY OFFICE OF EDUCATION

adopted: June 25, 1991 Hayward, California

revised: September 10, 1991

revised: January 24, 1995

revised: May 14, 2013

revised: September 11, 2018

NOTE: UNDERLINED LANGUAGE IS SIMILAR TO SAMPLE LANGUAGE (RIGHT)

Agenda Content

The Alameda County Board of Education meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall specify that an individual should contact the Superintendent or designee if he/she requires disability-related accommodations or modifications, including auxiliary aids and services, in

NOTE: UNDERLINED LANGUAGE IS SIMILAR TO CURRENT LANGUAGE (LEFT)

Agenda Content

Note: Government Code 54954.2 requires County Board of Education meeting agendas to briefly describe each item to be discussed, including closed session items, and states that a brief general description of an item generally need not exceed 20 words. For agenda requirements regarding closed session agenda items, see BB 9321 - Closed Session.

County Board of Education meeting agendas shall reflect the County Board's vision and goals and its focus on student learning. Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the County Board on any agenda item before or during the County Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the County Board. (Government Code 54954.3)

Note: Pursuant to Government Code 54957.5, when agenda materials are distributed to the County Board less than 72 hours before a meeting, the agenda must include the address of the location where the public can inspect those materials. See section below entitled "Agenda Dissemination to Members of the Public."

Each meeting agenda shall list the address designated for public inspection of agenda documents that have been distributed to the County Board less than 72 hours before the meeting. (Government Code 54957.5)

Note: Government Code 54954.2 requires that the agenda include information regarding how, when, and to whom a request for a disability-related accommodation or modification may be made. The following paragraph should be modified to reflect when and to whom such a request should be made.

The agenda shall specify that an individual should contact the County Board secretary or designee if he/she requires disability-related accommodations or modifications, including auxiliary aids and

order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the Alameda County Office of Education's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is

services, in order to participate in the County Board meeting. (Government Code 54954.2)

Agenda Preparation

Note: Education Code 35145.5 requires that district boards adopt reasonable regulations to ensure that members of the public can place matters directly related to school district business on board meeting agendas. Although 35145.5 does not explicitly discuss county boards, the same requirements likely apply to county boards. In *Mooney v. Garcia*, a California appeals court reaffirmed boards' discretion in determining what agenda items are related to school district matters.

Note: The County Board is free to establish its own timelines for placing an item on the agenda, taking into account staff time and resources, as long as the established timeline is a reasonable one. In *Caldwell v. Roseville Joint Union High School District*, a federal district court upheld a school district bylaw requiring members of the public to submit a written request in order to place items on a meeting agenda. The plaintiff had alleged that his First Amendment rights were violated when the district did not place his item on the agenda in response to his oral request because the district disagreed with his religious beliefs. However, the court held that the district's bylaw requiring that requests first be made in writing was content-neutral and thus a reasonable restriction. The following section, including the timelines, should be revised to reflect County Board practice.

The County Board president and the County Superintendent of Schools, as secretary to the County Board, shall work together to develop the agenda for each regular and special meeting.

Any County Board member or member of the public may request that a matter within the jurisdiction of the County Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the County Superintendent and County Board president with supporting documents and information.

The County Board president and County Superintendent shall decide whether a request is within the subject matter jurisdiction of the County Board. Items not within the subject matter jurisdiction of the County Board shall not be placed on the agenda. In addition, before placing the item on the agenda, the County Board president and County Superintendent shall determine if the item is merely a request for

covered by an existing policy or administrative regulation.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3320 - Claims and Actions Against the District)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Agenda/Calendar

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent

information or whether the issue is covered by an existing County Board policy.

The County Board president and County Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to County Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

Any County Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

Consent Agenda/Calendar

Note: The following optional section is for county boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It is important to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the conduct of County Board business or result in violation of the open meeting laws. In addition, the County Board should be aware that, by law, certain items may not be placed on the consent agenda. For example, pursuant to Government Code 54960.2, the County Board's decision to approve or rescind its unconditional commitment to refrain from taking certain actions in violation of the Brown Act must be made as a separate item and not on the consent agenda.

In order to promote efficient meetings, the County Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature and items for which County Board discussion is not anticipated and for which

recommends approval.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)

Agenda Dissemination to Board Members

At least three days before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens, and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

approval is recommended.

When any County Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the County Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)

Agenda Dissemination to County Board Members

Note: The following section is optional and should be modified to reflect County Board practice. Pursuant to Government Code 6252.7, when the County Board, in the conduct of its duties, is authorized by law to access any writing of the county office of education (COE), including agenda and supporting documents, discrimination between or among County Board members as to when and which records will be made available is prohibited.

Note: CSBA's Agenda Online, an electronic board meeting agenda service for use by COEs, allows development of and access to County Board meeting agendas, supporting documents, and minutes from any computer that has Internet access. Further information can be found on CSBA's web site.

At least three days before each regular meeting, each County Board member shall be provided a copy of the agenda and agenda packet, including any reports from the County Superintendent; minutes to be approved; copies of communications; reports from committees, staff, citizens, and others; and other available documents pertinent to the meeting.

When special meetings are called, the County Superintendent or designee shall make every effort to distribute the agenda and supporting materials to County Board members as soon as possible before the meeting.

County Board members shall review agenda materials before each meeting. Individual members may confer directly with the County Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of County Board members shall not directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the County Board.

Agenda Dissemination to Members of the Public

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, provided the document is a public record under the Public Records Act. The Superintendent or designee may also post the document on the County's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

(cf. 1113 - District and School Web Sites)

(cf. 1340 - Access to District Records)

Any document prepared by the County Office or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting.

These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year.

As County Board secretary, it is the responsibility of the County Superintendent or his/her designee to mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the County Board, whichever occurs first. (Government Code 54954.1)

Note: Government Code 54957.5 requires that when agenda materials are distributed to the County Board less than 72 hours before a regular meeting, the documents must also be made available for public inspection, as specified below. However, only those documents that are "public records" under the Public Records Act (Government Code 6250-6270) and which relate to an agenda item scheduled for the open session portion of a regular meeting need to be made available for inspection.

If a document which relates to an open session agenda item of a regular County Board meeting is distributed to the County Board less than 72 hours prior to a meeting, the County Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the County Board, provided the document is a public record under the Public Records Act. The documents may also be posted on the County Board's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

Any document prepared by the County Board or county office of education and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person and presented at the meeting shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Note: Pursuant to Government Code 54954.1, upon request, the agenda and supporting documentation must be made available in appropriate alternative formats to persons with a disability, as required under the Americans with Disabilities Act (42 USC 12132). Examples of alternative formats, also referred to as "auxiliary aids and services," are listed in 28 CFR 36.303 and include audio recordings or Braille materials.

Upon request, the County Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year.

(Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Legal Reference:

EDUCATION CODE

35144 Special meetings

35145 Public meetings

35145.5 Right of public to place matters on agenda

GOVERNMENT CODE

6250-6270 Public Records Act

53635.7 Separate item of business

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956.5 Emergency meetings

54957.5 Public records

54960.2 Challenging board actions; cease and desist

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications

36.303 Auxiliary aids and services

COURT DECISIONS

Mooney v. Garcia, (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

Management Resources:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2010

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

WEB SITES

(Government Code 54954.1)

Note: The following optional paragraph is for use by county boards that charge a fee for mailing the agenda or agenda packet. Government Code 54954.1 authorizes the County Board to charge a fee for mailing the agenda or agenda packet as long as the fee does not exceed the cost of providing the service. Pursuant to Government Code 54957.5, a surcharge may not be imposed for providing the agenda and other public record documents in alternative formats to persons with disabilities.

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the County Superintendent or designee, not to exceed the cost of providing the service.

Legal Reference:

EDUCATION CODE

35145.5 Right of public to place matters on agenda

GOVERNMENT CODE

6250-6270 Public Records Act

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956.5 Emergency meetings

54957.5 Public records

54960.2 Challenging board actions; cease and desist

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications

36.303 Auxiliary aids and services

COURT DECISIONS

Mooney v. Garcia, (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

Management Resources:

CSBA PUBLICATIONS

A Call to Order, revised 2015

The Brown Act: School Boards and Open Meeting Laws, 2014

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

WEB SITES

CSBA, Agenda Online: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

SBA, Agenda Online: <http://www.csba.org>
California Attorney General's Office: <http://www.oag.ca.gov>

(1/16)

Bylaw ALAMEDA COUNTY OFFICE OF EDUCATION
adopted: June 25, 1991 Hayward, California
revised: October 8, 2002
revised: April 8, 2003
revised: May 14, 2013

(CURRENT) Board Bylaw 9310 Administration (Development, Distribution And Maintenance Of Policy Manual)

Policy Manual

The County Board has pledged to consider the will and the needs of the community. Changing times and circumstances may alter the community's point of view. Changes in law may alter what is allowable or what is required. The policy manual is developed, distributed and maintained for the purpose of communicating to all those concerned with the governance and operation of the schools and programs administered by the County Superintendent of Schools and the parameters within which they will operate.

Distribution of Policy Manual

The County Board desires that the community and all County Office of Education employees have access to the policy manual. The County Board welcomes suggestions from the public regarding its adopted policies and regulations. A public copy of the manual shall be maintained in the County Office of Education and each school/program site for review by students, staff members and any other interested parties during normal business hours.

The County Superintendent or designee shall issue copies of the policy manual to the following:

1. County Board members.
2. Central Office administrators.
3. Building program administrators.
4. Collective bargaining units.
5. Other key County Office personnel.

Continuous Up-dating and Annual Monitoring of Manuals

The County Superintendent or designee shall maintain procedures for distributing to all authorized manual holders copies of new or revised policies, bylaws and regulations as they are adopted. Annually, before the County Board's organizational meeting, the County Superintendent or designee shall arrange to have all policy manuals monitored to ensure that all manuals are kept current.

Continuous Review of Policies

(SAMPLE) Board Bylaw 9310 Board Policies

Note: The following optional bylaw may be revised to reflect County Board of Education practice.

The County Board of Education shall adopt written policies to convey its expectations for actions that will be taken by the county office of education (COE), clarify roles and responsibilities of the County Board, and communicate County Board philosophy and positions to students, staff, parents/guardians, and the community.

(cf. 9000 - Role of the Board)

The County Board's policies shall promote student learning and achievement, provide for consistent and fair treatment of students, and proactively address the provision of equal access to opportunities for all students.

(cf. 0415 - Equity)

(cf. 0460 - Local Control and Accountability Plan)

Note: State and federal laws mandate that the county office of education (COE) develop policy or regulations on numerous topics. CSBA maintains a list of mandated policies and also indicates throughout its sample policy manual instances where policy language is mandated.

The County Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. No COE policy, bylaw, or administrative regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable federal or state law or regulations or court decisions. If any portion of a policy is found to be invalid, that invalidity shall not affect other provisions of the policy.

Policies shall be regularly reviewed at a time allocated for this purpose on the agenda of public County Board meetings.

Policy Development and Adoption Process

Note: The following section describes the basic steps in the policy development process and may be revised to reflect local practice. CSBA offers a variety of policy services designed to assist the governance team with this process.

The County Board's policy development process shall include the following basic steps:

In addition to introducing new policy and policy revisions when changes in law occur or when a specific need arises, the County Superintendent or designee shall maintain procedures for the continuous orderly review of policies at a time allocated for this purpose on the agenda or regular County Board meetings. Policies not amended shall be officially readopted by the County Board. When the County Board policies are amended in any way, the County Superintendent shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

1. The County Board shall identify the need for a new policy or revision of an existing policy. The need may arise from a change in law, a new vision statement, new goals in the local control and accountability plan, educational research or trends, an incident that has arisen within the jurisdiction of the County Board, or a recommendation or request from the County Superintendent of Schools, a parent/guardian, or other interested person.
2. As needed, the County Board shall gather fiscal data, input from the County Superintendent, COE staff, and the public, sample policies from the California School Boards Association or other organizations or agencies, and other useful information and data to fully inform the County Board about a particular issue.
3. The County Board may hold discussions during a public County Board meeting to gain an understanding of the issue. The discussion may include, but not be limited to, community expectations and the anticipated impact of the policy on student learning and well-being, governance, the COE's fiscal resources, and operational efficiency.
4. The County Board may request that legal counsel review the draft policy as appropriate.

Note: Most policies are given two readings at a public County Board meeting. However, a second reading is generally not required by law so it may be waived by the County Board. Item #5 should be modified by county boards that only require one reading of policies prior to adoption.

5. A draft policy shall be presented for a first reading at a public County Board meeting. At its second reading, the County Board may take action on the proposed policy. The County Board may waive the second reading or may require an additional reading if necessary.

Only policies formally adopted by a majority vote of the County Board shall constitute official County Board policy.

The policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon adoption or at a future date if so designated by the County Board at the time of adoption.

Board Bylaws

The County Board shall adopt rules and regulations for its own governance consistent with state law and regulations. (Education Code 1040)

Bylaws governing County Board operations may be developed, adopted, and amended following the

same procedures as those used for the adoption or amendment of County Board policy.

Administrative Regulations

It is the responsibility of the County Superintendent or designee to develop and enforce administrative regulations for the operation of the COE. At his/her discretion, the County Superintendent or designee may also develop procedures manuals, handbooks, or other guides to carry out the intent of County Board policy.

The County Board may review the County Superintendent's regulations for the purpose of determining conformity with the intent of County Board policy.

Monitoring and Evaluation

At any time, the County Board may determine that progress reports and/or an evaluation of the policy should be scheduled. If so, it shall establish a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

Note: COEs that are updating their policy manual through CSBA's Manual Maintenance service have the option of accessing their policy manual and other legal and management resources through CSBA's GAMUT Online web site.

All staff and the public shall have access to an up-to-date policy manual. The policy manual shall be maintained electronically and/or by paper copy.

As necessary, the County Board or County Superintendent shall determine the appropriate communication strategy to notify COE staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. Policies shall be posted on the COE's web site when required by law.

Legal Reference:

EDUCATION CODE

- 35010 Control of district; prescription and enforcement of rules
- 35160 Authority of governing boards
- 35160.5 Annual review of school district policies
- 35163 Official actions, minutes and journal
- 35164 Vote requirements

Management Resources:

Legal Reference:

EDUCATION CODE

- 1015 Vote requirements
- 1040-1042 Duties and responsibilities of county boards
- 35160-35160.2 Authority of governing boards

Management Resources:

WEB SITES

CSBA, Policy Services, including Policy Update Service, Governance and Management Using

CSBA PUBLICATIONS

Targeting Student Learning: The School Board's Role as Policymaker, 2005

Maximizing School Board Leadership: Policy, 1996

WEB SITES

CSBA, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT OnlineTM), Policy Audit Program, Individual District Policy Workshops, Agenda Online, and Manual Maintenance: <http://www.csba.org/ps>

National School Boards Association: <http://www.nsba.org>

Bylaw ALAMEDA COUNTY OFFICE OF EDUCATION

adopted: June 25, 1991 Hayward, California

revised: April 8, 1997

Technology (GAMUT Online), Policy Review Program, Individual Policy Workshops, Agenda Online, and Manual Maintenance: <http://www.csba.org/ps>

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Note: The following optional policy may be modified to reflect local practice. The County Board of Education is authorized, pursuant to California Constitution, Art. IX, Sec. 3.1, to fix the salary of the County Superintendent of Schools. Since a closed session is not expressly authorized by Government Code 54950-54963 (the Brown Act) for this purpose, the County Board must discuss and take any action related to County Superintendent's remuneration in a public meeting.

The County Board of Education believes that the County Superintendent of Schools renders services that promote the success of students and of the educational programs of the county office of education, and that anyone occupying the position should be fairly compensated for his/her service. In accordance with law, the County Board shall fix the salary of the County Superintendent and may adopt a remuneration package that includes, but is not limited to, salary, allowances, health and welfare benefits, and other benefits as appropriate.

Note: Although Education Code 1207 states that the salary of the County Superintendent of Schools may not be lowered during his/her term of office, the California Attorney General has opined that the adoption of section 3(b) of article IX of the California Constitution voided the provision of Education Code 1207 and that the County Board's power to fix the salary of the County Superintendent and to increase or decrease that salary during the County Superintendent's term of office is plenary. The Attorney General also opined that any decrease could not be retroactive. (61 Ops. Cal. Atty. Gen. 384)

Note: The Attorney General has also opined that the County Board may select the time and frequency for changing the salary of the County Superintendent, irrespective of whether the incumbent is elected or appointed, and that the County Board is under no duty to set such a salary before the election. (62 Ops. Cal. Atty. Gen. 356). As a reminder, although opinions of the Attorney General may be influential, they are advisory only.

Note: Due to the conflict recognized by the Attorney General between the California Constitution and Education Code 1207, CSBA strongly recommends that the County Board contact legal counsel prior to decreasing a County Superintendent's salary.

The Attorney General has opined that a County Board may increase or decrease the County Superintendent's salary at any point during the term for which the County Superintendent was elected, but that any salary decrease may not be retroactive. Due to the conflict recognized by the Attorney General between the California Constitution and Education Code 1207, prior to decreasing a County Superintendent's salary, the County Board should first contact legal counsel.

Any discussion and/or action take on the County Superintendent's remuneration shall take place in open

session, at a regularly scheduled meeting of the County Board. (Government Code 54956)

Any changes to the County Superintendent's salary, financial remuneration, or any benefit, for any reason, may only be made upon approval of the County Board after discussion at a regularly scheduled meeting of the County Board. (Education Code 1209, Government Code 54956)

The County Superintendent shall receive reimbursement for his/her actual and necessary traveling expenses. (Education Code 1200, 1201)

Legal Reference:

EDUCATION CODE

1200-1209 Appointment, qualifications, salary and expenses of county superintendent

GOVERNMENT CODE

3511.1-3511.2 Local agency executives

53243.3-53243.4 Abuse of office

54954 Time and place of regular meetings

54957 Closed session personnel matters

CALIFORNIA CONSTITUTION

Article 9, Section 3.1 County Superintendent qualifications and salaries

COURT DECISIONS

Woodcock v. Dick, (1950) 36 Cal 2d 146

ATTORNEY GENERAL OPINIONS

61 Ops.Cal.Atty.Gen. 384 (1978)

62 Ops.Cal.Atty.Gen. 356 (1979)

Management Resources:

WEB SITES

CSBA, Governance Consulting Services: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

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Yes on Measure AA: the Oakland Children's Initiative

Expanding Educational Equity Across Oakland

The Children's Initiative (Measure AA) is a November 2018 ballot measure that would deepen our early investment in children and support them through college graduation, by dramatically expanding access to quality preschool and providing college access, mentorship, and scholarship support services for students to obtain 4-year or 2-year college or technical degrees. Endorsed by Lt. Gov. Gavin Newsom, Congresswoman Barbara Lee, Senator Nancy Skinner, Assemblyman Rob Bonta, Assemblyman Tony Thurmond, Mayor Libby Schaaf, NAACP Oakland, Latino Education Network, SEIU 1021, Alameda Labor Council, and many more, it would serve 10,000 children annually by:

- **Dramatically expanding access to and the quality of preschool**, impacting thousands of children annually at scale, with improved wages and increased professional development for teachers to attract talent and increase retention, family support, and prioritizing children furthest from opportunity.
- **Significantly increasing high school, college enrollment and college graduation rates**; removing barriers to college access from birth; increasing access to financial aid, scholarships and mentoring.

There is a moral imperative to reduce disparities in kinder-readiness and college completion by race and income, and to target resources to students who are traditionally underserved:

- **90% of children's brain development occurs before age 5**, so AA ensures Oakland children get off to a strong start.
- **Just 43% of assessed OUSD students entered school ready for kindergarten.** While 82% of both white students and children from families making above \$100,000 entered kindergarten-ready, just 36% of African American students, 29% of Latino students, and 34% of students from families making below \$35,000 were kindergarten-ready. Inequalities compound over time: only 15% of OUSD students will have a 4-year degree within 6 years of graduating high school, and just 19% will have a 2-year and/or 4-year degree.
- **Education benefits all of us.** Educators make too little, and parents who can't afford the high cost of preschool are unable to pursue well-paying jobs. Furthermore, research shows that public investment in early education produces returns on investment of up to to \$9 in benefits for every dollar spent. In addition, over a lifetime, college graduates earn up to \$1,000,000 more than those with high school diplomas.



Champions of the Children's Initiative

Individual Endorsements*

*Titles for identification purposes only. *Indicates co-author*

Angela Glover Blackwell, founder and CEO, PolicyLink
Assemblyman Rob Bonta (D18)*
Assemblyman Tony Thurmond (D15)*
Alicia Contreras, ED, East Bay Spanish Speaking Citizens' Foundation
Amber Childress, Alameda County Board of Education (Area 2)
Bishop Bob Jackson, Acts Full Gospel
Chris Iglesias, CEO, the Unity Council
Congresswoman Barbara Lee*
Councilmember and Vice Mayor Annie Campbell Washington (D4)*
Councilmember Noel Gallo (D5)
Cynthia Adams, NAACP Oakland, VP & Education Chair*
Diane Dodge, ED, East Bay College Fund
David Roach, Community Leader
David Harris, CEO & President, Urban Strategies Council
Dr. Bert Lubin, UCSF President Emeritus*
Dr. Tony Iton, Senior VP, the California Endowment
Emma Roos, Educational Coalition for Hispanics in Oakland*
Eric Johnson, ED, Oakland Housing Authority
George Holland, NAACP Oakland, President
Jane Garcia, CEO, La Clinica de la Raza*
Janis Burger, former CEO, First 5 Alameda
Josh Simon, ED, East Bay Asian Local Development Corporation

Jim Wunderman, President, Bay Area Council*
Jorge Lerma, Latino Education Network*
Jowel Laguerre, Chancellor of Peralta Community College District
Kristin Spanos, CEO, First 5 Alameda
Lateefah Simon, President, Akonadi Foundation
L Karen Monroe, Superintendent of Alameda County Office of Education
LeAna Powell, Parent Leader*
Leroy Morishita, President of Cal State University East Bay
Lieutenant Governor Gavin Newsom
Mayor Libby Schaaf*
Mark Friedman, Board Chair, East Bay Community Foundation
Michael McAfee, President, PolicyLink
OUSD Director Jumoke Hinton-Hodge (D3)*
OUSD Director Nina Senn (D4)
OUSD Director Roseann Torres (D5)*
OUSD Student Director Gema Quetzal Cardenas*
President, Alameda County Board of Supervisors, Wilma Chan (D3)*
Sanam Jorjani, Co-Director, Oakland Literacy Coalition
Scott Moore, CEO, Kidango
Senator Nancy Skinner (D9)*
Ted Lempert, CEO, Children Now

Organizational Endorsements

Latino Education Network
NAACP Oakland
The Unity Council
First 5 Alameda
4 C's Alameda
Alameda Labor Council
Alternatives in Action
Bay Area Council
Kidango
Bananas
Building & Construction Trades Council of Alameda
Black Wellness Council
Black Women Organized for Political Action
Children Now
East Bay College Fund

The Education Trust–West
East Bay Asian Local Development Corporation
Healthy Havenscourt Collaborative
Latino Education Taskforce
La Clinica de la Raza
LitLab
Mills College
New Hope Church
Oakland Literacy Coalition
Oakland Public Education Fund
Oakland Parents Together
SPAAT
SEIU 1021
Urban Strategies Council
PolicyLink

Paid for by the Oakland Fund
Committee major funding from:
East Bay Community Foundation
Arthur Rock
Marc Benioff
Kaiser Permanente

THE CHILDREN'S INITIATIVE OF 2018

SEC. 1. Title.

This Act shall be known and may be cited as "The Children's Initiative of 2018."

SEC. 2. Findings and Declarations.

The People of the City of Oakland hereby find and declare the following:

A. Regardless of the zip code of their birth, the children of Oakland are our future and will provide the leadership, creativity, and productivity to strengthen and sustain the quality of life in our City.

B. Research shows that 90% of a child's brain develops during the first five years of life, and this critical period is a window of opportunity to lay the foundation for all of the years that follow.

C. Only 43% of assessed Oakland Unified School District (OUSD) students entered school "kindergarten-ready," and more specifically, while 82% of white students and 82% of children from families making more than \$100,000 entered kindergarten-ready, just 36% of African American students, 29% of Latino students, and 34% of students from families making less than \$35,000 were ready for kindergarten in 2015.

D. Parents and caregivers and support for them are crucial to a child's development, but many marginalized families, including the working poor, are unable to access quality child care, early education services, particularly in preschool deserts, and post-secondary educational support. The homeless population in Oakland in particular includes hundreds of children who cannot equitably access the educational system.

E. Studies have shown that workforce compensation for early educators is one of the most effective guarantees of quality early education, and low compensation for early educators combined with a lack of outreach to immigrant and newcomer communities drives turnover and hampers the ability to attract and retain skilled educators, which in turn undermines stable, continuous relationships that are essential to children.

F. Kindergarten readiness has a demonstrated impact on success in a child's early elementary school years, and research suggests that students who are not reading proficiently by 3rd grade are four times less likely to graduate by age 19 than their peers who are proficient readers. Poverty compounds the effect of third grade literacy on high school graduation rates. Students who face poverty and are not proficient readers are 13 times less likely to graduate than proficient readers from wealthier families.

G. Research demonstrates that public investment in quality early education programs produces some of the highest returns on investment, with up to \$8.90 for every public dollar we spend, with reduced costs for special education, welfare, and public safety.

H. Over a lifetime, college graduates will earn up to \$1 million more than those with a high school

diploma, and college graduates are far less likely to suffer from poverty, unemployment, poor health outcomes, or to be involved with the criminal justice system.

I. In 2016, only 51% of OUSD graduates completed the comprehensive course requirements for enrollment in a California state university, including just 33% of African American graduates and 53% of Latino graduates, compared to 71% of white graduates.

J. According to OUSD's latest data, only 15% of OUSD high school students will have a Bachelor's degree within 6 years of graduating from high school, and just 19% will have a 2-year college and/or 4-year degree.

K. 63.4% of the OUSD class of 2016, including just 54% of African American students and 59% of Latino students, enrolled in 2-year or 4-year colleges the fall after graduating, compared to 79% of White students.

L. Educational achievement is a strong social determinant of health. At age 25, U.S. adults without a high school diploma can expect to die nine years sooner than college graduates. By 2011, the prevalence of diabetes had reached 15 percent for adults without a high school education, compared with seven percent for college graduates.

M. Professionals in many industries have long recognized the value of joining together in professional organizations to facilitate their participation in training opportunities, provide a collective voice to improve their professions, and make it easier for them to jointly provide feedback to policymakers. However, early educators face barriers to participating in professional organizations, including low pay, high turnover, and isolation of the workforce. Facilitating early educators' participation in professional organizations would help to strengthen and professionalize the workforce, which would in turn improve the quality and stability of early education paid for with city funds, including for city employees.

N. Low- and moderate-income students with as little as \$500 in dedicated savings for post-secondary education are three times more likely to attend college and four times more likely to graduate from college than youth without college savings.

O. All students have the capacity to learn and be successful, but current systems, policies, and norms cumulatively benefit certain populations and disadvantage others, and thus reinforce and perpetuate inequities, such as those related to race, income, wealth, and language background, which ultimately affect educational, health, wealth, and general life outcomes. As a result, the City has a fundamental interest in working across traditional silos to comprehensively support educational equity from a child's earliest days.

SEC. 3. Purpose and Intent.

In enacting the Children's Initiative, it is the purpose and intent of the people of the City of Oakland to expand support for children from their earliest years until their successful completion of a two-year college, four-year college, accredited technical degree, and/or certificate. The Initiative will accomplish this by expanding access to early care and education and high quality preschool; increasing early college awareness and expectations in children and their families; instilling a college-bound identity in students

and a college-going culture in schools; increasing college savings and family economic well-being starting early in a child's life; aligning preschool, TK-12 education, and postsecondary education systems; coordinating federal, state and local funding streams to increase impact; removing barriers to college access in elementary, middle, and high school; increasing college and career awareness and success, access, planning, and eligibility, as well as college eligibility, application, admission, and enrollment rates; making college more affordable, including by expanding access to public and private student financial aid, and direct scholarships to students; increasing college retention, persistence and graduation rates, such as by expanding access to mentoring; and ultimately reducing disparities in both kinder-readiness and college completion, such as those related to income and wealth or for children traditionally underrepresented in higher education.

SEC. 4. The Charter of the City of Oakland is hereby amended by adding Article XVI, to be titled "The Children's Initiative of 2018", to the Appendix of the Charter as follows:

The Children's Initiative of 2018.

SEC 1600. Definitions.

(a) "Act" shall mean the Children's Initiative of 2018.

(b) "Citizens' Oversight Commission" shall mean the Children's Initiative Citizens' Oversight Commission created by Section 1601 of this Act.

(c) "College" shall mean a not-for-profit post-secondary educational institution, including two-year, four-year accredited career technical educational degrees, and/or certificates.

(d) "Early Education Fund" shall mean the Oakland Early Education Fund established by Section 1604 of this Act.

(e) "Early Education Implementation Partner" shall mean the body selected to implement the early education program, either directly or through subcontracts, pursuant to Section 1605 of this Act.

(f) "First 5 Alameda County" shall mean the independent county agency established by the County of Alameda pursuant to Section 130140 of the California Health and Safety Code.

(g) "Guidelines" shall mean strategic guidelines developed by the accountability officer and adopted by the Citizens' Oversight Commission every five (5) years for the Early Education and Oakland Promise Funds to outline the priorities for programs supported by the Funds in support of the Purpose and Intent and consistent with the Act.

(h) "High need" shall mean a child experiencing homelessness, or other criteria as recommended by the accountability officer and approved by the Citizens' Oversight Commission, such as homelessness as broadly defined by the McKinney Vento Homeless Assistance Act, child abuse or neglect, trauma, interaction with the foster care system, interaction with the criminal-justice system including incarceration or deportation, linguistic isolation, domestic violence, a child or family with disabilities or special needs, or children living in areas of high concentrated poverty, or children facing other similar

challenges.

(i) "Preschool" shall mean a developmentally-appropriate and evidence-based educational program for children prior to kindergarten.

(j) "Oakland Promise Fund" shall mean the Oakland Promise Fund established by Section 1607 of this Act.

(k) "Oakland Promise Implementation Partner" shall mean the body selected to implement the Oakland Promise program, either directly or through subcontracts, pursuant to Section 1608 of this Act.

(l) "Oakland Public School" shall mean a K-12 educational institution in Oakland that is supported with public funds and that is authorized by action of and operated under the oversight of a publicly constituted local or state educational agency.

(m) "Oversight, Accountability, and Evaluation Fund" shall mean the Oversight, Accountability and Evaluation Fund established by Section 1603 of this Act.

(n) "Proceeds of the parcel tax" shall mean all revenue derived from the parcel tax imposed by this Act net of Alameda County's cost of collection.

The Children's Initiative Oversight and Accountability.

SEC. 1601. The Children's Initiative Citizens' Oversight Commission.

(a) **Establishment.** There is hereby established the Children's Initiative Citizens' Oversight Commission.

(b) **Membership; Appointment Process; Qualifications.** The Citizens' Oversight Commission shall be composed of nine (9) to fifteen (15) members. Members of the Citizens' Oversight Commission shall be appointed by the Mayor and confirmed by the Council pursuant to Section 601 of the Charter. The Mayor shall request recommendations from members of the City Council and the Oakland Unified School District Board of Education and Superintendent at least fourteen (14) days prior to submitting any appointments for confirmation. The composition of the Commission should be reflective of the diversity of Oakland and shall include the following members:

(1) At least one (1) member with professional expertise in early childhood education policy;

(2) At least one (1) member with professional expertise in, or who is a provider of, early childhood care or education;

(3) At least one (1) member with at least two (2) years of experience teaching in early childhood education;

(4) At least one (1) member with at least two (2) years of experience teaching TK-12, or who has professional expertise in TK-12 education or college access;

(5) At least one (1) member with professional expertise in college completion, college or university leadership, or support for traditionally underrepresented college students;

- (6) At least one (1) member with experience in budgeting, auditing, finance, or early asset building;
- (7) At least one (1) member of a union or labor advocacy group who is employed by the City of Oakland Head Start, the Oakland Unified School District, or a participating early care and education provider;
- (8) At least one (1) homeowner who is subject to the parcel tax imposed by Section 5 of the Act;
- (9) At least one (1) parent, who presently has, or has had within five (5) years from the time of appointment, a child of preschool age who attended a preschool program benefiting from public subsidy, or who was on a waitlist for such a program; and
- (10) At least one (1) member who is, or who within five (5) years from the time of appointment was, enrolled in an Oakland public school, or who has graduated from an Oakland public school and enrolled in college within five (5) years from the time of appointment, or who is the first in their immediate family to graduate from College.

(c) **Qualifications; Conflicts.** A majority of the members of the Commission shall be residents of Oakland. The members in paragraphs (7) through (10) must be residents of Oakland. The members set forth in paragraphs (1) through (6) must reside and/or work in Oakland. At least one (1) member in paragraphs (1) or (2) must be an employee of the Oakland Unified School District. One member may satisfy more than one of the requirements set forth in paragraphs (1) through (10) of subdivision (b). Members may not receive income from or serve as an officer, director, or employee of an Implementation Partner.

(d) **Terms.** A member shall serve no more than four (4) full, consecutive terms. A member may be removed for cause pursuant to Section 601 of the Charter, or for the failure to attend three (3) consecutive meetings of the Citizens' Oversight Commission or more than fifty percent (50%) of the meetings in a twelve-month period. For the initial nine (9) appointments only, one-third (1/3) of the members shall be appointed to serve for four (4) years, one-third (1/3) shall be appointed to serve for three (3) years, and one-third (1/3) shall be appointed to serve for two (2) years. Subsequently, all terms shall be for three (3) years.

(e) **Quorum.** A majority of the appointed members of the Commission shall constitute a quorum, but in no case shall a quorum be fewer than five (5) members.

(f) **Compensation.** Members shall serve without compensation, provided that members may request and receive reimbursement for actual transportation and childcare expenses, not to exceed five hundred dollars (\$500) annually.

(g) **Responsibilities.** It shall be the responsibility of the Citizens' Oversight Commission to:

(1) Approve subsequent five-year Guidelines for the Early Education and Oakland Promise Funds after the expiration of the initial five-year Guidelines, which are set forth in Sections 1606 and 1609 of this Act;

(2) Review the analysis and recommendations of the accountability officer for the selection of Implementation Partners, approve or reject the recommendation for the selection of Implementation Partners for the Early Education and Oakland Promise Funds, ensure that the selection is consistent with the Act, and once approved, submit the final selection to the Oakland City Council for its adoption

without amendment;

(3) After considering the recommendation of the accountability officer, approve any extensions of the term of an Implementation Partner, by a majority vote, or any termination of an Implementation Partner for reasons as specified in Sections 1605 and 1608, by a two-thirds (2/3) vote, if extension or termination would further the purposes of the Act;

(4) Review and approve the results of annual independent financial audits of each of the Funds;

(5) Review the performance appraisals of the implementation of the Early Education and Oakland Promise programs presented by the accountability officer;

(6) Review the external evaluations of the implementation of the Early Education and Oakland Promise programs presented by the accountability officer; and

(7) Perform such other functions and duties as may be prescribed by the City Administrator.

SEC. 1602. The Children’s Initiative Accountability Officer.

(a) **Establishment.** A position that serves as accountability officer for the Children’s Initiative is hereby established at a classification and at a salary scale commensurate with the duties of the position, as determined by the City Administrator. The City Administrator or his/her designee shall hire for the position, in consultation with the Superintendent of the Oakland Unified School District, and shall oversee the work of the accountability officer for the Children’s Initiative. The City Administrator may appoint an interim Children’s Initiative accountability officer to carry out the duties set forth in subdivision (b) until such time as a permanent appointment is made or if the position is vacant.

(b) **Responsibilities.** The accountability officer shall be responsible for:

(1) Overseeing the Early Education and Oakland Promise programs and ensuring that the programs further the Purpose and Intent of the Act, supporting and providing recommendations to the Citizens’ Oversight Commission, and bringing any required items to City Council;

(2) Preparing subsequent five-year Guidelines for the Early Education and Oakland Promise Funds after the expiration of the initial five-year Guidelines set forth in Sections 1606 and 1609. The subsequent five-year Guidelines shall be created through an assessment of the local context and needs, as well as national evidence-based best practices in the field, and shall identify metrics for each program to assess the achievement of outcomes central to the identified goals in support of the statement of Purpose and Intent and consistent with the Act;

(3) Leading the selection process and contracting for the Early Education and Oakland Promise Implementation Partners, consistent with the Act, making a recommendation to the Citizens’ Oversight Commission for the selection of the Implementation Partners, and developing the scope of services, including performance standards and mechanisms for monitoring and reporting progress to the Citizens’ Oversight Commission at least every two (2) years;

(4) Ensuring that independent financial audits of expenditures from the Funds for the implementation of the Early Education and Oakland Promise programs are conducted, and presenting the audits to the Citizens' Oversight Commission;

(5) Monitoring the performance of the Implementation Partners through a formal performance appraisal, consistent with the metrics established in the five-year Guidelines and scope of services for the Implementation Partners, and reporting at least once every two (2) years regarding the Implementation Partners' performance to the Citizens' Oversight Commission;

(6) Overseeing a rigorous and reliable external evaluation or evaluations of the Implementation Partners' performance, including the selection of external evaluation partners or the utilization of existing external evaluations as applicable, and presenting the results of such evaluations to the Citizens' Oversight Commission;

(7) Carrying out such other duties as may be delegated by the City Administrator; and

(8) Providing or coordinating training for members of the Citizens' Oversight Commission.

SEC. 1603. Funding for Oversight, Accountability, and Evaluation.

(a) **The Fund.** There is hereby established the Oakland Children's Initiative Oversight, Accountability, and Evaluation Fund.

(b) **Revenue.** For each fiscal year, seven percent (7%) of the proceeds of the parcel tax imposed pursuant to Section 5 of this Act shall be deposited in the Children's Initiative Oversight, Accountability, and Evaluation Fund, and shall be appropriated, together with any interest that accrues thereon, for the purposes specified in subdivision (c) of this Section.

(c) **Eligible Uses.** Moneys in the Children's Initiative Oversight, Accountability and Evaluation Fund shall be used to support the oversight and accountability costs of the Citizens' Oversight Commission, including but not limited to the costs of Commission and accountability staff, operations and meetings, financial management, audits, strategic and implementation planning, and communications and outreach. At least one-third (1/3) of the moneys deposited in the Oversight, Accountability and Evaluation Fund shall be appropriated for independent third-party evaluations.

(d) **Transfer to Program Funds.** To the extent that at the end of each two-year (2) budget period, any unspent and unencumbered or undesignated funds remain in the Oversight, Accountability, and Evaluation Fund, fifty percent (50%) of the funds remaining shall be transferred to the Early Education Fund and shall be available for appropriation to achieve the goals of the Early Education Fund, twenty-five percent (25%) shall be transferred to the Oakland Promise Fund and shall be available for appropriation to achieve the goals of the Oakland Promise Fund, and twenty-five percent (25%) shall remain in the Oversight, Accountability and Evaluation Fund as a reserve for the eligible uses set forth in subdivision (c) of this Section.

The Oakland Early Education Program.

SEC. 1604. Early Education Fund.

(a) **The Account.** There is hereby established the Oakland Early Education Fund.

(b) **Revenue.** For each fiscal year, sixty-two percent (62%) of the proceeds of the parcel tax imposed pursuant to Section 5 of this Act shall be deposited in the Early Education Fund, and shall be appropriated, together with any interest that accrues thereon, for the purposes specified in subdivision (c) of this Section.

(c) **Eligible Uses.** Moneys in the Early Education Fund shall be used to support programs to expand access to, or to enhance the quality of, early care and education and preschool for children who reside in Oakland or whose parents resided in Oakland at the time of their enrollment in such programs, including the collection and maintenance of data to enable evaluation over time and family support services, in order to increase educational outcomes, such as kinder-readiness, and to reduce educational inequality, such as by disparities related to income and wealth or for children traditionally underrepresented in higher education, as further specified in the five-year Guidelines.

(d) Non-Supplantation.

(1) Moneys in the Early Education Fund shall only be used to expand access to, or enhance the quality of, early care and education, provided, however, that if federal, state, non-City, or restricted Oakland Unified School District funding was committed for the purpose of providing such services and subsequently ceases to be provided and is not replaced by other federal, state, non-City, or restricted Oakland Unified School District funding committed for that same purpose, then moneys in the Early Education Fund may be expended to the extent necessary for such services to continue.

(2) Moneys in the Early Education Fund shall not be used for K-12 school day services except for the purpose of expanding transitional kindergarten eligibility to additional four-year old children.

SEC. 1605. Early Education Implementation Partner.

(a) **Selection.** The Early Education Implementation Partner shall be selected pursuant to paragraph (1) of subdivision (b) of Section 1606, and pursuant to subdivision (b) of this Section or through a request for proposals. If the requirement in paragraph (1) of subdivision (b) of Section 1606 is deemed not to apply pursuant to subdivision (c) of Section 1606, then the accountability officer shall recommend and the Citizens' Oversight Commission shall select an Early Education Implementation Partner pursuant to a request for proposals or pursuant to subdivision (b) of this Section. The Early Education Implementation Partner shall meet the following minimum criteria:

(1) The Implementation Partner must have a mission consistent with the purposes of the Early Education Fund and the capability to implement all of the Guidelines of the Early Education Fund, through direct provision or through partnership agreements;

(2) The Implementation Partner must have expertise in early education or a record of successfully implementing programs or services for children age zero to five; and

(3) At the time of application and while acting as Early Education Implementation Partner, the Implementation Partner must not be a private preschool provider in the City of Oakland.

(b) Alternative Selection Process.

(1) The accountability officer may recommend First 5 Alameda County as the Early Education Implementation Partner to the Citizens' Oversight Commission, without issuing a request for proposals, provided that:

(A) The voters of Alameda County have approved a tax to fund child care and early education in June 2018 and that First 5 Alameda County is the entity selected to implement the child care and early education programs; and

(B) First 5 Alameda County is willing, and has the capacity, to serve as the Early Education Implementation Partner.

(2) The accountability officer may recommend administering the program through a City of Oakland department, which shall serve as the Early Education Implementation Partner, without issuing a request for proposals.

(c) Term of the Early Education Implementation Partner.

(1) The initial Early Education Implementation Partner shall act as the Early Education Implementation Partner for a period of five (5) years with an opportunity for renewal for additional terms of up to five (5) years, provided that it remains in good standing and continues to carry out the requirements specified in this Act and is not terminated prior to the expiration of its term pursuant to paragraph (2).

(2) The accountability officer may recommend, and the Citizens' Oversight Commission may approve, by a vote of two-thirds (2/3) of its members, the termination of the Early Education Implementation Partner before the expiration of the Early Education Implementation Partner's term, if the Early Education Implementation Partner breaches its agreement with the City, is unwilling or unable to carry out the purposes of this Act, or engages in gross negligence, fraud, or unlawful activity. In the event of termination, the accountability officer shall recommend an Early Education Implementation Partner in accordance with this Section to serve until the expiration of the then-current five-year Guidelines.

(3) At the expiration of the first five-year period, the accountability officer may recommend, based on the Early Education Implementation Partner's performance, that the Citizens' Oversight Commission renew the contract for an additional term of up to five (5) years, issue a request for proposals for an Early Education Implementation Partner, or if the requirement in paragraph (1) of subdivision (b) of Section 1606 is deemed not to apply, select an Early Education Implementation Partner in accordance with subdivision (a) or (b) of this Section for a period of up to five years. The terms of the Early Education Implementation Partner shall be aligned with the five-year Guidelines and there shall be no limit on the number of years an Implementation Partner may serve.

(c) Requirements for the Early Education Implementation Partner. The City Administrator shall have the authority to enter into a contract with the Implementation Partner that includes legally required

terms and terms deemed to be in furtherance of the Purpose and Intent of this Act, such as but not limited to the following:

- (1) Performance metrics and benchmarks;
- (2) Plans for consultation or engagement with experts, community members, and program beneficiaries;
- (3) Annual independent financial audits;
- (4) Data sharing agreements including disaggregation by race and income of program beneficiaries; and
- (5) Accounting practices that securely segregate Fund revenues and expenditures in order to ensure appropriate accounting of receipts and expenditures.

SEC. 1606. The First Five Years of the Early Education Fund.

(a) Early Education Guidelines for the First Five Years. For the first five (5) years following the appointment of a quorum of the Citizens' Oversight Commission, in order to expedite implementation and ensure the people of Oakland begin to feel the benefit of the approval of the Act, the Guidelines for the Early Education Fund, which are based upon an assessment of the local context and needs and national evidence-based best practices in the field, shall be as follows and shall not be amended:

(1) Increase overall attainment and reduce socioeconomic and/or other demographic disparities, in child educational outcomes, such as kinder-readiness, and provide family support services, to achieve the following outcomes prioritized as follows, such that plans to fund a lower priority outcome may only be implemented if the Early Education Implementation Partner has determined that the next highest priority goal is reasonably achievable within the five-year period:

(A) Make available free or affordable and high-quality early education and/or preschool for four-year old children from low- income families, such as those who make less than eighty-five-percent (85%) of the state median income, with a priority on serving the children of families with the lowest incomes and/or those who are in high need, while also supporting such families who need family, friend, and neighbor care.

(B) Increase the availability of free or affordable and high-quality early education and/or preschool for three-year-old children from low-income families, with a priority on serving the children of families with the lowest incomes or those who are in high need, while also supporting such families who need family, friend, and neighbor care.

(C) Increase the affordability and/or quality of preschool for all four-year-old children, with a priority on serving the children of families with the lowest incomes or those in highest need, while also supporting such families who need family, friend and neighbor care.

(D) Increase the affordability and/or quality of preschool for three-year-old children, with a priority on serving the children of families with the lowest incomes or those in highest need, while also supporting such families who need family, friend and neighbor care.

(E) Increase the availability and/or quality of child development support services for children and families from low-income backgrounds with children from birth through age three, while also supporting such families who need family, friend, and neighbor care.

(2) Provide for a rigorous external evaluation of the impact of the early education programs, such as on child outcomes data including kindergarten-readiness, that will facilitate assessment of whether the early education programs are achieving the goals of the Act and provide information on how to mitigate disparities, such as those by wealth and income or for children in high-need.

(3) Ensure that professional development and coaching are generally available for educators, and that participating center-based preschool programs generally are able to do the following within a reasonable timeframe:

(A) Achieve a baseline rating of at least three (3) or higher on the regional Quality Rating and Improvement System (QRIS), or a successor system;

(B) Utilize a developmentally-appropriate curriculum aligned with California Department of Education standards, and in addition that is also evidence-based and/or has demonstrated success in improving preparation for kindergarten;

(C) Conduct formative assessments to shape instruction; and

(D) Participate in valid, regular, and reliable assessments of early education quality in order to foster continuous improvement and to reduce disparities, such as those by income and wealth, in child outcomes.

(4) Ensure that funding streams from federal, state and local sources, including Head Start, are coordinated to reduce the administrative burden of program beneficiaries in accessing services, and to ensure that existing high-quality early education programs are not made financially unviable.

(5) Give priority consideration to expanding higher quality programs and/or facilities for children who are in the highest need, from the lowest-income backgrounds, live in areas of high unmet early education need, and/or who are traditionally underserved, as resources allow, which could include enhanced services, such as bilingual or dual-language instruction, supports to enhance cultural competency, or a higher rating on the QRIS or a successor system.

(b) Additional Requirements for the Early Education Fund for the First Five Years.

(1) Administration by a Public Agency.

The Alameda County Children and Families First Commission, known as First 5 Alameda County, or another public entity, will be selected by the Citizens' Oversight Commission to be the Early Education Implementation Partner and to administer the program.

(2) Expanding Existing Public Services.

First funding priority shall be given to public agencies to expand public programs in all areas of the City that meet a baseline quality level and can accommodate more children using empty classrooms and/or filling vacancies, particularly programs at Oakland Unified School District and City of Oakland Head Start. This could include converting part-day OUSD preschool to full-day OUSD preschool at OUSD sites, hiring additional OUSD staff, or expanding the hours of service to better meet the needs of working families, subject to capacity limitations determined by OUSD and City of Oakland Head Start in consultation with the Implementation Partner. After OUSD and Head Start sites have reached agreement with the Implementation Partner on ensuring funding to reach capacity as outlined above, the Early Education Fund may contract with private nonprofit agencies that show a commitment to and interest in serving low income children, and adhere to the privatization requirements set forth in paragraphs (3) and (4) of this subdivision.

(3) Private Contractor Requirements.

(A) Maintenance of Wage Standards: All contracted nonprofit agencies receiving Fund dollars must pay all employees at least fifteen dollars (\$15) per hour, to be adjusted annually by the San Francisco-Oakland-San Jose Consumer Price Index (CPI). This is the minimum wage irrespective of whether the contracted nonprofit agency offers benefits and no reduction in total compensation that existed prior to the contract should occur.

(B) All contracted agencies must present as a part of the contracting process: (i) a list of current employees with employee names and job classifications, on a biannual basis. The contractor will also provide length of continuous employment of those employees provided that employer tracks length of employment; (ii) the annual rate of current staff turnover for early educators and teaching assistants; (iii) the number of hours of training planned for each employee in subject matters directly related to providing services to state residents and clients; (iv) a self-certification which requires the contractor report whether the contractor has or has not violated any applicable federal, state or local rules, regulations or laws, including laws governing employee safety and health, labor relations and other employment requirements, and any citations, court findings or administrative findings for violations of such federal, state or local rules, regulations or laws. In the case where a contractor has violated aforementioned laws or regulations, contractor must disclose the date, enforcement agency, the rule, law or regulation involved and any additional information the contractor may wish to submit; and (v) any collective bargaining agreements or personnel policies covering the employees who provide services.

(C) (i) Union Neutrality: Moneys from the Early Education Fund shall not be used to support or oppose unionization, including but not limited to, preparation and distribution of materials which advocate for or against unionization; hiring or consulting legal counsel or other consultants to advise the contractor about how to assist, promote or deter union organizing or how to impede a union which represents the contractor's employees from fulfilling its representational responsibilities; holding meetings to influence employees about unionization; planning or conducting activities by supervisors to assist, promote, or deter union activities; or defending against unfair labor practice charges brought by federal or state enforcement agencies.

(ii) Contractors are prohibited from retaliating against early educators for participating in or contributing to a professional organization. Violation of this provision shall constitute an immediate breach of contract.

(4) Worker Organization and Payroll Deduction.

(A) The Early Education Implementation Partner will regularly convene organizations representing parents and/or early educators, as appropriate, to receive input on program development and implementation. They will collaborate with parent and early educator organizations and providers and other stakeholders to disseminate information in public meetings or other means, such as pamphlets, to families, child care providers and early educators and others about initiative-funded programs and to support robust involvement in Guideline components.

(B) Funding agreements with participating child care and early education programs paid for with Early Education Fund dollars will require these programs to honor their early educator employees' written, voluntary requests to contribute part of their pay via payroll deduction to a professional organization of their choosing. Funding agreements will require the participating child care and early education program operators to notify early educators about the programs' contractual obligation to honor their written request to contribute.

(C) Early educators will be informed about their rights under this program during an orientation. The Early Education Implementation Partner or a contracted third party will convene regular in-person orientation sessions for family child care center providers and their assistants, family, friend and neighbor providers, and center early educator employees who work in programs receiving funding from the initiative. These staff at participating programs will be required to attend an informational orientation session within a certain period of time after programs are contracted to participate in initiative funded components. For agencies who are unable to document full participation of staff, information may be shared in alternative formats on a case-by-case-basis. Effort will be made to ensure that this information will include program overview, quality and other guidelines, and information on other city-related resources and programs will not deter participation in these initiative-funded activities. These information sessions shall also include presentations by qualified professional early childhood education organizations and other stakeholders with goals, missions, or resources related to the initiative's goals, including training and professional development at which qualified professional organizations will be invited to participate. Attendance sheets for orientation sessions and qualifying staff rosters will be made available twice per year upon request in order to allow professional organizations to monitor participation.

(D) Professional organizations will be required to meet minimum criteria, including nonprofit status, connecting early educators to professional development and training opportunities, and improving the ability of early educators to advocate for improvement to the child care system.

(c) Applicability of Requirements After Five Years.

(1) The requirements set forth in subdivision (b) of this Section shall remain in effect for a minimum of five (5) years, and shall remain in effect thereafter unless the Citizens' Oversight Commission recommends, and the City Council approves, deeming that any of the requirements set forth in subdivision (b) shall not apply.

(2) Prior to the Citizens' Oversight Commission's consideration of funding guidelines for each five-year period, the Early Education Implementation Partner shall convene a meeting of stakeholders, including

organizations representing parents and early educators, to assess whether the requirements set forth in subdivision (b) are serving the purposes of the Act and to consider whether the requirements should be deemed not to apply for the purposes of the next five-year funding period. The Early Education Implementation Partner shall present any recommendations that the requirements should be deemed not to apply that it considers necessary to further the purposes of the Act to the Citizens' Oversight Commission for its consideration, and if the Citizens' Oversight Commission recommends adoption of any recommendations, the recommendations shall be presented to the City Council for approval so that the changes are in place for the next five-year period. In addition, upon a finding of a fiscal emergency by the Citizens' Oversight Commission, the Early Education Implementation Partner shall follow the process outlined above and present any recommendations that the requirements should be deemed not to apply that it considers necessary to address the fiscal crisis to the Citizens' Oversight Commission for its consideration, and if the Citizens' Oversight Commission recommends adoption of any recommendations, they shall be presented to the City Council for approval.

(3) Notwithstanding paragraph (1) of this subdivision, the requirement in subparagraph (A) of paragraph (3) of subdivision (b) of this Section that all contracted nonprofit agencies receiving Fund dollars pay all employees at least fifteen dollars (\$15) per hour may not be amended. In addition, if, in any fiscal year, the percentage increase in the San Francisco-Oakland-San Jose Consumer Price Index (CPI) is greater than the percentage increase in the proceeds of the parcel tax, or if the proceeds of the parcel tax decline, the requirements in subparagraph (A) of paragraph (3) of subdivision (b) of this Section that the minimum wage be adjusted annually by the San Francisco-Oakland-San Jose Consumer Price Index (CPI) and that no reduction in total compensation occur shall not apply for that fiscal year.

(4) When considering whether the requirement set forth in paragraph (2) of subdivision (b) of this Section should be deemed not to apply, the Citizens' Oversight Commission and the City Council shall consider the ability and the capacity of public agencies to serve the early care and education needs of children age three and below in determining whether the funding priority is consistent with achieving the purposes and intent of the Act.

The Oakland Promise Program.

SEC. 1607. The Oakland Promise Fund.

(a) **The Account.** There is hereby established the Oakland Promise Fund.

(b) **Revenue.** For each fiscal year, thirty-one (31%) of the proceeds of the parcel tax imposed pursuant to Section 5 of this Act shall be deposited in the Oakland Promise Fund, and shall be appropriated, together with any interest that accrues thereon, for the purposes specified in subdivision (c) of this Section.

(c) **Eligible Uses.** Moneys in the Oakland Promise Fund shall be used exclusively to achieve the following public purposes for Oakland residents and children who attend Oakland Public Schools, as further specified by the five-year Guidelines, and including the collection and maintenance of data to enable evaluation over time:

(1) Increase early college awareness and expectations in children and their families, such as by instilling a college-bound identity in students and college-going culture in schools;

- (2) Increase college savings and/or family economic well-being starting early in a child's life;
- (3) Increase college- and/or career- access, such as by increasing awareness, preparedness, planning, and/or eligibility;
- (4) Increase college enrollment rates, and application and/or admission rates;
- (5) Increase college affordability, such as by expanding access to public and private student financial aid, and direct scholarships to students for tuition, room and board, and/or other college expenses;
- (6) Increase college persistence and graduation rates, such as by expanding access to mentoring; and
- (7) Reduce disparities in post-secondary education outcomes for students traditionally underrepresented in post-secondary education.

SEC. 1608. Oakland Promise Implementation Partner.

(a) **Selection.** The accountability officer shall recommend and the Citizens' Oversight Commission shall approve the Oakland Promise Implementation Partner pursuant to a request for proposals. The Implementation Partner must meet the following minimum criteria:

- (1) The Implementation Partner must be an Oakland-based non-profit organization in good standing or a government agency, or an entity, project, or program within such a body;
- (2) The Implementation Partner must be a non-profit organization, government agency, or an entity, project or program within such a body, with a mission consistent with the purposes of the Oakland Promise Fund and the capability to implement all of the Guidelines, including the initial Guidelines set forth in Section 1609, and the eligible uses of the Oakland Promise Fund, as set forth in paragraphs (1) through (7) of subdivision (c) of Section 1607, through direct provision or through partnership agreements;
- (3) The Implementation Partner must have the capability to successfully implement, either directly or through subcontracts, evidence-based programs or services for children from birth through college graduation and experience serving populations reflective of the diversity of Oakland, in service of all Oakland Promise Fund eligible uses as set forth in paragraphs (1) through (7) of subdivision (c) of Section 1607;
- (4) The Implementation Partner must have the ability to leverage other funding sources, such as private philanthropy, grants, and/or an endowment or quasi-endowment, to achieve the purposes of the Oakland Promise Fund; and
- (5) The Implementation Partner must have the ability to enable the external evaluation of programs, demonstrated through means such as having an existing data-evaluation system or an existing relationship with a credible external evaluator.

(b) **Term of the Oakland Promise Implementation Partner.**

(1) The initial Oakland Promise Implementation Partner shall act as the Oakland Promise Implementation Partner for a period of five (5) years with opportunity for renewal for additional terms of up to five (5) years, provided that it remains in good standing and continues to carry out the requirements specified in this Act and is not terminated prior to the expiration of its term pursuant to paragraph (2) of this subdivision.

(2) The accountability officer may recommend, and Citizens' Oversight Commission may approve, by a vote of two-thirds (2/3) of its members, the termination of the Oakland Promise Implementation Partner before the expiration of the Oakland Promise Implementation Partner's term, if the Oakland Promise Implementation Partner breaches its agreement with the City, is unwilling or unable to carry out the purposes of this Act, or engages in gross negligence, fraud, or unlawful activity. In the event of termination, the accountability officer shall recommend a new Oakland Promise Implementation Partner in accordance with subdivision (a) of this Section to serve until the expiration of the then-current five-year Guidelines.

(3) At the expiration of the first five-year period, the accountability officer may recommend, based on the Oakland Promise Implementation Partner's performance, that the Citizens' Oversight Commission renew the contract for additional terms of up to five (5) years, without issuing a request for proposals. In the event an existing contract is not extended, the Oakland Promise Implementation Partner shall be selected in accordance with subdivision (a) of this Section for a period of up to five years. The terms of the Oakland Promise Implementation Partner shall be aligned with the five-year Guidelines and there shall be no limit on the number of years an implementation partner may serve. In any event, the Oakland Promise Implementation Partner must be selected pursuant to a request for proposals at least once every ten (10) years, and the Oakland Promise Implementation Partner selected pursuant to the decennial request for proposals shall act as the Oakland Promise Implementation Partner for a period of five years, unless terminated pursuant to paragraph (2) of this subdivision.

(c) **Requirements for the Oakland Promise Implementation Partner.** The City Administrator shall have the authority to enter into a contract with the Implementation Partner that includes legally required terms and terms deemed to be in furtherance of the purposes of this Act, such as but not limited to the following:

(1) Performance metrics and benchmarks;

(2) Plans for consultation or engagement with experts, community members, and program beneficiaries;

(3) Annual independent financial audits;

(4) Data sharing agreements including disaggregation by race and income of program beneficiaries;

(5) Accounting practices that securely segregate Fund revenues and expenditures in order to ensure appropriate accounting of receipts and expenditures; and

(6) Ensuring that students who receive a financial benefit through a program funded by the initiative are not deprived of that financial benefit for as long as they are eligible to participate in the program, even if the program is discontinued.

SEC 1609. Oakland Promise Guidelines for the First Five Years.

For the first five (5) years following the appointment of a quorum of the Oversight Commission, in order to expedite implementation and ensure the people of Oakland begin to feel the benefit of the approval of the Act, the Guidelines for programs supported by the Oakland Promise Fund, which are based upon an assessment of the local context and needs and national evidence-based best practices in the field, shall be, consistent with the public purposes expressed in the Act, as follows and shall not be amended:

(a) Reduce socioeconomic and/or demographic disparities, such as those related to wealth and income, for children from an early age, in College readiness, access, affordability, applications, enrollment, retention and completion, particularly for students in high-need or who are traditionally underrepresented in post-secondary education.

(b) Increase early College savings and asset building for families with children ranging in age from zero to grade five, such as through the creation and seeding of college savings accounts and the provision of financial coaching and supports to families.

(c) Increase the expectations and resources to attend College among children and families of all socioeconomic backgrounds in Oakland public schools, with a priority for students from low-income backgrounds and/or traditionally underrepresented in College, through strategies, such as increasing school-based programming that builds the college-bound identity of students and a college-going culture in elementary, middle, and high schools.

(d) Increase College awareness, application, and eligibility, as measured by increases in completing courses required for College enrollment, such as those required by the University of California, and in College acceptance rates of Oakland Public School students, through means such as providing College access services that are integrated into schools.

(e) Increase College affordability, including by expanding access to public and private student financial aid, such as by increasing FAFSA or Dream Act Application completion rates, increasing the direct provision of College scholarships including multi-year last dollar scholarships, and partnering with educational institutions in order to provide institution-specific scholarships and to reduce tuition, room and board, and/or other college expenses.

(f) Increase College admission, matriculation, and enrollment rates, such as increasing the percent of students who enroll in College in the fall directly following high school graduation through a focus on the above strategies.

(g) Increase full-time College persistence rates for students enrolled in College, especially persistence between their first and second year of enrollment, through means such as mentoring, peer advising, and on-campus supports.

(h) Increase the number of Oakland students graduating from College within six (6) years of high school graduation.

SEC. 5. Parcel Tax

SEC. 5.1. Definitions.

For purposes of Section 5 only, the following terms shall be defined as set forth below:

(a) "Building" shall mean any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person, chattel or property of any kind. The word "Building" includes the word "structure."

(b) "City" shall mean the City of Oakland, California.

(c) "Family" shall mean one (1) or more persons related by blood, marriage, domestic partnership, or adoption, legal guardianship, who are living together in a single residential unit and maintaining a common household. Family shall also mean all unrelated persons who live together in a single Residential Unit and maintain a common household.

(d) "Hotel" shall be as defined by Oakland Municipal Code Section 4.24.020.

(e) "Multiple Residential Unit Parcel" shall mean a parcel zoned for a Building, or those portions thereof, that accommodates or is intended to contain two (2) or more residential units, whether or not developed.

(f) "Non-Residential" shall mean all parcels that are not classified by this Act as Single Family Residential or Multiple Residential Unit Parcels, and shall include, but not be limited to, parcels for industrial, commercial and institutional improvements, whether or not developed.

(g) "Occupancy" shall be as defined by Oakland Municipal Code Section 4.24.020.

(h) "Operator" shall be as defined by Oakland Municipal Code Section 4.24.020.

(i) "Owner" shall mean the Person having title to real estate as shown on the most current official assessment role of the Alameda County Assessor.

(j) "Parcel" shall mean a unit of real estate in the City of Oakland as shown on the most current official assessment role of the Alameda County Assessor.

(k) "Person" shall mean an individual, firm, partnership, joint venture, association, social club, fraternal organization, joint stock company, corporation, estate, trust, business trust, receiver, trustee, syndicate, or any other group or combination acting as a unit.

(l) "Possessory Interest" as it applies to property owned by any agency of the government of the United States, the State of California, or any political subdivision thereof, shall mean possession of, claim to, or right to the possession of, land or Improvements and shall include any exclusive right to the use of such land or Improvements.

(m) "Residential Unit" shall mean a Building or portion of a Building designed for or occupied exclusively by one Family.

(n) "Single Family Residential Parcel" shall mean a parcel zoned for single-family residences, whether or not developed.

(o) “Transient” shall mean any individual who exercises Occupancy of a Hotel or is entitled to Occupancy by reason of concession, permit, right of access, license or other agreement for a period of thirty (30) consecutive calendar days or less, counting portions of calendar days as full days. Any individual so occupying space in a Hotel shall be deemed to be a Transient until the period of thirty (30) consecutive days has elapsed.

SEC. 5.2. Imposition of Parcel Tax

For each year beginning in fiscal year 2019-2020 and ending in 2048-49, there is hereby imposed a special tax on all Owners of parcels in the City of Oakland for the privilege of using municipal services and the availability of such services. The tax imposed by this Section shall be assessed on the Owner unless the Owner is by law exempt from taxation, in which case, the tax imposed shall be assessed to the holder of any Possessory Interest in such parcel, unless such holder is also by law exempt from taxation. The tax is imposed as of July 1 of each year on the person who owned the parcel on that date. The tax shall be collected at the same time, by the same officials, and pursuant to the same procedures as the one percent (1%) property tax imposed pursuant to Article XIII A of the California Constitution.

The tax hereby imposed shall be set as follows subject to adjustment as provided in Section 5.4 of this Act:

(a) For owners of all Single Family Residential Parcels, the tax shall be at the annual rate of one hundred ninety-eight dollars (\$198) per Parcel.

(b) For owners of all Multiple Residential Unit Parcels, the tax shall be at the annual rate of one hundred thirty-five dollars and twenty-five cents (\$135.25) per occupied Residential Unit.

(c) The tax for Non-Residential Parcels is calculated using both frontage and square footage measurements to determine total single family residential unit equivalents (SFE). A frontage of eighty (80) feet for a commercial institutional parcel, for example, is equal to one (1) single family residential unit equivalent. (See matrix.) An area of six thousand four hundred (6,400) square feet for the commercial institutional parcel is equal to one (1) single family residential unit equivalent. For tall buildings (more than five (5) stories), the single family residential unit equivalent computation also includes one (1) single family residential unit equivalent for every five thousand (5,000) square feet of net rentable area. The tax is the annual rate one hundred ninety-eight dollars (\$198) multiplied by the total number of single family residential unit equivalents (determined by the frontage and square footage).

LAND USE CATEGORY	FRONTAGE	AREA (SF)	BUILDING AREA (SF)
Commercial/Institutional	80	6,400	N/A
Industrial	100	10,000	N/A
Public Utility	1,000	100,000	N/A
Golf Course	500	100,000	N/A
Quarry	1,000	250,000	N/A

Tall Buildings > 5 stories	80	6,400	5,000
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Example: assessment calculation for a Commercial Institutional Parcel with a Frontage of one hundred sixty (160) feet and an Area of 12,800 square feet:

Frontage 160 feet ÷ 80 = 2 SFE
Area 12,800 square feet ÷ 6,400 = 2 SFE
2 SFE + 2 SFE = 4 SFE
4 SFE X \$198 = \$792 tax

(e) The tax imposed by this Act shall be imposed on each Hotel within the City as follows:

(1) **Residential Hotels.** Rooms in a Hotel occupied by individuals who were not Transients for eighty percent (80%) or more of the previous fiscal year shall be deemed Residential Units and the parcel on which they are located shall be subject to the Parcel tax imposed on Multiple Residential Unit Parcels. The remainder of the Building shall be subject to the applicable tax computed in accordance with the single family residential unit equivalent formula set forth in Section 5.2(c) of this Act.

(2) **Transient Hotels.** Notwithstanding paragraph (1) of this subdivision, if 80% or more of the Operator's gross receipts for the previous Fiscal Year were reported as rent received from Transients on a return filed by the Operator in compliance with Section 4.24.010 of the Oakland Municipal Code (commonly known as the Uniform Transient Occupancy Tax of the City of Oakland), such Hotel shall be deemed a Transient Hotel. The entire Building shall be deemed a Non-Residential Parcel, categorized as commercial/institutional, and shall be subject to the applicable tax computed in accordance with the single family residential unit equivalent formula set forth in Section 5.2(c) of this Act, and the parcel tax imposed on Multiple Residential Units shall not apply.

SEC. 5.3. Exemptions.

(a) **Low income household exemption.** The following is exempt from this tax: an Owner of a Single Family Residential Unit (1) who resides in such unit and (2) whose combined family income, from all sources for the previous year, is at or below the income level qualifying as sixty percent (60%) of area median income for a Family of such size under Section 8 of the United States Housing Act of 1937 (42 U.S.C.A. Sections 1437 et. seq.), or successor legislation, for such year. The Director of Finance shall set forth procedures for annual applications from Owners for the exemption, which may require information such as federal income tax returns and W-2 forms of owner occupants eligible for the exemption, or procedures for an alternative process.

(b) **Senior household exemption.** The following is exempt from this tax: an Owner of a single family residential unit (1) who resides in such unit, (2) who is sixty-five (65) years of age or older and (3) whose combined family income, from all sources for the previous year, is at or below the income level qualifying as eighty percent (80%) of area median income for a Family of such size under Section 8 of the United States Housing Act of 1937 (42 U.S.C.A. Sections 1437 et. seq.), or successor legislation, for such year. The Director of Finance shall set forth procedures for annual applications from Owners for the

exemption, which may require information such as federal income tax returns and W-2 forms of owner occupants eligible for the exemption, or procedures for an alternative process.

(c) **Exemption for affordable housing projects.** Rental housing owned by nonprofit corporations and nonprofit-controlled partnerships for senior, disabled, and low-income households that are exempt from ad valorem property tax pursuant California Revenue and Taxation Code Sections 214(f), (g) and (h) are exempt from this tax.

(d) **Rebate to tenants in foreclosed single family homes.** The City will provide a rebate of one-half (1/2) of the tax and subsequent increases thereto to tenants in single family homes that have been foreclosed upon who have paid a passed through Parcel Tax. To qualify for this rebate, a tenant must: (1) have lived in the unit before foreclosure proceedings commenced; and (2) be at or below the income level qualifying as sixty percent (60%) of area median income for a Family of such size under Section 8 of the United States Housing Act of 1937 (42 U.S.C.A. Sections 1437 et. seq.), or successor legislation, for such year. The City will provide this rebate for every month that the tax was applied and the tenant occupied the unit. The City will provide this rebate at the end of each year, or when the tenant vacates the unit, whichever is earlier. The City Administrator will promulgate regulations to effectuate this subdivision.

(e) Real property owned by a religious organization or school that is exempt from property taxes under California law is exempt from this tax. To qualify for this exemption, each religious organization or school seeking such exemption shall submit such information required to determine eligibility for such exemption.

SEC. 5.4. Reduction in Tax Rate; Rate Adjustment.

Beginning in the Fiscal Year 2020-2021, and each year thereafter, the City Council may increase the tax imposed hereby only upon making one of the following findings:

(a) That the cost of living in the immediate San Francisco Bay Area, as determined by the twelve-month (12) month Annual Percentage Change in the Consumer Price Index (CPI) for all items in the San Francisco Bay Area as published by the U.S. Department of Labor Statistics, has increased; or

(b) That the fiscal year change in California per capita personal income, as determined by the California State Department of Finance and shown in the Price Factor and Population Information Report issued each May, has increased.

The increase of the tax imposed hereby shall not exceed the verified increase in either (1) the cost of living in the immediate San Francisco Bay Area, using 2019 as the index year, or (2) California per capita personal income, using Fiscal Year 2018-2019 as the index year, whichever is greater.

SEC. 5.5. Duties of the Director of Finance; Notice of Decisions.

It shall be the duty of the Director of the Finance to collect and receive all taxes imposed by this Act. The Director of Finance is charged with the enforcement of this Act and may adopt rules and regulations relating to such enforcement.

SEC. 5.6. Examination of Books, Records, Witnesses; Penalties.

The Director of Finance or the Director of Finance's designee is hereby authorized to examine assessment rolls, property tax records, records of the Alameda County Recorder and any other records

of the County of Alameda deemed necessary in order to determine ownership of Parcels and computation of the tax imposed by this Act.

The Director of Finance or the Director of Finance's designee is hereby authorized to examine the books, papers and records of any person subject to the tax imposed by this Act, including any person who claims an exemption, for the purpose of verifying the accuracy of any petition, claim or return filed and to ascertain the tax due. The Director of Finance, or the Director of Finance's designee is hereby authorized to examine any person, under oath, for the purpose of verifying the accuracy of any petition, claim or return filed or to ascertain the tax due under this Act and for this purpose may compel the production of books, papers and records, whether as parties or witnesses, whenever the Director of Finance believes such persons have knowledge of such matters. The refusal of such examination by any person subject to the tax shall be deemed a violation of this Act and of the Oakland Municipal Code and subject to any and all remedies specified therein.

SEC. 5.7. Collection of Tax; Interest and Penalties.

The tax shall be delinquent if the City does not receive it on or before the delinquency date set forth in the notice mailed to the Owner's address as shown on the most current assessment roll of the Alameda County Tax Collector; and the tax shall be collected in such a manner as the City Council may decide. The City may place delinquencies on a subsequent tax bill.

A one-time penalty at a rate set by the City Council, which in no event shall exceed twenty-five percent (25%) of the tax due per fiscal year, is hereby imposed by this Act on all taxpayers who fail to timely pay the tax provided by this Act. In addition, the City Council may assess interest at the rate of one percent (1%) per month on the unpaid tax and the penalty thereon.

Every penalty imposed and such interest as accrues under the provisions of this Act shall become a part of the tax herein required to be paid.

The City may authorize the County of Alameda to collect the taxes imposed by this Act in conjunction with and at the same time and in the same manner as the County collects property taxes for the City. If the City elects to authorize the County of Alameda to collect the tax, penalties and interest shall be those applicable to the nonpayment of property taxes.

SEC. 5.8. Collection of Unpaid Taxes.

The amount of any tax, penalty, and interest imposed under the provisions of this Act shall be deemed a debt to the City. Any person owing money under the provisions of this Act shall be liable to an action brought in the name of the City for the recovery for such amount.

SEC. 5.9. Refund of Tax, Penalty, or Interest Paid More than Once, or Erroneously or Illegally Collected.

Whenever the amount of any tax, penalty, or interest imposed by this Act has been paid more than once, or has been erroneously or illegally collected or received by the City it may be refunded provided a verified written claim for refund, stating the specific ground upon which such claim is founded, is received by the Director of Finance within one (1) year of the date of payment. The claim shall be filed by the person who paid the tax or such person's guardian, conservator, or the executor of her or his estate. No representative claim may be filed on behalf of a taxpayers or a class of taxpayers. The claim

shall be reviewed by the Director of Finance and shall be made on forms provided by the Director of Finance. If the claim is approved by the Director of Finance, the excess amount collected or paid may be refunded or may be credited against any amounts then due and payable from the person from whom it was collected or by whom paid, and the balance may be refunded to such person, or such person's administrators or executors. Filing a claim shall be a condition precedent to legal action against the City for a refund of the tax.

SEC. 6. Savings Clause.

If any provision, sentence, clause, Section or part of this Act is found to be unconstitutional, illegal or invalid, such unconstitutionality, illegality, or invalidity shall affect only such provision, sentence, clause, Section or part of this Act and shall not affect or Act any of the remaining provisions, sentences, clauses, Sections or parts of this ordinance. It is hereby declared to be the intention of the city, that the City would have adopted this Act had such unconstitutional, illegal or invalid provision, sentence, clause Section or part thereof not been included herein.

If any tax or surcharge imposed by this Act is found to be unconstitutional, illegal or invalid, the amounts, services, programs and personnel required to be funded from such taxes and surcharges shall be reduced proportionately by any revenues lost due to such unconstitutionality, illegality or invalidity.

SEC. 7. Regulations.

The City Administrator is hereby authorized to promulgate such regulations as he or she shall deem necessary in order to implement the provisions of this Act.

SEC. 8. Amendment.

This Act may not be amended by action of the City Council without voter approval.

SEC. 9. Challenge to Tax.

Any action to challenge the taxes imposed by this ordinance shall be brought pursuant to Government Code section 50077.5 and Code of Civil Procedure section 860 et seq.

SEC. 10. Severability.

If any provision of this Act, or part of this Act, or the application of any provision or part to any person or circumstances, is for any reason held to be invalid, the remaining provisions, or applications of provisions, shall not be affected, but shall remain in full force and effect, and to this end the provisions of this measure are severable. If a court were to find in a final, unreviewable judgment that the exclusion of one or more entities or activities from the applicability of the Act renders the Act unconstitutional, those exceptions should be severed and the Act should be made applicable to the entities or activities formerly exempt from the Act. It is the intent of the voters that this Act would have been enacted regardless of whether any invalid provision had been included or any invalid application had been made.

SEC. 11. Conflicting Initiatives.

(a) In the event that this measure and another measure addressing the educational development and potential of Oakland children and youth shall appear on the same City ballot, the provisions of the other measure or measures shall be deemed to be in conflict with this measure. In the event that this measure receives a greater number of affirmative votes than a measure deemed to be in conflict with it, the provisions of this measure shall prevail in their entirety, and the other measure or measures shall be null and void.

(b) If this measure is approved by the voters but superseded by law by any other conflicting measure approved by voters at the same election, and the conflicting ballot measure is later held invalid, this measure shall be self-executing and given full force and effect.

SEC. 12. Liberal Construction.

This Act shall be liberally construed to effectuate its purposes.

SEC. 13. Effective Date.

This Act shall take effect the day after the election at which it is adopted.



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 12.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: Board Committee Assignments

Background :

President Cerrato will announce Board Committee assignments.

Action Requested:

INFORMATION



ALAMEDA COUNTY OFFICE OF EDUCATION
L. Karen Monroe, Superintendent
313 West Winton Ave. Hayward, CA 94544
(510) 887-0152 www.acoe.org

Memorandum No. - 13.

Meeting Date: 9/11/2018

TO: Alameda County Board of Education
FROM: Yvonne Cerrato, Board President
RE: CSBA Director-at-Large Nomination

Background :

The Board will consider nominating a board member for the CSBA Director-at-Large position.

Action Requested:

INFORMATION/ ACTION

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Nominate a CSBA Director
<input type="checkbox"/> Backup Material	DAL Form



Nominate a CSBA Director-at-Large

Submit your nomination by Friday, Sept. 28

Nominations for CSBA Directors-at-Large for Asian/Pacific Islander (API) and Hispanic are now being accepted through Friday, Sept. 28.

Directors-at-Large must be nominated by a CSBA member board and nominees must be a member of a member board.

Nomination process

A valid nomination includes:

- A completed, nomination form. It is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.
- Two letters of recommendation (one-page, single-sided, due on Friday, Sept. 28). These letters may be submitted by a:
 1. Member district or county office of education board;
 2. Individual board member from a member district or COE; or,

3. Board member organization

A candidate form (to be completed by the nominee) is **due to CSBA on Friday, Oct. 5.** (The candidate form and two letters of recommendation will be published in the Delegate Assembly agenda packet exactly as submitted; and, it is the responsibility of the nominee to ensure these documents have been submitted to CSBA and by the due date.)

Election Results

This year's elections will take place at CSBA's Delegate Assembly meeting in San Francisco on Nov. 28 - 29. Directors-at-Large serve two-year terms and take office immediately upon the close of the CSBA's Annual Education Conference and Trade Show on Saturday, Dec. 1

Nomination forms and more information are available online on [CSBA's website](#). Questions may be directed to CSBA's Executive Office at 800-266-3382.



California School Boards Association | 3251 Beacon Blvd., West Sacramento, CA 95691

Phone: (800) 266-3382 | Fax: (916) 371-3407

[Website](#) | [Privacy Policy](#)



July 31, 2018

TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Friday, September 28, 2018
Please deliver to all members of the governing board.

TO: All Board Presidents and Superintendents
CSBA Member Districts and County Offices of Education
FROM: Mike Walsh, President
SUBJECT: Call for Nominations for Directors-at-Large Asian/Pacific Islander and Hispanic

Nominations for CSBA Directors-at-Large Asian/Pacific Islander and Hispanic are currently being accepted until **Friday, September 28**. The nomination form and all information related to the election process are available **online**, please visit <https://www.csba.org/About/Leadership/ElectionToCsbaOffice/ElectionToBoardofDirectors.aspx>.

The nominations for Directors-at-Large must be made by a CSBA member board and the nominee must be a board member from a CSBA member board. The following documents are required:

- **Nomination form:** A completed, signed and dated nomination form due **Friday, September 28** (choose only one option: U.S. Postal Service postmark or email nominations@csba.org or fax (916) 371-3407). *Nominating CSBA member boards must secure permission from the board member prior to nominating him or her.*
- **Two letters of recommendation:** A one page, single-sided, letter addressed to CSBA President Mike Walsh is due to CSBA no later than **Friday, October 5** (choose only one option: U.S. Postal Service postmark or email nominations@csba.org or fax (916) 371-3407). The letter may be from of the following entities:
 - 1) A CSBA member board
"If signed by the Superintendent, the letter must state "on behalf of the board."
 - 2) An individual board member from a CSBA member district or COE
 - 3) Another board member association
- **Candidate Form:** A signed and dated candidate form completed by the nominee is due to CSBA no later than **Friday, October 5** (choose one option: U.S. Postal Service postmark or email nominations@csba.org or fax (916) 371-3407). An optional, one-page résumé may also be submitted and is due by **Friday, October 5**.

The completed candidate form and two letters of recommendation will be included in the Delegate Assembly meeting agenda packet exactly as submitted.

CSBA's Board of Directors, which includes 21 regional representatives, five directors-at-large, four officers, the California County Boards of Education president, and any California board member serving on the board of the National School Boards Association. The board is responsible for setting direction for CSBA by adopting the vision and mission and overseeing the corporate operations of the association.

The elections will take place at CSBA's Delegate Assembly meeting held at the San Francisco Marriott Marquis on Wednesday, November 28 and Thursday, November 29. Directors-at-Large serve two-year terms and take office immediately upon the close of the Association's Annual Education Conference on Saturday, December 1.

Please contact the Executive Office at 800-266-3382 should you have any questions. Thank you.

(See reverse for 2019 meeting dates)



**2019
EXECUTIVE COMMITTEE, BOARD OF DIRECTORS
& DELEGATE ASSEMBLY MEETING CALENDAR**

<u>DATE</u>	<u>DAY(S)</u>	<u>MEETING</u>	<u>LOCATION</u>
FEB 8	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
FEB 9-10	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
APR 5	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
APR 6-7	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAY 16	THUR	EXECUTIVE COMMITTEE	SACRAMENTO
MAY 17	FRI	BOARD OF DIRECTORS	SACRAMENTO
MAY 18-19	SAT-SUN	DELEGATE ASSEMBLY	SACRAMENTO
SEPT 20	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
SEPT 21-22	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
DEC 2	MON	EXECUTIVE COMMITTEE	SAN DIEGO
DEC 3	TUES	BOARD OF DIRECTORS	SAN DIEGO
DEC 4-5	WED-TH	DELEGATE ASSEMBLY	SAN DIEGO
DEC 5-7	TH-SAT	ANNUAL CONFERENCE	SAN DIEGO

Approved by the Board of Directors on November 28, 2017



2018 Directors-at-Large, Asian/Pacific Islander and Hispanic Nomination Form

The nominations for Directors-at-Large must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. The U.S. Postal Service postmark, fax, or email deadline for the nomination form is Friday, September 28, 2018.

Two letters of recommendation are required to be submitted by Friday, October 5, 2018.

Nominees must give permission prior to being nominated.

(Please submit a separate nomination form for each Director position and each nominee.)

The governing board of the _____ School District or County Office

Board of Education voted to nominate _____
(Nominee name)

as a candidate for the following Director-at-Large position: *(please indicate below)*

Director-at-Large, Asian/Pacific Islander

Director-at-Large, Hispanic

The nominee is a member of the _____

School District or County Office Board of Education, which is a member of CSBA. The nominee has been contacted and has given permission to be nominated.

Signature of the Board Clerk or Board Secretary

Date

Please submit this nomination form by choosing one of the following options below:

- E-mail: nominations@csba.org
- Or fax: ATTN: Mike Walsh, President, at (916) 371-3407
- Or mail: Mike Walsh, President
California School Boards Association
3251 Beacon Blvd.
West Sacramento, CA 95691

If you have any questions, please contact CSBA's Executive Office, (800) 266-3382.



2018 Directors-at-Large, Asian/Pacific Islander and Hispanic Candidate Form

Deadline: Friday, October 5, 2018 Please submit this Candidate form by choosing **one** of the following options below:
 E-mail, nominations@csba.org, or Fax to ATTN: Mike Walsh, President at (916) 371-3407, or U.S. Postal mail, Mike Walsh, President | California School Boards Association | 3251 Beacon Blvd. | West Sacramento, CA 95691

This signed and dated candidate form must be completed in the spaces provided. An optional, single-sided, one-page résumé may also be submitted. Please do not state "See résumé" in the spaces below. Only this **two-page form and a one-page, single sided résumé, if submitted**, will be published in the Delegate Assembly meeting agenda packet.

I am nominated for: (please check one)	
<input type="checkbox"/> Director-at-Large, Asian/Pacific Islander	<input type="checkbox"/> Director-at-Large, Hispanic
Name: _____	Region: _____
District or COE: _____	Years on board: _____ ADA: _____
Contact Number: _____	Preferred E-mail: _____
Profession: _____	

1. CSBA's Board of Directors is the governing body for the Association. What do you see as CSBA's greatest strength as an organization and what can the Board of Directors do to make it even stronger?

2. Given the governing roles and responsibilities for the Board of Directors to set direction and provide leadership, please describe the skills and experiences you would bring to the Board.

3. What is one characteristic that you believe every leader should possess?

4. What do you see as the biggest challenge facing governing board members and how can CSBA help?

5. Please provide any additional information about yourself for the Delegate Assembly to consider regarding your candidacy.

Your signature indicates your consent to have your name placed on the ballot and to serve, if elected.

Signature

Date

Board of Directors Roles and responsibilities

Members of the Board of Directors establish the vision, mission and goals for the association, and ensure that association activities and programs remain focused on those goals and the issues identified in CSBA's Policy Platform. The Board of Directors has the following powers and duties:

Statewide leadership

- › Adopts the vision, mission and goals of the association, and annually reviews progress toward achieving them.
- › Adopts final positions and policies that are consistent with the Policy Platform. Interim positions on statewide initiatives may also be adopted when the Policy Platform is silent on the issues but only after a reasonable effort has been made to obtain input from the Delegates between Delegate Assembly meetings.
- › Adopts final positions on legislation that are consistent with the Policy Platform. Final positions on legislation may also be adopted when the Policy Platform is silent on the issues but only after a reasonable effort has been made to obtain input from the Delegates between Delegate Assembly meetings.
- › Provides advocacy on behalf of children, public education, local boards and the association.
- › Serves on Board of Directors and other standing committees, councils, task forces and focus groups.
- › Receives reports and updates on major programs, consistent with the vision, mission and goals of the association.

Regional and constituency leadership

- › Provides two-way communication with Delegate Assembly members and local board members.
- › Supports and participates in the association's activities and events.

Corporate responsibilities

- › Adopts the association's budget.
- › Adopts the association's Standing Rules.
- › Receives reports on corporate operations.
- › Approves the hiring and terms of employment of the executive director, upon recommendation of the Executive Committee.
- › Comments annually on the performance, and acts on the contract of the executive director, upon recommendation of the Executive Committee.
- › Abides by the Code of Ethics, Conflict of Interest Policy, and Whistleblower Policy as adopted by the Board of Directors and included in the association's Policy Statements.

Source: CSBA Bylaws, Article IV, Section 1. 11/12