

**Alameda Unified School District
K-12 Restructuring Task Force
April 17, 2008
Longfellow Education Center, Room 12
3:45-5:45**

ITEM	TIME	TYPE OF ACTION	ACTION NOTES	FOLLOW-UP NEEDED
1. Review ground rules, set vision and purpose for our work	3:45-4:15	<input type="checkbox"/> Information ¹ <input checked="" type="checkbox"/> Discussion ² <input checked="" type="checkbox"/> Decision ³ <input type="checkbox"/> Other:	<ul style="list-style-type: none"> • Select the rule that you will work on today • Gain clarity on the purpose of the task force • Understand the specific activities from April 17-June 5 	
<ul style="list-style-type: none"> • Finalized the task force work. We will be deepening our understanding around the data sources available and exploring ideas for long term planning. Once we know the outcome of the June 3rd parcel tax, we will then move forward accordingly (see task force problem statement, charges of the task force, and timeline). • We may need to add Board workshops throughout this process. 				
2. Review data sources	4:15-5:35	<input checked="" type="checkbox"/> Information ¹ <input type="checkbox"/> Discussion ² <input type="checkbox"/> Decision ³ <input type="checkbox"/> Other <hr/>	<ul style="list-style-type: none"> • Review/clarify data sources • Examine what current programs are in place and identify gaps 	<p style="color: red;">Please send Debbie any revisions to the documents we reviewed</p>
<p>Additional questions that arose from reviewing the Data Sources:</p> <ul style="list-style-type: none"> • Can we implement and enrollment and exit survey during the rest of the school year? Tonya and Monique will share what they have developed. • Charter school information and what are the implications when the district has charter schools • Charter school Proposition 39 regulations on facilities • What is the fiscal impact of our MOU with ACLC? • Facility and Capacity Report: have principals do a double check for Paden, Edison and Franklin • Roxanne will get me the question on how the charts on pages 28-29 can be clearer. • What are our Board policies on inter & intra district permits? Mike McMahon's website has AUSD's board policies link • Can we have a construction bond update? • Common core curriculum by grade spans: send master copy to Alysse to work on developing a user friendly format • What is the plan for the former free library space at HAHS? It will be converted into AHS classrooms. <p><u>Key questions:</u> How do we tie all these data pieces together? What do individual sites needs programmatically? How do schools decide on elective offerings?</p>				

3. What do we bring back?	5:35-5:45	<input type="checkbox"/> Information ¹ <input type="checkbox"/> Discussion ² <input checked="" type="checkbox"/> Decision ³ <input type="checkbox"/> Other	<ul style="list-style-type: none"> • Build two-way communication 	
<ul style="list-style-type: none"> • We reviewed the facility and capacity report and identified some revisions. • We discovered the variation of course offerings at the 6-12 level • In clarifying the common core curriculum by grade spans we identified the following work: <ol style="list-style-type: none"> 1. What do we all have in common? 2. What other additional programs and services do we have above and beyond the common core curriculum? What is the cost and how is it funded? 3. What do we want each grade span to have in common? How do we ensure each school has equitable programs and services? 				

Next Meeting: Thursday, May 1st, 3:45-5:45, Longfellow Media Center