BOARD OF EDUCATION AGENDA

SPECIAL MEETING
February 3, 2015 - 6:00 PM

Island High School
500 Pacific Avenue (Corner of 5th Street & Pacific Avenue
Alameda, CA 94501

Will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.

Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the Districts website. (Govt Code 54957.5b).

Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc) should contact the Superintendent Office at 337-7060 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to the Administrative Assistant to the Superintendent prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Agenda items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER
   1. CALL TO ORDER - PLEDGE OF ALLEGIANCE - Board Members

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.
   1. Interview of Candidate and Selection of Appointee for Vacant Board Seat (120 Mins/Information/Action) Vacant Seat (120 Mins/Information/Action)

D. ADJOURNMENT
Item Title: Interview of Candidate and Selection of Appointee for Vacant Board Seat (120 Mins/Information/Action) Vacant Seat (120 Mins/Information/Action)

Item Type: Information/Action

Background: Interview of Candidate and Selection of Appointee for Vacant Board Seat:

Candidate's Full Names:

1. Sean Cahill
2. Anne DeBardeleben
3. Helen (Suzy) Forrester
4. Steve Good
5. Jane Garrison Grimaldi
6. Philip Hu
7. Blanche Kim
8. Tom Lynch
9. David Peterson
10. Sherice Youngblood

Goals:

Fund:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation:

AUSD Guiding Principle:

Submitted By:

ATTACHMENTS:

<table>
<thead>
<tr>
<th>Description</th>
<th>Upload Date</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Applications for AUSD Governing Board</td>
<td>1/28/2015</td>
<td>Cover Memo</td>
</tr>
</tbody>
</table>
QUESTIONNAIRE AND APPLICATION FOR AUSD GOVERNING BOARD

Applicants must complete this form and submit it to the Office of the General Counsel, Attn: Magdalene Tatum, 2060 Challenger Dr., Alameda, CA 94501, mtatum@alameda.k12.ca.us (510) 337-7187 by Friday, January 9 at 12:00 Noon.

District staff will review this form to ensure you meet the legal qualifications for office. If you advance to the interview round, the form (with contact information redacted) will be made publicly available. If you need additional space to answer a question you may append a separate sheet, although we ask that you keep your answers brief.

I. Personal Information

Name: Phillip Hu

Address:

Home Phone: None Work: Cell:

Home E-Mail: Work E-Mail:

Occupation: Assistant General Manager (Governmental Affairs and Communications Director)

Name of Employer (needed to check for conflicts of interest): Public Employees Union, Local #1

Number of Years You Have Resided in the City of Alameda: Approximately 7 months

List of School(s) of your children and dates attended:

Are you a registered voter in Alameda County? Yes 
Are you at least 18 years of age? Yes

Please list any related /relevant special training or experience and/or related work experience:

Governing Board Member, San Gabriel Unified School District (12/09 to 6/14)
President, San Gabriel USD Governing Board (12/13 to 4/14)
Director of Region 7, Los Angeles County School Trustees Association (5/12 to 5/14)
Government and Legislative Affairs Committee Member, LACSTA, (5/13 to 5/14)
SGUSD Facilities and Bond Oversight Committee (2/09 to 12/09)
Professor of English, Cerritos College (8/02 to 7/14)
Deputy Chief Negotiator, Cerritos College Faculty Federation (1/08 to 6/10)
Communications Chair, Cerritos College Faculty Federation (8/05 to 6/07)
English Instructor, West Valley College (8/99 to 5/01)
Education Record:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates of Attendance</th>
<th>Diploma/Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego State University</td>
<td>8/94 to 5/98</td>
<td>MFA in Creative Writing</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>9/90 to 6/94</td>
<td>BA in Literature/Writing</td>
</tr>
<tr>
<td>Eagle Rock Jr/Sr High School</td>
<td>9/85 to 6/90</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

II. Information Relevant to the Board Vacancy

a) Have you served on a city or school district commission or board? If so, which of these and dates served?

I have not yet had the privilege to serve in Alameda. However, I was elected and reelected to the San Gabriel USD Governing Board (2009, 2013). During my time on the board, I was the board liaison to the city’s Parks and Recreation Committee. I have also served as a member of SGUSD’s Facilities and Bond Oversight Committee. For a partial list of relevant and pertinent offices/positions I’ve held, please refer to my response to the final question on page 1.

b) Explain briefly your reasons and interest in serving as a Board member:

As a mother of children in the fall of 2013, My family just moved to Alameda. We just bought a home in Alameda. Our family’s future—as well as our daughter’s education—will be deeply entwined with Alameda USD for the next two decades.

As well, having grown up in a diplomatic family, I’ve seen and learned firsthand the importance of civic engagement and community involvement. My parents have always stressed the importance of education and of giving back to an organization, institution and/or community. My professional background for the past 19 years has been as a classroom teacher in our higher education system.

c) How have you been involved with AUSD to date (i.e. PTA, volunteer, working with students and families, etc.)?

I have not yet had the privilege to serve in Alameda USD; my nascent involvement consists of having volunteered in my daughter’s classroom a couple of times in the past four months, when time allowed.

d) What is the single most critical issue facing the District in the immediate future and how would your background and experiences help the District to meet this challenge?
The innocuous, customary answer would probably be full implementation of Common Core or proceeding soundly with LCAP or bridging the achievement gap, and/or ensuring fiscal prudence in executing the use of Measure I bond funds.

Candidly, from what people have been saying, it seems the most critical issue for the District is rebuilding trust and restoring good will. There have been questionable decisions, controversial actions, and soured relationships in the past several years.

In my time on the San Gabriel School Board, I have experienced much discord and controversy. The end of my first term was essentially all about restoring trust and building good will with the community—and within the school district—again. In my first two years, we had to deal with teacher layoffs, class size enlargement, and a district budget that shrank, almost overnight, from roughly $53 million to $45 million. Times were tough, relationships were frayed, and the general atmosphere was tense. Everyone felt overworked and underappreciated.

The end of my second year saw intense community infighting over whether or not a Project Labor Agreement should be used for our $65 million bond projects. San Gabriel is a city divided quite literally by train tracks. Northern San Gabriel is more affluent, more homogenized, the traditional power base. Southern San Gabriel was more working class, more immigrant, and starting to brim with minority businesses. Culture clashes, class differences, and a philosophical divide between “management types” and “labor types” emerged and wrinkled. Then our Superintendent re-retired, and in her next to last meeting, three members of the board fired a very popular high school principal creating anger, uproar, and backlash from parents, teachers, and students alike. It also created a media frenzy for a couple of months.

My third year on the board was marked by board infighting and intra-board distrust. The majority in power lost their majority and their leadership positions. And that’s when they instituted personal pettiness and political knifings as standard operating procedure. That tactic then took precedence over doing the actual work of the district.

In my fourth year, we had our Superintendent hiring process tainted by the two board members in the minority as well as the Interim Superintendent who cast a shadowy hand in the board deliberations as well as the subsequent job offer to the chosen candidate. We ended up losing our first choice to withdrawal from consideration just two days after he accepted.

It wasn’t until my final year on the school board that it became drama free. My reelection also saw the exit of the other two board members.

All of this is a roundabout way of saying that I have a wealth of experience in dealing with issues of trust and distrust, good will and lack of good will, positive progress and negative vibes, good acts and bad deeds. The knowledge and experience that come from the trial by fire are invaluable. I’ve learned how to keep rogue board members in check, how to properly engage and represent constituents, especially the most underserved and vulnerable, how to manage those that run the day-to-day in the district office, how to remain civil and professional in the
face of vitriolic challenges, and most importantly, how to stay focused—despite all
distractions—on the pinnacle business of the District, which is to safeguard the best educational
interests of our children.

e) Please list any other relevant civic or volunteer affiliations and activities:

Not applicable at this time.

f) Are you able to attend night meetings and daytime meetings as necessary?

Yes, with some advanced notice. My work schedule is demanding but generally flexible.

g) Can you commit to attending the following meetings? Check box:

<table>
<thead>
<tr>
<th>Dates in 2015</th>
<th>Meetings</th>
<th>Time</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>January 13 (second Tuesday)</td>
<td>Regular Meeting</td>
<td>5:30 p.m.</td>
<td>X</td>
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<tr>
<td>January 27 (fourth Tuesday)</td>
<td>Regular Meeting</td>
<td>5:30 p.m.</td>
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<td>February 10 (second Tuesday)</td>
<td>Regular Meeting</td>
<td>5:30 p.m.</td>
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<tr>
<td>February 17 (third Tuesday)</td>
<td>Special Meeting</td>
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<td>February 24 (fourth Tuesday)</td>
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<td>March 10 (second Tuesday)</td>
<td>Regular Meeting</td>
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<td>March 24 (fourth Tuesday)</td>
<td>Regular Meeting</td>
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<td>April 14 (second Tuesday)</td>
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<td>April 28 (fourth Tuesday)</td>
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<td>May 12 (second Tuesday)</td>
<td>Regular Meeting</td>
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<td>May 26 (fourth Tuesday)</td>
<td>Regular Meeting</td>
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<td>June 9 (second Tuesday)</td>
<td>Regular Meeting</td>
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<td>June 23 (fourth Tuesday)</td>
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<td>August 11 (second Tuesday)</td>
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<td>August 25 (fourth Tuesday)</td>
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<tr>
<td>December 9 (second Tuesday)</td>
<td>Regular Meeting</td>
<td>5:30 p.m.</td>
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h) Additional information or remarks you believe relevant:

While I believe education is hallowed, and serving as a school board member should be treated as an honor, I know human nature has also made it a part of the political arena. Political theatrics, gamesmanship, and agendas are sadly abundant. I’ve seen it; I’ve lived it. I believe my previous experience makes me a strong candidate. My near-two-decades of teaching experience make me a solid fit.

What I lack is “seat time.” I have not been in the community very long. However, that can also be advantageous. I am both a fresh and experienced face. I can do the work and yet am still free of allegiances, clear of entanglements, and devoid of loyalties to anything but my educational and governance experience, and my desire to serve the community of Alameda in some useful and significant way.

III. District Knowledge

a) What, if any, familiarity do you have with the District’s operations?

Unless AUSD operates in a significantly different way than other school districts, I am familiar with the operations of San Gabriel USD as a K-12 district as well as Cerritos Community College District as a higher education district. AUSD has more schools and more geography and that makes its daily and overall operations more complex than what I am familiar with from San Gabriel, but all school districts perform the same basic, necessary functions, housed under the various but similar departments: instructional, fiscal, technological, legal, personnel, and labor relations.

b) The Board is responsible for the evaluation of the Superintendent. What experience do you have in evaluating others?

I had direct experience in evaluating a Superintendent as a board member in San Gabriel. I also “evaluated” a President of Cerritos College as part of a joint Faculty Senate-Faculty Union “Vote of No Confidence” campaign.

I was also a college professor for nearly 20 years. For every one of those classes, I was the instructor of record; I got to pick the books, I got to develop the curriculum, and I was solely in charge of grading and evaluating each and every student. For 15 of those 19 years, I was teaching a full load of classes which typically amounted to five classes of 30 students per semester for a total of 300 students per year, all of whom I evaluated.

I’ve also conducted numerous peer evaluations by serving on the evaluation teams of my department as well as division colleagues.

c) If appointed, please explain your strategy for successfully and quickly transitioning into the role of Board Member.
Having been a board member previously helps. However, I would immediately set up meetings with District staff, certificated staff, classified staff, student leadership, clubs and/or programs. I would make it a point to spend time visiting each school. I will immerse myself in learning about AUSD.

Those with familiarity of the school district will need to jump on the curve and learn about governance, bylaws, policy making, and parliamentary procedure. My learning curve will be the opposite; I will focus on the history, the best practices, and the current cultures of the schools as well as the District as a whole.

Signature of Applicant: [signature]
Date: January 8, 2015

Please return completed application no later than Friday, January 9th to the AUSD District Office, 2060 Challenger Dr., Alameda CA 94501. If you have any questions, please contact AUSD General Counsel Chad Pimentel at 510-337-7188.