

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

**REGULAR MEETING**

**FEBRUARY 26, 2019**

**Albany City Hall**

**1000 San Pablo Ave., Albany, CA 94706**

**Closed Session: 6:00 p.m. - 6:20 p.m.**

**Open Session: 6:20 p.m. - 10:05 p.m.**

The public is encouraged to address the Board on any topic on the agenda. The President will also invite the public to speak during the section titled "Persons to Address the Board on Matters Not on the Agenda". To ensure accurate information is captured in the Board meeting minutes, please complete the "Speaker Slip" provided on the table and hand it to the clerk when speaking.

**AGENDA**

<p style="text-align: center;"><b>Meeting Norms</b></p> <ol style="list-style-type: none"> <li>1. Maintain a focus on what is best for our students.</li> <li>2. Show respect (never dismiss/devalue others).</li> <li>3. Be willing to compromise.</li> <li>4. Disagree (when necessary) agreeably.</li> <li>5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view.</li> <li>6. Participate by building on the thoughts of a fellow Board member.</li> <li>7. Make a commitment to open communication and honesty; no surprises.</li> <li>8. Commit the time necessary to govern effectively.</li> <li>9. Be collaborative.</li> <li>10. Maintain confidentiality (which leads to the building of trust).</li> <li>11. Look upon history as lessons learned; focus on the present and the future.</li> </ol> <p style="text-align: center; margin-top: 20px;">All Regular Meetings are videotaped. (To view the videos, visit <a href="http://www.ausdk12.org">www.ausdk12.org</a>)</p>	<div style="display: flex; justify-content: space-between;"> <div> <p><b>I. OPENING BUSINESS</b></p> <p><b>A) Call to Order</b></p> <p><b>B) Roll Call</b></p> <p><b>C) Identify Closed Session Pursuant to Agenda Section III Below</b></p> <p><b>II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS</b></p> <p><i>General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.</i></p> <p><b>III. CONVENE TO CLOSED SESSION</b></p> <p><b>With Respect to Every Item of Business To Be Discussed In Closed Session:</b></p> <p><b>A) Pursuant to Government Code Section 54957:</b></p> <ul style="list-style-type: none"> <li>• Discussion of Non-redacted Items from Comprehensive School Site Safety Plan</li> </ul> <p><b>IV. OPEN SESSION</b></p> <p>Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 6:20 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.</p> </div> <div style="text-align: right;"> <p><b>6:00 p.m.</b></p> <p><b>6:05 p.m.</b></p> <p><b>6:20 p.m.</b></p> </div> </div>
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**A) Call To Order (Reconvene to Open Session)****6:20 p.m.****B) Roll Call****C) Pledge of Allegiance****D) Reading of the AUSD Mission & Vision Statement**

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

**E) Report of Action Taken in Closed Session****F) Approval of Agenda****G) Approval of Consent Calendar**

The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.

**1) Superintendent:**

- a) Minutes of the December 11, 2018 Regular Board Meeting------(pg.5)
- b) Minutes of the January 8, 2019 Regular Board Meeting------(pg.14)

**2) Human Resources:**

- a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order------(pg.26)

**3) Business Services:**

- a) January 2019 Warrant Report------(pg.28)
- b) January 2019 Donation Report ------(pg.44)
- c) Independent Contractor Services Agreement with Facilitron Software------(pg.45)

**4) Curriculum, Instruction, and Assessment:**

- a) Secondary School Accountability Report Cards------(pg.54)
- b) Overnight Field Trip: Albany High School to Next Generation Jazz Festival  
in Monterey, California------(pg.90)
- c) Overnight Field Trip: Albany High School to Model United Nations Conference at  
University of California, Davis------(pg.92)

**H) Board and Superintendent Reports****6:30 p.m.**

(5 mins.)

**I) Student Board Members' Report****6:35 p.m.**

(5 mins.)

**J) Persons To Address the Board on Matters Not on the Agenda****6:40 p.m.**

(5 mins.)

Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.

**K) Staff Reports****6:45 p.m.**

- 1) Education Update: 2019-2020 Local Control Accountability Plan**------(pg.94)  
(15 mins.)

**L) Review And Discussion****7:00 p.m.****1) Curriculum, Instruction, and Assessment:**

- a) Elementary School Accountability Report Cards -----(pg.97)  
(15 mins.)
- b) Board Policy 5131 (Conduct)------(pg.130)  
(15 mins.)

**2) Business Services:****7:30 p.m.**

- a) Budget Advisory Committee - Target Budget Reduction & Deliverables------(pg.138)  
(30 mins.)

**M) Review And Action****8:00 p.m.****1) Curriculum, Instruction, and Assessment:**

- a) Low Performing Students Block Grant Expenditure Plan------(pg.141)  
(15 mins.)
- b) English Learner Reclassification Criteria------(pg.149)  
(5 mins.)
- c) Independent Contractor Agreement with Berkeley Rep School of Theatre  
for Elementary Enrichment at Cornell Elementary School------(pg.153)  
(5 mins.)

**2) Business Services:****8:25 p.m.**

- a) Comprehensive School Safety Plans------(pg.162)  
(20 mins.)
- b) Amendment to Derivi Castellanos Architects (DCA) Agreement to Provide  
Program Management Services for the Albany Middle School Annex Project------(pg.527)  
(5 mins.)

**3) Superintendent:****8:50 p.m.**

- a) Appointment of the City of Albany Arts Committee----- (pg.552)  
(5 mins.)
- b) Vote for Delegates for California School Boards Association 2018 (CSBA)  
Delegate Assembly Election----- (pg.535)  
(5 mins.)
- c) Superintendent Search: McPherson & Jacobsen LLC----- (pg.537)  
(60 mins.)

**V. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD****10:00 p.m.**

(5 mins.)

**VI. ADJOURNMENT****10:05 p.m.**

The Board believes that late night meetings deter public participation, can affect the Boards decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned by 9:30 p.m. unless extended to a specific time determined by a majority of the Board.

**FUTURE BOARD MEETINGS**

<b>Date</b>	<b>Time</b>	<b>Location</b>
March 12, 2019	7:00 - 9:30 p.m.	Albany City Hall
March 26, 2019	7:00 - 9:30 p.m.	Albany City Hall

The Board of Education meeting packet is available for public inspection at: Albany Unified School District, 1200 Solano Avenue, and is available on the Albany Unified School District website: [www.ausdk12.org](http://www.ausdk12.org). If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**MINUTES OF REGULAR MEETING - PENDING APPROVAL**

**DECEMBER 11, 2018**

**Albany City Hall**

**I. OPEN SESSION**

**A) CALL TO ORDER** (Reconvene to Open Session)

President Black called the meeting to order at 6:30 p.m.

**B) ROLL CALL**

- 1. Board Members Present:** President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, Board Member Trutane, Student Board Member Weinstein, and Student Board Member Mallah
- 2. Staff Present:** Superintendent Valerie Williams; Jackie Kim, Chief Business Official; Marie Williams, Director III, Curriculum, Instruction, and Assessment; Carrie Nerheim, Director I, Student Services; Cheryl Cotton, Director of Human Resources;
- 3. Staff Excused:** Diane Marie, Director III, Special Education; Dax Kajiwarra, Director of Technology

**C) PLEDGE OF ALLEGIANCE**

**D) READING OF THE AUSD MISSION & VISION STATEMENT**

Student Board Members Weinstein and Mallah read the AUSD Mission and Vision statement.

**E) APPROVAL OF AGENDA**

President Black advised new Board members to read the Meeting Norms that are listed on every agenda.

Having no further discussion or comment on the Agenda, President Black requested a motion.

**Motion:** to approve by Board Member Trutane; seconded by Board Member Blanchard and unanimously approved.

**F) RECOGNITION: Board of Education Members**

Superintendent Williams recognized the outgoing Board Members with plaques in honor of their time, effort, and dedication to the AUSD Board of Education.

Having no further discussion or comment on the Agenda, President Black requested a motion.

**Motion:** to Approve the Agenda by Board Member Trutane; seconded by Board Member Blanchard and unanimously approved.

**F) RECOGNITION: Board of Education Members**

Superintendent Williams recognized the outgoing Board Members with plaques in honor of their time, effort, and dedication to the AUSD Board of Education.

- 1) **Presentation to 2018 Board President Paul Black**
- 2) **Presentation to 2018 Vice President Ross Stapleton-Gray**
- 3) **Presentation to Outgoing Board Member Charles Blanchard**

#### **G) ADMINISTER OATH OF OFFICE TO NEWLY ELECTED BOARD OF EDUCATION MEMBERS**

The City of Albany Clerk administered the oath of Office to the following newly elected Board members:

- 1) **Sara Hinkley**
- 2) **Brian Doss**
- 3) **Clementina Duron**

#### **H) CONDUCT ANNUAL REORGANIZATION OF THE BOARD OF EDUCATION**

Superintendent Williams read the reorganization protocols and procedures for the reorganization of the Board, to include the President and Vice President. Board Member Clark requested public comment; other members of the Board approved this. Board Member Trutane recommended the public comment after the Board discussed it.

##### **1) Election for President of the Board**

###### ***a) Interest in President***

Board Member Kim Trutane expressed her interest in serving as President and gave a short speech. Board Member Jacob Clark expressed interest in serving as President and gave a short speech. Board Member Clementina Duron declined. Board Member Sara Hinkley deferred. Board Member Brian Doss deferred. No further discussion by the Board.

###### ***b) Formal Nominations for President***

1. Board Member Sara Hinkley nominated Kim Trutane. Board Member Clementina Duron seconded the nomination. Kim Trutane accepted.
2. Board Member Jacob Clark nominated himself. Board Member Brian Doss seconded the nomination. Jacob Clark accepted.

###### ***c) Vote for President:***

Jacob Clark's name was drawn by Julie Sen, Executive Assistant to the Superintendent, to be voted on first for President of the Board. A Roll Call vote was taken for each of the nominees:

1. Jacob Clark: 5 Nays; 2 Yeses
2. Kim Trutane: 2 Nays; 5 Yeses
3. **Result: Elected Board President is Kim Trutane**

##### **2) Election for Vice President of the Board**

###### ***a) Interest in Vice President***

Board President Trutane polled Board members to determine if they were willing to serve as Vice President. Board Member Sara Hinkley declined. Board Member Jacob Clark said yes. Board Member Clementina Duron declined. Board Member Brian Doss said yes.

###### ***b) Formal Nominations for Vice President***

1. Board Member Clementina Duron nominated Brian Doss. Brian Doss accepted.
2. President Kim Trutane nominated Jacob Clark. Jacob Clark declined the nomination.

**c) Vote for Vice President:**

1. A Roll Call vote was taken for the nominee Brian Doss: 0 Nays; 7 Yes.
- 2. Result: Elected Board Vice President is Brian Doss**

**I) APPOINT SECRETARY TO THE BOARD OF EDUCATION**

**Motion:** by President Trutane to appoint Superintendent Valerie Williams as the Secretary to the Board of Education. The Motion was seconded by Vice President Brian Doss and passed unanimously.

**J) SCHOOL SPOTLIGHT: Cornell Elementary School**

Heather Duncan, Principal of Cornell Elementary School, spotlighted the Cornell Parent Teacher Association (PTA).

**K) APPROVAL OF CONSENT CALENDAR**

**1) Superintendent**

- a) *Minutes of the October 9, 2018 Regular Board Meeting*

**2) Human Resources**

- a) *Certificated Personnel Assignment Order & Classified Personnel Assignment Order*
- b) *Provisional Internship Permit*

**3) Curriculum, Instruction, and Assessment**

- a) *Independent Contractor Agreement with Youth in Arts for Elementary Enrichment: Civil Rights Storytelling and Theater at Cornell Elementary School*
- b) *Independent Contractor Agreement with Youth in Arts for Elementary Enrichment: Persian Dance at Cornell Elementary School*

**4) Student Services**

- a) *Amendment to Contract 8573 Between Albany Unified School District and the City of Berkeley to Implement the Albany Trauma Project*
- b) *Memorandum of Understanding: Contra Costa County Office of Education Regional Occupation and Career Technical Education Program*

**Board Comments:**

President Trutane commented on the *Albany Trauma Grant* on page 38: the amount of \$502,316 is a cumulative total over the life of this program. AUSD will receive \$64,192 this year. She also stated that the Contra Costa County Office of Education contract is part of a consortium with Albany Unified School District.

Board Member Duron asked if the Board can change the agenda format when there are items that the community may wish to comment on (bring these items earlier). She also requested to change the venue of Board meetings when a large crowd is anticipated to attend. President Trutane stated that these changes may be made at the development phase of the Board Agenda packet before publishing. Jacob Clark requested board packets be sent to all board members before they are published.

**Motion** to approve the Consent Calendar by Board Member Hinkley; seconded by Board Member Duron and unanimously approved.

## **L) BOARD AND SUPERINTENDENT REPORT**

**Superintendent Williams** announced a Community Labor meeting for Public Education on Friday, December 14th from 6:00-8:00 p.m. at the Alameda Labor Council in Oakland. Information will be placed on the District website.

**Board Member Hinkley** announced that the Marin Equity, Diversity, and Inclusion Committee, a new parent committee at Marin, will be holding a parent education event called “Even in Albany” on Wednesday, December 12, 2018 at 6:30 p.m. in the Marin Elementary Multi-Purpose Room.

**Vice President Doss** stated that childcare will be available for the event “Even in Albany” at Marin Elementary.

**President Trutane:** No report.

**Board Member Clark** stated this support and solidarity for teachers and colleagues in Oakland.

**Board Member Duron:** No report.

## **M) STUDENT BOARD MEMBERS’ REPORT**

Student Board Members Weinstein and Mallah provided the Board with the Student Board Member Report, which highlighted some of the recent and upcoming events in the Albany schools.

### **Albany High School:**

- The Theatre Ensemble performed a successful winter scene showcase last Saturday, December 8th.
- Come out to hear great music performed by AUSD students in the three musical concerts that will take place before winter break. The AMS and AHS Orchestra concert will be on December 13th at 7:00. The AHS band concert will be on December 18th at 7:00, and the Choir concert will be on December 19th at 7:00.

### **Albany Middle School:**

- Albany Middle School Students are now able to play Quidditch at lunch, a game originally from the Harry Potter series.
- International Human Rights has been a focus this week by recognizing influential individuals that have played a big role in the human rights movement.

### **Ocean View Elementary:**

- A showing of Transylvania was put on for Ocean View Families on Friday December 7th.

### **Marin Elementary:**

- A Holiday Food and Toy drive is currently being held at Marin Elementary School.

### **Cornell Elementary:**

- Students participated in Hour of Code from December 3rd to the 9th, where they learned about app and program development.
- Cornell hosted a Winter Craft fair on December 1st.

### **All Elementary Schools:**

- The Albany Education Foundation put on a book fair at Barnes and Nobles on Saturday December 8th.
- A Parent Education Night will be held December 12th at Marin School, addressing engaged parenting on the issue of racism.

### **N) PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA**

Miriam Walden addressed the Board regarding former board member Ross Stapleton-Gray's public accusations of her violating policy. She stated that an administration investigation showed that she did not do anything wrong, and requested that Mr. Stapleton-Gray's actions be memorialized as a violation of community norms.

### **O) STAFF REPORT**

#### **1) Albany Aquatic Center**

Amanda Mendieta, Director of Albany Aquatic Center, and Betty Del Rio, Assistant Director of Albany Aquatic Center, presented a slideshow of videos to highlight programs offered to the public. Amanda stated that the Albany Aquatic Center has worked with the Albany Armada and have come to an agreement regarding the lanes at the pool.

### **P) REVIEW AND DISCUSSION**

#### **1) Superintendent:**

##### *a) Plan for Temporary Housing for Elementary Students*

The principals of each school site introduced themselves and stated their full, unanimous support of the plan they proposed in the agenda packet.

- Terry Georgeson, Principal of Ocean View Elementary
- Anna Mansker, Director of Albany Children's Center
- Alexia Ritchie, Principal of Albany High School
- Heather Duncan, Principal of Cornell Elementary
- Melisa Pfohl, Principal of Marin Elementary
- Darren McNally, Coordinator of Alternative Education and Principal of MacGregor High School
- Deborah Brill, Principal of Albany Middle School.

A correction was pointed out in the presentation:

Slide 2: "Important Considerations" had a typo under bullet point 2:

- Kinder will be at OV and MA and be a part of that community for that year.

The correct language should read:

- Kinder will be at Cornell and Marin and be a part of that community for that year.

Superintendent Williams reviewed the (*Attachment A*) “District’s Cost Analysis for Temporary Housing” that was included in the Board packet. She stated that she is in support of the Principals’ Proposed Plan, and there are some details that would still need to be worked out.

The Board, Staff, and numerous members of the community discussed the options for temporary housing for elementary students and the various concerns for students and staff. To listen to the discussion in its entirety, please view the [December 11, 2018 BOE Video](#).

The Board gave the following direction to Staff:

- Requested estimated costs associated with the Early Bird/Late Bird plan, and asked principals to return with another report that included these costs.
- Place an SDC classroom at Cornell (include in report to Board)
- Add information about portables at Ocean View (number and cost of lease and purchase)

## **Q) BREAK**

President Trutane moved for the Board to take a five (5) minute break at 9:50 p.m.

## **R) RECONVENE TO OPEN SESSION**

The Board reconvened at 10:03 p.m.

## **S) REVIEW AND ACTION**

### **1) Business Services:**

#### ***a) 2018-2019 1st Interim Financial Report***

Jackie Kim, Chief Business Official, reviewed the *2018-2019 1st Interim Financial Report* as presented in the board packet. She clarified the acronyms:

STRS - State Teachers’ Retirement System

PERS - Public Employees’ Retirement System.

Many members of the community, including students, staff, and parents, addressed the Board regarding the district’s budget cuts, advocated against the cuts in the Special Education program, mental health counselors and programs, electives at the middle school. Many requested that the Board not make any decision on the budget at this time.

Superintendent Williams presented a revised “*Proposed Budget Reduction Plan to Achieve \$1.5m in Budget Adjustments*” to the Board that was not included in the board packet (attached at the end of these Minutes as *Appendix A: Proposed Budget Reduction Plan.*”). This plan includes approximately \$1 million in budget cuts, retention of the seven-period day at Albany Middle School (no electives cut); no mental health programs or counselors will be reduced. The Board gave directions to Staff to make these changes official and bring them back as part of the *2018-2019 1st Interim Financial Report* for the Board to vote on.

Board Member Hinkley clarified to the public that the Board is not voting on or making any decisions on any decisions or reorganization of the Administrative Office at this time.

**Motion:** Board Member Hinkley moved to ask Staff to schedule an Emergency Board Meeting on Monday, December 17th and bring the *2018-2019 1st Interim Financial Report* that achieves the amount needed to reduce the budget in order to preserve a 3% reserve three (3) years out by the following:

- Maintain Item I: \$627K reduction in Personnel Administration
- Maintain Item III: \$73K reduction in Classified Personnel
- Maintain IV: \$346,275 in Non-Personnel Related Reductions

There will be no opportunity for the Board to make changes to that report; it must be approved by December 17th and submitted to the Alameda County Office of Education by that date.

**Motion** was seconded by Board Member Duron. President Trutane requested a Roll Call vote.

**Result was: 4 Ayes; 0 Nays; 1 Abstain. Motion passed.** \*Student Board Members were no longer in attendance to vote.

## T) EXTENSION OF MEETING

During the discussion of the *2018-2019 1st Interim Financial Report*, the meeting was extended three (3) separate times. The following motions were made:

10:55 p.m.: Motion by Board Member Duron to extend until 11:30 p.m.

11:29 p.m.: Motion by Board Member Clark to extend until 11:45 p.m.

11:45 p.m.: Motion by Board Member Hinkley to extend until midnight.

## U) REVIEW AND ACTION (continued)

### 2) Superintendent

*a) Board of Education Members' Annual School Assignments for the Remainder of the 2018-2019 School Year*

*b) Board of Education Members' Annual Committee Assignments for the Remainder of the 2018-2019 School Year.*

Due to the time, the Board decided to table these items until the next meeting.

**Motion to Table both of these items** by Board Member Clark: seconded by Vice President Doss and passed unanimously.

## II. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Review of Special Education Department by Fiscal Crisis Management Assessment Team (FCMAT)
- Transition to Temporary Housing Team
- Resend Governance Calendar to Board members
- Budget Advisory Committee
- Parcel Tax

### III. CLOSED SESSION

**Due to the time, President Trutane moved to Cancel Closed Session and Table the items that were scheduled to be discussed.**

**\* CLOSED SESSION WAS CANCELLED AND ITEMS BELOW WERE TABLED.**

#### **A) PURSUANT TO GOVERNMENT CODE SECTION 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Valerie Williams, District Representative), REGARDING NEGOTIATIONS AS IT PERTAINS TO:**

- Albany Teachers Association (ATA)
- California School Employees Association (CSEA)
- Service Employees International Union (SEIU)

#### **B) PURSUANT TO GOVERNMENT CODE SECTION 11126 (a)(1): Discussion of Employment of a Public Employee: (Superintendent)**

### IV. ADJOURNMENT

The Board meeting adjourned at 12:50 a.m.

### FUTURE BOARD MEETINGS

<b>Date</b>	<b>Time</b>	<b>Location</b>
<i>December 17, 2018 (Special Emergency Meeting)</i>	<i>To be determined</i>	<i>To be determined</i>
January 8, 2019	7:00 - 9:30 p.m.	Albany City Hall
January 22, 2018	7:00 - 9:30 p.m.	Cornell Elementary School

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***SEE ATTACHED: Appendix A: Proposed Budget Reduction Plan***



## Proposed Budget Reduction Plan to Achieve \$1.5m in Budget Adjustments

### I. PERSONNEL ADMINISTRATION [~~\$730,000~~] [627,000]

#### A. Administration - Central Office: ~~\$550,000~~ \$447,000

1. Combine Special Education and Student Services departments  
[Elimination of one Director position] Reconfiguration of duties. [Savings of \$210,000] *Includes promotion of Director of CI&A to Asst. Supt. of Ed. Services with **no salary increase**.*
- ~~2. Elimination of Behavior Specialist position. [Savings of \$103,000]~~
3. Elimination of 1 FTE IT Support [Savings of \$168,000]
4. Eliminate 1 district office clerical position [Savings of \$69,000]

#### B. Administration - Site [Total Reductions = \$180,000]

1. Elimination of one site administrator position at AHS

### II. PERSONNEL - CERTIFICATED [Total Reductions = [~~\$1,355,000~~] 525,000]

#### A. Increase class size elementary (with combo classes) = 6 FTE = \$450,000

1. K @ 24:1
2. 1-5 @ (Contractual limits)

#### B. Maximize AHS classes to contractual limits up a total of ~~2.6~~ 1.0 FTE = \$195,000 \$75,000

1. 1 FTE reduction would not impact course or program offerings.
2. Additional 1.6 FTE reduction will impact some program/service offerings.

#### ~~C. AMS Reduce to a 6 period day = 5 FTE = \$375,000~~

#### ~~D. Counselor - Reduce by 1 FTE (AHS) = \$105,000~~

#### ~~E. Reduce mental health coordinator by .5 FTE = \$ 70,000~~

#### ~~F. Reduce 2 FTE Sp. Ed. teachers (district-wide) Dependent on student needs in 2019-2020 - \$160,000~~

### III. PERSONNEL - CLASSIFIED = [\$73,000]

- A. Library Techs 2.5FTE (\$115,000) .65 FTE is district funded by parcel tax = Rest is paid by SchoolCARE = \$79,000] Savings = \$36,000.
- B. 1 Clerical = \$37,000

### IV. NON-PERSONNEL RELATED REDUCTIONS: [\$346,275]

#### A. Phase out Teacher MacBooks and Phase in Chromebooks = \$40,000

#### B. Materials & Supplies: \$106,275

1. Eliminate Food for district-wide meetings = \$14,000
2. Materials & Supplies: Reduce site budget = \$61,725
3. 4 year student chromebook refresh = Save: \$30,000
4. Physical Fitness Testing (go paperless) = \$550

#### C. Professional Development/Workshops/Materials/supplies = \$200,000

#### D. Travel & Conferences: Eliminate conferences that are non-essential for all AUD staff.

\* Business Services plans to reach out to vendors to obtain the best price for materials and supplies.

**TOTAL PLANNED REDUCTIONS: ~~\$2,504,275~~ [\$1,571,275]**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**MINUTES OF REGULAR MEETING - PENDING APPROVAL**

**JANUARY 8, 2019**

**Ocean View Elementary School Multi-Purpose Room**

**I. OPENING BUSINESS**

**A) CALL TO ORDER**

President Kim Trutane called the meeting to order at 6:02 p.m.

**B) ROLL CALL**

- 1. Board Members Present:** President Kim Trutane, Vice President Brian Doss, Trustee Jacob Clark, Trustee Sara Hinkley, Trustee Clementina Duron
- 2. Staff Members Present:** Superintendent Valerie Williams; Cheryl Cotton, Director, Human Resources, Jackie Kim, Chief Business Official; Diane Marie, Director III, Special Education

**C) IDENTIFY CLOSED SESSION PURSUANT TO SECTION III BELOW**

**II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS**

Having no one present to comment on Closed Session, the Board Adjourned to Closed Session in Room 9.

**III. CONVENE TO CLOSED SESSION:** With Respect to Every Item of Business to be Discussed in Closed Session:

**A) PURSUANT TO GOVT. CODE SECTION 11126(a)1: Personnel Action**

- Custodian

**B) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Govt. Code Section 54956.9):**

- Philip Shen, et al. v Albany Unified School District

**C) PURSUANT TO GOVT. CODE SECTION 11126(a)1: Discussion of Employment of a Public Employee:**

- Superintendent

**IV. OPEN SESSION**

**A) CALL TO ORDER (Reconvene to Open Session)**

President Trutane called the meeting to order at 7:15 p.m.

**B) ROLL CALL**

1. **Board Members Present:** President Kim Trutane, Vice President Brian Doss, Trustee Jacob Clark, Trustee Sara Hinkley, Trustee Clementina Duron, Student Board Member Michaela Weinstein, and Student Board Member Audrey Mallah
2. **Staff Present:** Superintendent Valerie Williams; Jackie Kim, Chief Business Official; Carrie Nerheim, Director I, Student Services; Cheryl Cotton, Director of Human Resources; Diane Marie, Director III, Special Education
3. **Staff Excused:** Marie Williams, Director III, Curriculum, Instruction, and Assessment

### **C) PLEDGE OF ALLEGIANCE**

### **D) READING OF THE AUSD MISSION & VISION STATEMENT**

Student Board Members Weinstein and Mallah read the AUSD Mission and Vision statement.

### **E) REPORT OF ACTION TAKEN IN CLOSED SESSION**

President Trutane reported that in Closed Session, the Board unanimously upheld the dismissal of a classified employee.

### **F) APPROVAL OF AGENDA**

- **Motion to approve the agenda:** Trustee Hinkley
- **Seconded:** Trustee Duron
- **Result:** Approved unanimously

### **G) SCHOOL SPOTLIGHT: Albany High School/MacGregor High School**

Alexia Ritchie, Principal of Albany High School, and Darren McNally, Coordinator of Alternative Education and Principal of MacGregor High School, spotlighted some positive initiatives at the schools.

Principal McNally introduced Diane Peterson, Guidance Counselor at MacGregor, and Chris Knight, Social Studies teacher, both of whom spoke briefly about their work at MacGregor.

Principal Ritchie introduced Josette Wheaton, Site Coordinator for Tobacco Use Prevention and Education (TUPE) and Albany High School Campus Security. Ms. Wheaton introduced 3 high school students, Shavese, Sara, and Jamaica, who are Peer Educators for TUPE. These students provided information about tobacco use and jewels.

Principal Ritchie introduced Mariflorence Hudson, Albany High School Social Studies teacher and Teacher on Special Assignment as the Safe and Inclusive School Coordinator. Ms. Hudson talked briefly about Challenge Day and the other activities accomplished this year.

Principal Ritchie stated that the high school is going through the Western Association of School and Colleges (WASC) accreditation process, which is required in California to validate diplomas. She stated that the data shows that last year Alban High School had a .72 increase in enrollment, which is the ADA equivalent of approximately \$20K.

## H) APPROVAL OF CONSENT CALENDAR

### 1) Superintendent:

a) *Minutes of the October 23, 2018 Regular Board Meeting*

### 2) Human Resources:

a) *Certificated Personnel Assignment Order & Classified Personnel Assignment Order*

b) *Change of Restriction for Variable Term Waiver*

### 3) Business Services:

a) *Resolution 2018-19-08: Signature Card - Authorized Agents (Payroll Documents)*

b) *Resolution 2018-19-09: Signature Card - Authorized Agents (Official Documents & Reports)*

- **Motion to Approve the Consent Calendar:** Trustee Hinkley
- **Seconded:** Vice President Doss
- **Result:** passed unanimously

## I) BOARD AND SUPERINTENDENT REPORTS

- 1) **Superintendent Williams** welcomed everyone back from winter break and wished everyone a Happy New Year.
- 2) **President Kim Trutane** reported that the Berkeley Unified School District School Board President and her wife were in a tragic car accident over the weekend and are in critical condition. President Truman asked for permission to reach out to the Berkeley School Board and send a letter or card of support to the Board President and her wife. President Trutane also commented about the many emails the Board received from the community recently. She stated that she often does not sleep at night because of the public and confidential problems and issues going on, and stated that she encouraged community involvement and engagement with the Board so that everyone can work together.
- 3) **Vice President Brian Doss** stated that he is looking forward to getting to know the people in the Albany Unified School District community. He also acknowledged the many emails received, stated that he read every single one of them, and will take everything that is said into consideration when he makes decisions for the Board.
- 4) **Board Member Sara Hinkley** reported that January 10th is the date for California Governor to announce his budget. There are a lot of rallies around the state on Saturday, January 12th, for adequate education funding, and a day of action on Friday, January 11th: Red for Education, to walk into schools and support a call for more K12 funding. She encouraged the community to attend and stated that she would post these events on her own Facebook page.
- 5) **Board Member Jacob Clark** commented on the emails that the Board is receiving from the community.

- 6) **Board Member Clementina Duron** commented that community participation and input provides an opportunity for adults to be role models for the students and for everyone in Albany to come together and work collectively.

## **J) STUDENT BOARD MEMBERS' REPORT**

Student Board Members Weinstein and Mallah provided the Student Board Member Report, which highlighted some of the recent and upcoming events in the Albany schools:

### **Cornell Elementary School**

- Students, faculty and parents will come together for Cornell Community time at 8:30 a.m. on Wednesday, January 9th.
- Latino families are invited to a "Three Kings" breakfast at 10:00 a.m. on January 12th at Cornell.

### **Ocean View Elementary School:**

- Ocean View's secretary of 21 years, Kathleen Piccardo, retired on December 21st. We recognize her for her hard work and dedication.

### **Marin Elementary School:**

- On January 9th, students are encouraged to travel to school on foot or on wheels for Walk and Roll to School Day.
- Marin is hosting Speak Up Be Safe Education Night on January 15th at 6:00 p.m. All AUSD elementary school parents are welcome to attend.

### **Albany Middle School:**

- Best Buddies is having a fundraiser at Chipotle this evening until 8:00 p.m.
- Best Buddies, Latino Bridge, and Chess Club met on Friday December 21st before school ended for winter break.

### **Albany High School:**

- Some seniors spent their winter breaks working hard on college applications or finding post-high school opportunities.

## **K) PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA**

Karen DeHart, ATA Co-President and Albany High School teacher, announced the *East Bay Rally to Fund Education Now!* on Saturday, January 12, 2019 at Oakland City Hall Frank Ogawa Plaza at noon. ATA will have a table there and Superintendent Williams will also be in attendance, and encouraged all to attend. President Trutane requested that information about the Rally go on the AUSD website. Superintendent Williams confirmed that it will be posted.

## **L) REVIEW AND ACTION**

# 1) Plan For Temporary Housing for Elementary Students

President Kim Trutane provided some background information on this temporary housing plan for elementary students as presented in the agenda packet. She stated that what is in this January 8th Board packet- three scenarios using an EB/LB model for Kindergarten during construction periods, is not what the principals want and support, but it is what they were asked to provide by the Board. President Trutane also stated that the Board would not be voting on ideas that have not been presented in an agenda packet.

Superintendent Williams thanked the Staff and community for attending the meeting for this important topic. She reviewed the presentation in the agenda packet, asked the Board to make a decision whether to keep OV students on campus during construction, to use an AM/PM or EB/LB model, and direction on how the middle school annex would be used.

Note: Typo on Page 26 of the agenda packet: dollar amounts listed under “Total Cost” for Option 2 (● Lease = \$5,147,311 ● Purchase = \$3,258,060) were transposed and should actually be:  
● Lease = \$3,258,060. ● Purchase = 5,147,311.

Trustee Clark presented some additional slides to discuss total minutes school and instructional minutes at school.

Melisa Pfohl, Principal of Marin Elementary, spoke on behalf of all of the principals and stated that the options presented in the agenda packet are not options they prefer. She requested direction from the Board tonight on how to move forward and get a decision on either an Early Bird/Late Bird or AM/PM program for Kindergarten. Enrollment for Kindergarten begins in January. Ms. Pfohl added that principals are considering the health and safety of students and staff during construction phases.

The Board discussed and heard public comment from numerous people on the Plan For Temporary Housing for Elementary Students. Many community members, including parents and staff, expressed concern about student and staff safety during construction phases. A petition letter, signed by 18 parents, was submitted to the Board (attached at end of these Minutes). Many community members expressed concern about overcrowding at the middle school and the use of space there.

The Board took no formal action on this item, but decided on the following:

- There should be no students on campus at Ocean View during active construction
- There would be two elementary grades at the Albany Middle School Annex with Albany Middle School using the remainder of the Annex.

Furthermore, the Board directed Staff to do the following:

- Come up with two (2) plans that would place no students on or near campus during the active construction or demolition phases
  - one using the EB/LB model
  - one plan using the AM/PM model
- Look at all viable options for portables within the City of Albany boundaries and to determine the locations of the portables

- To ask the Division of State Architects (DSA) if it is possible to only seismically retrofit Ocean View School without triggering ADA compliance upgrades

The Board also agreed that the Board President and the Superintendent would meet with the City of Albany Mayor and the City Manager to discuss the possibility of a partnership.

To listen to the discussion in its entirety, please view the [January 8, 2019 BOE Video](#) starting at 35:15.

## **M) EXTENSION OF MEETING**

During the discussion of the Plan for Temporary Housing for Elementary Students, the Board needed to extend the meeting two (2) times. The motions are as follows:

- Motion to extend the meeting until 11:00 p.m. by Trustee Hinkley
- Seconded by Vice President Doss
- Motion to extend the meeting until 11:50 p.m. by Trustee Duron
- Seconded by Trustee Hinkley

## **N) REVIEW AND ACTION (continued)**

### **2) Board Policy 5117 (Interdistrict Attendance)**

Darren McNally, Principal of MacGregor High School, reviewed the Increased Enrollment Proposal, which is a plan to increase enrollment at Albany High School by filling vacancies in the incoming 9th grade class with interdistrict transfer students.

With respect to interdistrict transfer students and elective courses, a concern was raised if these students will be pushed into electives that they are not necessarily wanting. Mr. McNally explained that *new* students at the beginning of 9th grade may experience that (because course requests and master scheduling has already been completed by that point); but once interdistrict transfer students are enrolled they will have the ability to choose electives like all other students. It was also noted that the full increase in enrollment would not take place until 2020-2021.

Director Nerheim stated that with this particular model, the Board Policy does not need to be changed.  
**The Board took no action on this item.**

### **3) Budget Advisory Committee**

Superintendent Williams discussed the Budget Advisory Committee and proposed the standing Budget Advisory Committee be represented by a total of 17 members:

- (7) parents: 2 high school parents; 2 middle school parents; 3 elementary parents (one from each elementary site)
- (5) teachers: 3 elementary teachers (one from each elementary site); 1 middle school teacher; 1 high school teacher
- (1) SEIU representative
- (1) CSEA representative

- (2) Site Administrators (one elementary and one secondary)
- (1) Albany High School student

Trustee Clark suggested adding one (1) Albany Middle School student. Trustee Duron asked for parents of minority groups to be represented.

Current committee members Jessica Cross, Ben Wallace, and Morgan Paschke, all addressed the Board to give their opinions. They all stated that they agreed that increased presentation would be good but the proposed list is too long as a larger group could cause prolonged deliberation and delay in decisions. It was proposed that the standing committee consist of 4 parents (2 from elementary, 2 secondary); 4 teachers (2 elementary, 2 secondary); 1 high school student. They stated that reliability of members is key and would like a commitment of 2 year term and need a way to remove members who are not attending meetings. They stated that a session with Legal counsel would benefit the committee. They requested specific directions from the Board to work on generating revenue.

The Board discussed and determined the following for the Board-Appointed Budget Advisory Committee:

**1) Composition of the committee will be 13 members:**

- 4 parents (2 elementary/2 secondary)
- 4 teachers (2 elementary/2 secondary)
- 1 SEIU representative
- 1 CSEA representative
- 2 Site Administrators (1 elementary/1 secondary)
- 1 high school student

**2) Purpose and Charge of the Committee:** To create strategies to achieve and maintain a balanced district budget.

**3) Terms:** This will be a Standing Committee with a term length of two (2) years for members. Consistent attendance is necessary, and there will be no less than six (6) meetings annually, potentially additional meetings as needed.

Superintendent Williams stated that a notice with vacancies will be posted per the Maddy Act within 48 hours of the Board meeting. The Board determined that current committee members should re-apply for vacancies if they wish to continue service.

- **Motion to accept the Budget Advisory Committee as read:** President Trutane
- **Seconded:** Vice President Doss
- **Result:** approved unanimously

**4) Board of Education Appointment of the City of Albany Parks and Recreation Commission**

Two positions are open and both of the candidates applying for the positions are applying to be reappointed: Harriet Patterson and Hillary Sardinas. There was no discussion by the Board or public.



- **Motion to approve the two applicants:** Trustee Hinkley
- **Seconded:** Trustee Clark
- **Result:** approved unanimously

## O) REVIEW AND DISCUSSION

### 1) Supplemental Employee Retirement Plan

Due to time constraints, President Trutane requested to table this item.

- **Motion to Table:** Trustee Clark
- **Seconded:** Trustee Hinkley
- **Result:** passed unanimously

## P) STAFF REPORT

### 1) Special Education Update

Diane Marie, Director III, Special Education, shared an update on projections for 2019-2020 regarding the Special Day Class. She stated that the numbers listed are based on the time of the report that was created for the Board agenda packet on December 17th, and noted that these numbers fluctuate as students move in and out.

The Board and Staff discussed this report and the expectations of future reports. The Board will direct Staff on what they would like to see agendized in the future. The Board received public comment on the Special Education update. Rich Ritchie, RSP Resource Specialist Teacher at Albany Middle School, addressed the Board to comment on the data presented in the board packet, and submitted previously submitted reports and ideas for the new board members (attached to end of Minutes).

Morgan Paschke, Paraeducator at Albany Middle School, addressed the Board.

## V. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Bring back Supplemental Employee Retirement Plan
- Bring back Board Policy and Administrative Regulations 5117
- Special Education Report in February (1st meeting)

## VI. ADJOURNMENT

The Board adjourned at 12:58 a.m.

## FUTURE BOARD MEETINGS

Date	Time	Location
January 22, 2019	7:00 - 9:30 p.m.	Cornell Elementary School
<b><i>January 30, 2019: Special Meeting</i></b>	<b><i>5:30 - 8:00 p.m.</i></b>	<b><i>Cornell Elementary School</i></b>
February 12, 2019	7:00 - 9:30 p.m.	Albany City Hall
February 26, 2019	7:00 - 9:30 p.m.	Albany City Hall

***SEE ATTACHMENTS:***      *Letter submitted from parents (names redacted)*  
*Reports submitted from Ritch Ritchie (2 pages)*

January 7, 2019

Dear President Trutane, Vice-President Doss, Members Clark, Hinkley and Duron, Superintendent Williams and Principal Georgeson,

I am writing to urge you to support Ocean View community's need to have temporary housing outside of the Ocean View campus as the school is being rebuilt.

The Ocean View community including families and teachers strongly oppose this proposal because it keeps 3 grade levels on the Ocean View campus during construction. Regardless of which building plan is selected, construction is in close proximity to the 4th and 5th grade classrooms.

This is unacceptable as it compromises the health of the students and staff. Research shows that there are significant health risks from exposure to particulate matter and toxic chemicals released during construction. This results in long term pulmonary and cardiovascular problems and young children have a greater sensitivity because their bodies are still developing and they breathe at a much faster rate than adults. Here is an article to reference about the health concerns connected to construction and young children. [http://media.philly.com/storage/special\\_projects/lead-carbon-monoxide-silica-poisoning-construction-students-teachers-philadelphia-schools-toxic-city.html](http://media.philly.com/storage/special_projects/lead-carbon-monoxide-silica-poisoning-construction-students-teachers-philadelphia-schools-toxic-city.html)

By keeping 3 grade levels which is approximately 250 students on the OV campus, the district is clearly not prioritizing the health of our children.

We believe that Albany **does** care about the health and safety of all children. We believe that Albany **prioritizes** health and safety of all children. We believe that Albany residents would never **choose** to place our children at risk by placing them in a construction zone for a duration of 2 years.

Sincerely,



## Ideas for SPED District Programs/Services

**CASE MANAGER:** Separate Person to draft/complete IEP documents for Annual/Triennial/Transition/30 day IEPs. This is completely separate from SPED Teaching; one person per site for AMS and AHS to do only IEP paperwork, hold IEP meetings, affirm final agreed to IEP documents. Separate Person for all three elementary schools-based on total caseload from all three elementary schools. Having a CASE MANAGER will provide more dedicated academic student support from SPED staff and provide more dedicated support to GE teacher staff to support SPED students in their classrooms.

Create an independent position to complete ALL initial assessments/private school assessments/504 assessments for the entire district. By having this independent position, it does not impact classroom support for SPED students. This provides for a more streamlined process and ability to stay current on the most up to date IEP legal requirements.

Provide Para Professionals with a full daily shift such as 8am-3:05pm for AMS.... Adjust accordingly for each school site hours-elementary and high school. Provides support to students in need and builds a cohesive team of teacher, para professional, support provider, and student to better serve student needs. This full daily shift supports para professionals with time to prepare for/support the academics during their work day, which then in turn provides more support for students in their classrooms. Provide a more consistent work schedule such as 1 per a day/5 times a week during the same, daily GE classroom to best support students and to best support teacher lesson plans IEP accommodations/modifications for students in need.

Build in a para professional training program upon hire-perhaps a one week District level training-HR and SPED DO office to conduct training. Input from all GE teaching staff and SPED staff as to what should be covered in a new para orientation/training. Set up refresher trainings as needed when new educational concepts are added.

Provide a two-level para professional job classification: One level is more academic driven such as the Writers Coach Program at AMS to support students with grade level academic demands.

Another level is for more basic skill level academics that may also require physical aspects/lifting for the job to meet student needs.

Have a substitute (floater) para professionals pool; assigned to the district and prepared to fill in at each site as needed. The need for para professional substitutes is a daily need. Provide

Assigning substitute para professionals is an administrative duty not a teacher duty. Currently SPED teachers assign substitute para professionals, which impacts instructional minutes to students, as the SPED teacher has to stop the assigned class as teacher of record, work through the substitute assignments and inform site para staff of changes in their work schedule. This assignment duty should be handled by an administrator not a teacher.

## District SPED Office Monthly Metrics Report for School Board Agenda

Number of initial assessments (Does a student qualify for SPED Services) assigned to SPED staff-By site; example: 5 total district wide initial assessments assigned; 2 Oceanview/2 AMS/1 AHS

Number of 504 assessments assigned to SPED staff-By site; example: 10 total 504 assessments assigned; 1 Oceanview/4 AMS/5 AHS

Number of Private School assessments assigned to SPED staff-By site; example: 4 total Private School assessments assigned; 2 Cornell/1 AMS/1 AHS

Number of Total Out State Placements-Yearly cost to District for these placements

RS Case Load-listed by total number per grade level and which school site; example AMS-23 6<sup>th</sup> grade/22 7<sup>th</sup> grade/18 8<sup>th</sup> grade/ Cornell...../Oceanview...../Marin...../AHS.....

SDC Case Load-listed by total number per grade level and which school site; example AMS-5 6<sup>th</sup> grade/4 7<sup>th</sup> grade/3 8<sup>th</sup> grade/Cornell...../Oceanview...../Marin...../AHS.....

Number of students exited from SPED-RS/SDC

Number of para professionals assigned by site in the district

Number of substitute (floater) para professionals assigned to the district-How often used in a month and by which site are they being used.

## **Personnel Assignment Order: Pending Approval**

**BOE Meeting: 2/26/2019**

**Class: Certificated**

**Category: Leave**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
Teacher	Leslie, Sara	AMS	1.00	4/22/2019	6/14/2019	Approve	

**Category: Separation of Service**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
Teacher	Mitchell-Wise, Maureen	CO	0.27	2/25/2019		Approve	

**Class: Classified**

**Category: New Hire**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
Coach, 6th Grade Boys Basketball	Beynon, Chris	AMS	\$576.94	18-19 Season		Approve	GF
Coach, 6th Grade Boys Basketball	Beynon, Meghan	AMS	\$576.94	18-19 Season		Approve	GF
Coach, 6th Grade Boys Basketball	Fort, Louis	AMS	\$1,153.87	18-19 Season		Approve	GF
Coach, 7th Grade Boys Basketball	Owens, Demaur	AMS	\$2,307.75	18-19 Season		Approve	GF
Coach, 7th Grade Girls Basketball	Treseler, Dominic	AMS	\$2,307.75	18-19 Season		Approve	GF
Coach, Junior Varsity Boys Basketball	Curry, Del	AHS	\$2,946.06	18-19 Season		Approve	GF
Custodian, Night	Williamson, Ehioze	CO	1.00	2/11/2019		Approve	GF
Interpreter	Bailey, Isabelle	SE	\$29.95/hr	1/18/2019		Approve	SE
Interpreter	Diao, LiRong	SE	\$29.95/hr	1/18/2019		Approve	SE
Interpreter	Tseng, Ya-Ping	SE	\$29.95/hr	1/18/2019		Approve	SE
Lifeguard	Worley, Sam	Pool	\$15.75/hr	2/1/2019		Approve	Pool
Para-educator: Math Intervention	Pansiano, Rosina	MA	\$18.96/hr	1/15/2019		Approve	GF
Para-educator: World Languages	Solis, Olga	ACC	0.533	2/15/2019		Approve	ACC
Substitute Para-educator	Fattahi, Shohreh	ACC	\$13.69/hr	2/15/2019		Approve	ACC
Swim Instructor	Worley, Sam	Pool	\$17.00/hr	2/1/2019		Approve	Pool

**Category: Leave**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
Database Coordinator	Haller, Daniel	DO	1.00	3/18/2019		Approve	

**Category: Separation of Service**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
Coach, 7th Grade Girls Basketball	Hufler, Quin	AMS		11/1/2019		Approve	
Lifeguard	Ross, Yunus	Pool		2/6/2019		Approve	

**Category: Status Change**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
Cafe Assistant II from Custodian	Howard, Ka'Jean	CK	0.75	2/11/2019		Approve	CK

**Class: Uncompensated Service****Category: Volunteer**

<b>Position</b>	<b>Name</b>	<b>Site</b>	<b>FTE/Amt</b>	<b>Effec Date</b>	<b>End Date</b>	<b>Action</b>	<b>Funding</b>
	Bouchentouf, Sanae			2/27/2019			
	Butler Toaro, John			2/27/2019			
	Gaedje, Bradley			2/27/2019			
	Orkand, Rachel			2/27/2019			
	Schiff, Hunter			2/27/2019			
	Tandogan, Vehbi			2/27/2019			

## ReqPay12c

## Board Report

## January 2019 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51126540	01/09/2019	ALHAMBRA	010-4300	DISTRICT OFFICE WATER DELIVERY	106.85	
			130-4300	FOOD SERVICE WATER DELIVERY	55.82	162.67
51126541	01/09/2019	APPLE COMPUTER INC.	010-4300	SPECIAL EDUCATION iPad		333.15
51126542	01/09/2019	BRIGHT SOLUTIONS	010-4300	CORNELL READING/SPELLING MATERIALS		2,775.55
51126543	01/09/2019	PARENT	010-5827	* ACADEMIC SERVICES		1,650.00
51126544	01/09/2019	CDW GOVERNMENT INC	010-4300	PROJECTOR BULBS - TECH		543.26
51126545	01/09/2019	CITY OF BERKELEY	010-5810	02/12 OV BAY SCIENTIST TRIP		200.00
51126546	01/09/2019	CITY OF BERKELEY	010-5810	02/05 OV BAY SCIENTIST TRIP		200.00
51126547	01/09/2019	CITY OF BERKELEY	010-5810	02/14 OV BAY SCIENTIST TRIP		200.00
51126548	01/09/2019	DEMCO	010-4300	AHS LIBRARY SUPPLIES		211.73
51126549	01/09/2019	EBMUD	010-5555	10/24-12/26 SERVICE	499.84	
				11/16-12/20 SERVICE	1,720.21	2,220.05
51126550	01/09/2019	ENTERPRISE RENT-A-CAR	010-5600	RENTALS		1,046.48
51126551	01/09/2019	SOPHIA S. GENONE	010-5825	ASSESSMENTS		2,300.00
51126552	01/09/2019	GOPHER SPORTS	010-4300	HAND & BASKETBALLS FOR AMS LUNCH TIME ACTIVITIES		183.30
51126553	01/09/2019	GREAT AMERICAN LEASING CORP.	010-5611	SELPA COPIER LEASE		182.45
51126554	01/09/2019	WELLS FARGO EQUIPMENT FINANCE	010-7438	EQUIPMENT RENTAL	121.35	
			010-7439	EQUIPMENT RENTAL	765.13	886.48
51126555	01/09/2019	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES	2,040.06	
			120-4300	ACC CUSTODIAL SUPPLIES	361.27	2,401.33
51126556	01/09/2019	WELLS FARGO VENDOR FIN SERV	010-5611	DISTRICT WIDE COPIER LEASE		3,273.42
51126557	01/09/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	MARIN COPIER USAGE		6.11
51126558	01/09/2019	LAKE SHORE	010-4300	DONATION - CORNELL CLASSROOM SUPPLIES		18.15
51126559	01/09/2019	NATASHA D. LIMONES	010-5825	11/07 & 11/28 SELPA PSW TRAINING	675.00	
				12/13 SELPA PSW TRAINING	150.00	825.00
51126560	01/09/2019	Mail Finance	010-5610	AMS POSTAGE MACHINE LEASE	252.13	
				DISTRICT OFFICE POSTAGE MACHINE LEASE	569.58	821.71
51126561	01/09/2019	MARINA MECHANICAL	010-5670	DISTRICT WIDE HVAC REPAIRS	3,024.32	
				REPLACE DEFECTIVE INDOOR MOTOR WHEEL	1,954.34	4,978.66
51126562	01/09/2019	MICHAEL'S TRANSPORTATION SRV	010-5810	AHS ATHLETICS TRANSPORTATION (9035)		782.25
51126563	01/09/2019	NORTHBRAE COMMUNITY CHURCH	010-5621	FACILITY USAGE FOR CHALLENGE DAY 02/04,05,06		1,950.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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## ReqPay12c

## Board Report

## January 2019 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51126564	01/09/2019	NCS PEARSON, INC.	010-4300	SPECIAL EDUCATION MATERIALS		3,257.53
51126565	01/09/2019	PG&E	010-5520	10/20-11/20 SERVICE	13,675.45	
				11/20-12/19 SERVICE	345.78	
				11/21-12/20 SERVICE	19,385.81	
				11/26-12/24 SERVICE	471.87	
			120-5520	11/21-12/20 SERVICE	40.79	33,919.70
51126566	01/09/2019	S.T.A.R. ACADEMY	010-5827	ACADEMIC TUTORING		240.00
51126567	01/09/2019	PABLO E. SANCHEZ	010-5800	DISTRICT LANDSCAPING		3,700.00
51126568	01/09/2019	SCHOOL SPECIALTY	010-4300	AMS ART SUPPLIES	674.86	
				CORNELL PE EQUIPMENT	1,050.07	1,724.93
51134022	01/11/2019	ACSIG - DELTA DENTAL	010-9534	01/19 COBRA DENTAL	725.70	
				01/19 DENTAL	40,793.30	41,519.00
51134023	01/11/2019	AT&T	010-5930	10/19-11/18 SERVICE	655.89	
				11/19-12/18 SERVICE	297.01	
			120-5930	11/19-12/18 SERVICE	18.95	971.85
51134024	01/11/2019	AUSD REVOLVING FUND	010-8699	RETURNED CK 175	334.00	
				RETURNED CKS 2417 & 209	76.00	410.00
51134025	01/11/2019	AUTOMATIC RESPONSE SYSTEMS	010-5800	AMS SHREDDING SERVICE	75.00	
				DISTRICT OFFICE SHREDDING SERVICE	75.00	150.00
51134026	01/11/2019	BEAR FLAG TOURS	010-5810	04/17 MARIN TOUR		3,069.00
51134027	01/11/2019	CAROLINA BIOLOGICAL SUPPLY CO	010-4300	AMS SCIENCE SUPPLIES		48.24
51134028	01/11/2019	DELTA DENTAL CLIENT SERVICES - NORTH	010-9534	01/19 DELTA DENTAL		8,136.83
51134029	01/11/2019	Employment Development Dept	010-9535	4TH QTR SUI		3,087.61
51134030	01/11/2019	IAN FAERSTEIN C/O AHS	010-4305	REIMBURSEMENT FOR MENTAL HEALTH		91.07
				MENTAL HEALTH GRANT EXPENSES		
51134031	01/11/2019	FEDEX	010-5920	SHIPPING CHARGES		16.65
51134032	01/11/2019	JIANLI GE	130-8634	LUNCH REUND		36.00
51134033	01/11/2019	GOLD STAR FOODS	130-4700	FOOD		207.04
51134034	01/11/2019	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		1,065.86
51134035	01/11/2019	CLELL HOFFMAN	130-4700	REIMBURSEMENT FOR FOOD SERVICE	268.18	
				EXPENSES		
			130-4710	REIMBURSEMENT FOR FOOD SERVICE	177.91	446.09
				EXPENSES		
51134036	01/11/2019	JEWISH FAMILY & CHILDREN'S SERVICES	010-5800	01/30 SPEAKER FEE		200.00
51134037	01/11/2019	HELEN JIANG C/O CENTRAL KITCHEN	130-4315	10/10-12/03 MILEAGE REIMB		30.75
51134038	01/11/2019	AKRAM KIANI C/O FOOD SERVICE	130-4315	10/29-12/05 MILEAGE REIMB		5.67
51134039	01/11/2019	WELLS FARGO VENDOR FIN SERV	010-5611	DISTRICT WIDE COPIER LEASE		3,273.42
51134040	01/11/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AMS COPIER USAGE	104.48	

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51134040	01/11/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	OCEAN VIEW COPIER USAGE	208.78	313.26
51134041	01/11/2019	RETIREE	010-8699	REPLACE STALE DATED CK		1,426.72
51134042	01/11/2019	MICHAEL'S TRANSPORTATION SRV	010-5810	AHS ATHLETICS TRANSPORTATION (9035)		1,029.75
51134043	01/11/2019	SIMIN MISSAGHI C/O FOOD SERVICES	130-4315	10/08-12/07 MILEAGE REIMB		8.01
51134044	01/11/2019	NEXTEL COMMUNICATIONS	010-5930	DISTRICT CELL PHONE SERVICE	571.31	
			120-5930	DISTRICT CELL PHONE SERVICE	141.11	712.42
51134045	01/11/2019	PASTIME ACE HARDWARE	010-4300	AMS SCIENCE SUPPLIES	492.53	
				AQUATIC CENTER HARDWARE	26.30	
				DISTRICT HARDWARE	1,710.53	2,229.36
51134046	01/11/2019	PG&E	010-5930	11/18 NONBYPASSABLE CHARGES		525.09
51134047	01/11/2019	VAN AHN PHAM C/O TECHNOLOGY	010-4315	11/18 MILEAGE REIMB		24.69
51134048	01/11/2019	PITNEY BOWES	010-5611	AHS POSTAGE MACHINE LEASE		404.13
51134049	01/11/2019	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		3,516.08
51134050	01/11/2019	SIMONE ROBINSON C/O DISTRICT OFFICE	010-4315	07/26-12/19 MILEAGE REIMB		96.57
51134051	01/11/2019	BETH SHEPARD C/O CORNELL SCHOOL	010-4300	DONATION - REIMBURSEMENT FOR CLASSROOM SUPPLIES		25.42
51134052	01/11/2019	SMART & FINAL	010-4300	ADULT TRANSITION PROGRAM SUPPLIES	293.68	
				AHS CLASSROOM SUPPLIES	79.21	
				AMS SCIENCE SUPPLIES	124.76	497.65
51134053	01/11/2019	SPURR	010-5520	11/18 CHARGES	11,204.03	
			120-5520	11/18 CHARGES	26.95	11,230.98
51134054	01/11/2019	DAVID TRACY C/O TECHNOLOGY	010-4315	11/18 MILEAGE REIMB		20.50
51134055	01/11/2019	JOANNE RUTH WILE	010-5800	TRAUMA GRANT COORDINATOR	600.00	
			010-5825	MENTAL HEALTH COORDINATOR	1,000.00	1,600.00
51134056	01/11/2019	YOUTH IN ARTS, INC	010-5825	DANCE & THEATER CLASSES FOR CORNELL		3,840.00
51134057	01/11/2019	CHRISTIANE ZMICH C/O CORNELL SCHOOL	010-4300	DONATION - REIMBURSEMENT FOR CLASSROOM SUPPLIES		104.86
51135007	01/16/2019	A BETTER CHANCE SCHOOL	010-5825	BASIC EDUCATION & RELATED SERVICES		9,636.64
51135008	01/16/2019	ATKINSON, ANDELSON, LOYA, RUUD & ROMO PROFESSIONAL CORP	010-5826	10/18 LEGAL FEES		6,143.72
51135009	01/16/2019	ALHAMBRA	010-4300	AAC WATER DELIVERY		86.25
51135010	01/16/2019	ALLIED CONSTRUCTION	010-5670	DISTRICT WIDE ROOFING LEAKS		2,301.00
51135011	01/16/2019	AMERICAN LOGISTICS COMPANY	010-5825	TRANSPORTATION SERVICES		1,056.45
51135012	01/16/2019	AQUA SOURCE	010-5670	AAC MONTHLY MAINT	1,163.00	
				AAC SERVICE & REPAIRS	739.00	1,902.00

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51135013	01/16/2019	AUS WEST LOCKBOX	130-5800	FOOD SERVICE TOWEL & MOP SERVICE		79.44
51135014	01/16/2019	BATTALION ONE	010-5670	MONITOR DISTRICT FIRE ALARMS		225.00
51135015	01/16/2019	BONAMI BAKING	130-4700	FOOD		481.00
51135016	01/16/2019	PARENT	010-5827	* ACADEMIC SERVICES		2,753.50
51135017	01/16/2019	PARENT	010-5827	* SPECIALIZED ACADEMIC INSTRUCTION		2,370.00
51135018	01/16/2019	DEPARTMENT OF JUSTICE	010-5838	LIVE SCAN FEES		566.00
51135019	01/16/2019	PARENT	010-5827	* TRAVEL EXPENSES		494.28
51135020	01/16/2019	EARTH ISLAND INSTITUTE KIDS FOR THE BAY	010-5810	05/09 MARIN TRIP	1,400.00	
				MARIN CLASSROOM WORKSHOPS	1,600.00	3,000.00
51135021	01/16/2019	EVERYDAY SPEECH	010-4300	EVERYDAY SPEECH SUBSCRIPTION		199.99
51135022	01/16/2019	FIRST STUDENT INC.	010-5810	04/05 CORNELL CHABOT SPACE & SCIENCE TRIP		1,502.44
51135023	01/16/2019	GOLD STAR FOODS	130-4700	FOOD		7,867.32
51135024	01/16/2019	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		1,133.41
51135025	01/16/2019	JOHNSON CONTROLS	010-5800	AMS & AHS MONITORING SERVICES		1,089.96
51135026	01/16/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS ATHLETICS COPIER USAGE	595.70	
				MARIN COPIER USAGE	397.33	
				OCEAN VIEW COPIER USAGE	363.37	
			120-5610	ACC COPIER USAGE	97.21	1,453.61
51135027	01/16/2019	LINCOLN AQUATICS	010-4300	AAC SUPPLIES		986.05
51135028	01/16/2019	MARINA MECHANICAL	010-5670	DISTRICT WIDE HVAC REPAIRS		516.93
51135029	01/16/2019	MICHAEL'S TRANSPORTATION SRV	010-5810	AHS ATHLETICS TRANSPORTATION (9035)		871.00
51135030	01/16/2019	MISSION DOLORES	010-5810	03/07 MARIN TRIP		521.00
51135031	01/16/2019	RASKOB INSTITUTE	010-5825	BASIC EDUCATION		1,948.35
51135032	01/16/2019	School Facility Consultants	010-5800	10/18 CONSULTANT SERVS - OV DESIGN & MOD ELIGIBILITY	927.50	
			211-6234	10/18 CONSULTANT SERVS - OV DESIGN & MOD ELIGIBILITY	315.00	1,242.50
51135033	01/16/2019	SENECA FAMILY OF AGENCIES	010-5825	SPECIAL EDUCATION		2,835.00
51135034	01/16/2019	STAFF REHAB	010-5825	COUNSELING SERVICE		7,331.25
51135799	01/18/2019	ALBANY TIRE SERVICE	010-5670	DISTRICT VEHICLE MAINT/SERVICE		64.95
51135800	01/18/2019	ALPHA ENTERPRISE	010-5622	SERVICE/REPAIR DISTRICT CUSTODIAL EQUIPMENT		361.71
51135801	01/18/2019	ANAYA CONSTRUCTION	010-5825	MONROE DISMANTLE		12,200.00
51135802	01/18/2019	ARROW GLASS COMPANY	010-5670	DISTRICT WIDE WINDOW REPLACEMENTS / REPAIRS		965.32

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51135803	01/18/2019	AUSD REVOLVING FUND	010-5621	ALBANY VETERAN'S MEMORIAL FACILITY USE - CHALLENGE DAY		2,421.07
51135804	01/18/2019	BATTALION ONE	010-5670	MONITOR DISTRICT FIRE ALARMS		765.00
51135805	01/18/2019	BAY ALARM	010-5825	DISTRICT OFFICE ALARM MONITORING		406.10
51135806	01/18/2019	BRIAN BIGGS C/O SPECIAL EDUCATION	010-5200	REIMB FOR TRAVEL EXPENSES		160.98
51135807	01/18/2019	CALIFORNIA DEPARTMENT OF TAX & FEE ADMINISTRATION	010-4300	2018 4th QTR SALE USE TAX	.30-	
			010-9560	2018 4th QTR SALE USE TAX	658.13	
			120-9560	2018 4th QTR SALE USE TAX	24.52	
			130-9560	2018 4th QTR SALE USE TAX	417.65	1,100.00
51135808	01/18/2019	TOBIAS BODINE C/O CORNELL SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		350.00
51135809	01/18/2019	MARGUERITE BUCK-BAUER C/O ALBANY HIGH SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135810	01/18/2019	CAS Inspections, Inc. Neil Brodhead	211-6261	INSPECTOR OF RECORD SERVICES - AMS ANNEX PROJ		14,400.00
51135811	01/18/2019	CLARK PEST CONTROL	010-5800	AQUATIC CENTER PEST CONTROL	225.00	
				DISTRICT PEST CONTROL	1,233.00	
			120-5800	ACC PEST CONTROL	225.00	1,683.00
51135812	01/18/2019	COMTEL SERVICE COMPANY	010-5670	DISTRICT WIDE CLOCK/PA REPAIRS		1,112.60
51135813	01/18/2019	CONSOLIDATED ENGINEERING LABS	211-6262	SPECIAL TESTING FOR AMS ANNEX		6,225.52
51135814	01/18/2019	ROBIN COOPER C/O ALBANY MIDDLE SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51135815	01/18/2019	JENNIFER CORIELL C/O AMS	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51135816	01/18/2019	CRYSTAL CREAMERY	130-4700	DAIRY		929.75
51135817	01/18/2019	CULTURE SHOCK YOGURT	130-4700	YOGURT		180.00
51135818	01/18/2019	MEGHANN CURRY C/O MAC HIGH	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51135819	01/18/2019	DANIELSEN	130-4700	FOOD & SUPPLIES	3,912.21	
			130-4710	FOOD & SUPPLIES	83.42	3,995.63
51135820	01/18/2019	DANIELLE DeLAURENTIS O'HARA C/O AHS	010-4300	PARTICIPATION IN ELPAC STUDY		150.00
51135821	01/18/2019	BANKCARD CENTER	010-4300	HR CREDIT CARD EXPENSES	146.20	
			010-4305	HR CREDIT CARD EXPENSES	71.99	
			010-5670	AQUATIC CENTER CREDIT CARD EXPENSES	315.00	
			010-5800	HR CREDIT CARD EXPENSES	91.62	
			010-5812	HR CREDIT CARD EXPENSES	3,413.72	4,038.53
51135822	01/18/2019	JENNIFER DURAN C/O AMS	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51135823	01/18/2019	EAST BAY PAINT & DECORATOR CTR	010-4300	DISTRICT PAINT SUPPLIES		153.65
51135824	01/18/2019	FESTIVALS OF MUSIC MUSIC IN THE PARKS	010-5810	04/27 AMS MUSIC FESTIVAL		6,202.00
51135825	01/18/2019	ANNIEJAE FISCHBURG C/O ALBANY HIGH	010-4300	PARTICIPATION IN ELPAC STUDY		50.00

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51135826	01/18/2019	FOOD 4 THOUGHT, LLC	130-4700	FOOD		1,047.70
51135827	01/18/2019	DIANE FRANCIS C/O ALBANY HIGH	010-4300	PARTICIPATION IN ELPAC STUDY		250.00
51135828	01/18/2019	JUANITA A FRYER C/O ALBANY MIDDLE	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135829	01/18/2019	GOLD STAR FOODS	130-4700	FOOD		644.75
51135830	01/18/2019	KIMBERLY GRAY C/O AMS	010-4300	PARTICIPATION IN ELPAC STUDY		700.00
51135831	01/18/2019	Hayes Distributing Inc.	130-4700	FOOD		3,731.17
51135832	01/18/2019	ADRIANA HERNANDEZ C/O ALBANY MIDDLE	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51135833	01/18/2019	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		428.49
51135834	01/18/2019	KEVIN JAMES C/O ALBANY HIGH SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135835	01/18/2019	JOHNSON CONTROLS	010-5670	TROUBLESHOOT/REPAIR AHS CRASH CODE	1,566.89	
			010-5800	REPAIR AHS FIRE PANEL	1,340.50	2,907.39
51135836	01/18/2019	TYLER LAPPETITO	010-8699	REISSUE STALE DATED PR CK		398.16
51135837	01/18/2019	RICHARD LEW C/O ALBANY MIDDLE SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		150.00
51135838	01/18/2019	MAGGIORA BAKING CO	130-4700	FOOD		425.50
51135839	01/18/2019	ANGES MIKLOS-ILLES	010-8699	REISSUE STALE DATED PR CKS		379.20
51135840	01/18/2019	MICHELLE MILLARD-NAYLOR C/O OCEAN VIEW	010-4300	PARTICIPATION IN ELPAC STUDY		550.00
51135841	01/18/2019	LAUREN MISHORK C/O MARIN SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		350.00
51135842	01/18/2019	MOBILE MODULAR MGMT. CORP.	140-5621	AHS CONTAINER RENTALS		87.80
51135843	01/18/2019	NANCY MONGAN C/O ALBANY HIGH SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		200.00
51135844	01/18/2019	NINYO & MOORE	211-6262	PERFORM GEOPHYSICAL SURVEY		3,400.00
51135845	01/18/2019	OAKLAND MUSEUM OF CALIFORNIA DOCENT COUNCIL	010-5810	01/17 AMS WORKSHOP		250.00
51135846	01/18/2019	OTIS ELEVATOR COMPANY	010-5610	AMS ELEVATOR SERVICE		156.28
51135847	01/18/2019	P & R PAPER SUPPLY COMPANY	130-4710	FOOD SERVICE SUPPLIES		1,163.98
51135848	01/18/2019	PARAMOUNT ELEVATOR CORPORATION	010-5610	CORNELL ELEVATOR SERVICE		330.00
51135849	01/18/2019	TANICIA PEAIRS C/O ALBANY MIDDLE	010-4300	PARTICIPATION IN ELPAC STUDY		150.00
51135850	01/18/2019	PENINSULA TOUR	010-4300	18/19 CORNELL CAMP CAMPBELL TRANSPORTATION		3,360.00
51135851	01/18/2019	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		748.34
51135852	01/18/2019	MATTHEW RASBAND C/O ALBANY HIGH	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51135853	01/18/2019	HASAN RAYYAN c/o ALBANY HIGH	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135854	01/18/2019	RODAN BUILDERS	211-6201	AMS ANNEX PROJECT - PHASE II	14,810.22	
			211-6251	AMS ANNEX PROJECT - PHASE II	778,918.13	793,728.35
51135855	01/18/2019	BANNER BANK - RODAN RETENTION	211-6201	AMS ANNEX PROJECT - PHASE II	779.49	
			211-6251	AMS ANNEX PROJECT - PHASE II	40,995.68	41,775.17
51135856	01/18/2019	Wille Electric Supply Co., Inc	010-4300	DISTRICT BALLASTS & LAMPS		1,114.67
51135857	01/18/2019	ABBY SKRIVAN C/O AMS	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135858	01/18/2019	SLIDE RANCH	010-5810	04/23 CORNELL TRIP	675.00	

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51135858	01/18/2019	SLIDE RANCH	010-5810	04/25 CORNELL TRIP	1,450.00	
				05/02 CORNELL TRIP	675.00	2,800.00
51135859	01/18/2019	STAR ELEVATOR INC	010-5610	AHS ELEVATOR SERVICE		397.43
51135860	01/18/2019	EMILY SUROWITZ C/O ALBANY HIGH SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135861	01/18/2019	SYSCO - SAN FRANCISCO	130-4700	FOOD & SUPPLIES	1,984.32	
			130-4710	FOOD & SUPPLIES	645.55	2,629.87
51135862	01/18/2019	JANET TEEL C/O ALBANY MIDDLE	010-4300	PARTICIPATION IN ELPAC STUDY		250.00
51135863	01/18/2019	HEIDI VASARHELY C/O ABANY MIDDLE	010-4300	PARTICIPATION IN ELPAC STUDY		150.00
51135864	01/18/2019	RYAN VIERNES C/O ALBANY HIGH SCHOOL	010-4300	PARTICIPATION IN ELPAC STUDY		50.00
51135865	01/18/2019	CORBY WESTWOOD C/O OCEAN VIEW	010-4300	PARTICIPATION IN ELPAC STUDY		300.00
51135866	01/18/2019	WILCO SUPPLY	010-4300	MAINTENANCE SUPPLIES		236.67
51135867	01/18/2019	WILLIAMS SCOTSMAN, INC.	250-5621	DISTRICT WIDE PORTABLE RENT		8,491.51
51135868	01/18/2019	SUZANNE YOUNG C/O ALBANY HIGH	010-4300	PARTICIPATION IN ELPAC STUDY		100.00
51136944	01/23/2019	ALBANY TIRE SERVICE	010-5670	DISTRICT VEHICLE MAINT/SERVICE		1,088.41
51136945	01/23/2019	AMAZON CAPITAL SERVICES, INC.	010-4300	AHS CAMERA	448.88	
				AHS LIBRARY SUPPLIES	250.23	
				CUSTODIAL EQUIPMENT	542.72	
				DONATION - CORNELL MICROWAVE	159.02	
				DONATION - CORNELL BEAN BAG CHAIR	43.87	
				DONATION - CORNELL CLASSROOM	26.28	
				BOOKS		
				DONATION - CORNELL SINGING BOWLS	46.78	
				Unpaid Sales Tax	77.79-	1,439.99
51136946	01/23/2019	APPLE COMPUTER INC.	010-4300	DONATION - BARTON IN-APP TILES FOR CORNELL CLASS		125.00
51136947	01/23/2019	AUS WEST LOCKBOX	130-5800	FOOD SERVICE TOWEL & MOP SERVICE		158.88
51136948	01/23/2019	ARROW GLASS COMPANY	010-5670	DISTRICT WIDE WINDOW REPLACEMENTS / REPAIRS		454.88
51136949	01/23/2019	BANCROFT CENTER INC.	010-5621	DISTRICT OFFICE LEASE		8,148.60
51136950	01/23/2019	BLICK ART MATERIALS	010-4300	AHS ART SUPPLIES	1,655.97	
				MARIN ART SUPPLIES	484.88	2,140.85
51136951	01/23/2019	BRIGHT PATH THERAPISTS	010-5825	PHYSICAL THERAPY SERVICES		1,558.00
51136952	01/23/2019	DEBORAH BRILL C/O ALBANY MIDDLE	010-4300	REIMBURSEMENT FOR SUPPLIES		32.52
51136953	01/23/2019	CALIFORNIA FINANCIAL SERVICES	212-6231	10/18-12/18 FINANCIAL SERVICES		11,125.00
51136954	01/23/2019	CDW GOVERNMENT INC	010-4300	TECH SUPPLIES		6,460.05
51136955	01/23/2019	CHABOT SPACE & SCIENCE CENTER	010-5810	01/25 CORNELL TRIP	900.00	
				04/05 CORNELL TRIP	900.00	1,800.00
51136956	01/23/2019	CREST/GOOD MFG. CO.	010-4300	DISTRICT PLUMBING SUPPLIES		581.94

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51136957	01/23/2019	KAREN DE HART C/O ALBANY HIGH	010-4300	REIMBURSEMENT FOR CLASSROOM SUPPLIES		20.25
51136958	01/23/2019	DELTA DENTAL CLIENT SERVICES	010-9534	02/18 DELTA DENTAL		7,480.07
51136959	01/23/2019	DEMCO	010-4300	CORNELL BOOK TAPE		147.38
51136960	01/23/2019	Shanna Dennis C/O Cornell School	010-4300	DONATION - REIMBURSEMENT FOR CLASSROOM SUPPLIES		41.39
51136961	01/23/2019	DISCOVERY ACADEMY	010-5825	BASIC EDUCATION, RM & BOARD AND RELATED SERVICES		10,550.00
51136962	01/23/2019	BANKCARD CENTER	010-4300	AHS CREDIT CARD EXPENSES	94.95	
				CORNELL CREDIT CARD EXPENSES	274.02	
				MARIN CREDIT CARD EXPENSES	32.90	
			120-4300	ACC CREDIT CARD EXPENSES	441.44	843.31
51136963	01/23/2019	EAST BAY RESTAURANT SUPPLY	130-4300	FOOD SERVICE EQUIPMENT		37.49
51136964	01/23/2019	EBMUD	010-5555	09/21-11/21 SERVICE	499.84	
				10/17-12/26 SERVICE	259.00	
				10/25-12/26 SERVICE	499.84	
				10/31-01/03 SERVICE	1,226.10	
				11/02-01/07 SERVICE	439.94	2,924.72
51136965	01/23/2019	SOPHIA S. GENONE	010-5825	ASSESSMENTS		2,300.00
51136966	01/23/2019	Heinemann	010-4100	CORNELL BENCHMARK ASSESSMENT SYSTEMS	222.15	
				OV BENCHMARK ASSESSMENT SYSTEMS	222.15	
				OV HOW-TO GUIDE FOR NONFICTION WRITING	47.14	
				OV UNITS OF STUDY & ASSESSMENT SYSTEMS	1,123.97	
				SHOW AND TELL: FROM LABELS TO PATTERN BOOKS - OV	217.02	1,832.43
51136967	01/23/2019	Maritza Hiltcher c/o Marin	010-4300	DONATION - REIMBURSEMENT FOR CLASSROOM SUPPLIES		76.00
51136968	01/23/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS COPIER USAGE	13.89	
				AMS COPIER USAGE	349.11	
				DISTRICT OFFICE COPIER USAGE	245.08	
				MAC COPIER USAGE	6.94	615.02
51136969	01/23/2019	ANNE R. MacMILLAN	010-5825	SPEC ACADEMIC INSTR, AUDIOLOGY MAINT, ASMTS		855.00
51136970	01/23/2019	MICHAEL'S TRANSPORTATION SRV	010-5810	11/19 CORNELL TRIP TO COYOTE HILLS	1,909.50	
				AHS ATHLETICS TRANSPORTATION (9035)	2,643.50	4,553.00

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51136971	01/23/2019	NANCY MITCHNER	010-5825	ORIENTATION & MOBILITY SERVICES		2,550.00
51136972	01/23/2019	MOBILE MODULAR MGMT. CORP.	140-5621	AHS CONTAINER RENTALS		175.60
51136973	01/23/2019	OFFICE DEPOT	010-4300	AHS SUPPLIES	1,768.07	
				AMS SUPPLIES	1,264.56	
				DONATION - CORNELL SUPPLIES	311.67	
				MAC HIGH SUPPLIES	59.51	
				MARIN SUPPLIES	1,539.42	
				TECH SUPPLIES	59.85	5,003.08
51136974	01/23/2019	PG&E	010-5520	11/30-12/30 SERVICE	8,676.16	
				12/03-01/02 SERVICE	1,350.66	
				12/06-01/06 SERVICE	63.69	
			120-5520	11/30-12/30 SERVICE	1,053.34	11,143.85
51136975	01/23/2019	VAN AHN PHAM C/O TECHNOLOGY	010-4315	12/18 MILEAGE REIMB		20.36
51136976	01/23/2019	Edward Pollard C/O Special Services	010-4315	MILEAGE REIMBURSEMENT		29.13
51136977	01/23/2019	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		215.08
51136978	01/23/2019	REALLY GOOD STUFF	010-4300	CORNELL BINS	1,339.02	
				MARIN BINS	1,339.02	
				OCEAN VIEW BINS	1,339.02	4,017.06
51136979	01/23/2019	ELIZABETH REIMULLER C/O AHS	010-4300	REIMB FOR SITE COUNCIL MEETING EXPENSES		122.82
51136980	01/23/2019	PARENT	010-5827	* ACADEMIC & TRANSPORTATION SERVICES		3,600.00
51136981	01/23/2019	RYLAND SCHOOL BUSINESS CONSULTING	010-5800	GENERAL FINANCE SUPPORT		7,160.00
51136982	01/23/2019	Wille Electric Supply Co., Inc	010-4300	DISTRICT BALLASTS & LAMPS		969.97
51136983	01/23/2019	SENECA FAMILY OF AGENCIES	010-5825	SPECIAL EDUCATION		3,750.00
51136984	01/23/2019	SONJA BIGGS EDUCATIONAL SVCS	010-5825	SERVICES FOR VISUALLY IMPAIRED STUDENTS		1,687.50
51136985	01/23/2019	STAR ELEVATOR INC	010-5610	AHS ELEVATOR SERVICE		397.43
51136986	01/23/2019	DEPT. OF INDUSTRIAL RELATIONS	010-5800	OCEAN VIEW CONVEYANCE FEE		1,350.00
51136987	01/23/2019	THE KEY SHACK, INC.	010-4300	DISTRICT LOCKSMITH SUPPLIES		990.71
51136988	01/23/2019	WILLIAMS SCOTSMAN, INC.	250-5621	DISTRICT WIDE PORTABLE RENT		842.00
51138211	01/25/2019	ACSIG - VISION INSURANCE	010-9534	01/19 VISION		11,497.50
51138212	01/25/2019	AMAZON CAPITAL SERVICES, INC.	010-4300	AMS SCIENTIFIC CALCULATORS	76.70	
				AMS TEACHING CLOCK	17.31	
				Unpaid Sales Tax	1.54-	92.47
51138213	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		632.25
51138214	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,400.50
51138215	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,400.50

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51138216	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,667.10
51138217	01/25/2019	BART GROUP SALES	010-5810	01/31 MARIN TRIP TO CHILDREN'S CREATIVITY MUSEUM		100.40
51138218	01/25/2019	BART GROUP SALES	010-5810	02/07 MARIN TRIP TO CHILDREN'S CREATIVITY MUSEUM		100.40
51138219	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,128.75
51138220	01/25/2019	BMU BASKETBALL C/O JAMIE FUKUMAE	010-8650	FACILITY USE REFUND		178.50
51138221	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		632.25
51138222	01/25/2019	BLICK ART MATERIALS	010-4300	DONATION - MARIN ART SUPPLIES		806.04
51138223	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		632.25
51138224	01/25/2019	CDW GOVERNMENT INC	130-4300	PRINTER FOR AMS KITCHEN		125.39
51138225	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,400.50
51138226	01/25/2019	DEMCO	010-4300	DONATION - CORNELL LIBRARY SUPPLIES		909.19
51138227	01/25/2019	BANKCARD CENTER	010-4300	STUDENT SERVICES CREDIT CARD EXPENSES		175.20
51138228	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,400.50
51138229	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,805.80
51138230	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,111.43
51138231	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		163.37
51138232	01/25/2019	GRANICUS, INC.	010-5825	MINUTES MAKER		140.00
51138233	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		888.29
51138234	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		975.13
51138235	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		1,490.94
51138236	01/25/2019	Heinemann	010-4100	HIGH-INTEREST FICTION & NONFICTION MATERIALS - CO	7,237.45	
				HIGH-INTEREST FICTION & NONFICTION MATERIALS - MA	7,237.45	
				HIGH-INTEREST FICTION & NONFICTION MATERIALS - OV	7,237.45	
			010-4300	WRITING BUNDLE FOR OV	47.14	21,759.49
51138237	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		300.80
51138238	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,332.57
51138239	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		955.99
51138240	01/25/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS ATHLETICS COPIER USAGE	11.70	
				DISTRICT OFFICE COPIER USAGE	168.29	
				SPECIAL EDUCATION COPIER USAGE	125.08	305.07
51138241	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		1,400.50

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51138242	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		1,400.50
51138243	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		730.27
51138244	01/25/2019	MICHAEL'S TRANSPORTATION SRV	010-5810	AMS TRANSPORTATION FOR TRIPS TO THE ROSICRUCIAN MUSEUM		972.50
51138245	01/25/2019	NEOFUNDS	010-5910	AMS POSTAGE		39.00
51138246	01/25/2019	CARRIE NERHEIM C/O DISTRICT OFFICE	010-4315	11/01-01/16 MILEAGE REIMB		39.96
51138247	01/25/2019	OFFICE DEPOT	010-4300	AHS SUPPLIES	1,177.98	
				AMS SUPPLIES	1,305.52	
				CORNELL SUPPLIES	122.74	
				D.O. SUPPLIES	35.28	
				DONATION - CORNELL SUPPLIES	62.77	
				MAC HIGH SUPPLIES	25.39	2,729.68
51138248	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		632.25
51138249	01/25/2019	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		748.34
51138250	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		1,596.54
51138251	01/25/2019	REALLY GOOD STUFF	010-4300	DONATION - MARIN BOOK & BINDER HOLDERS		116.25
51138252	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		511.48
51138253	01/25/2019	S.T.A.R. ACADEMY	010-5827	ACADEMIC TUTORING		160.00
51138254	01/25/2019	RETIREE	010-3752	RETIREE REIMBURSEMENT		1,400.50
51138255	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		695.44
51138256	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		730.27
51138257	01/25/2019	SOUTHEASTERN HEATING AND AIR CONDITIONING	210-6500	REPAIR AAC DEHUMIDIFIER		5,225.00
51138258	01/25/2019	DEPT. OF INDUSTRIAL RELATIONS	010-5800	AMS ELEVATOR CONVEYANCE FEE		225.00
51138259	01/25/2019	RETIREE	010-3751	RETIREE REIMBURSEMENT		781.27
51138260	01/25/2019	WESTERN PSYCHOLOGICAL SERVICES	010-4300	SPECIAL EDUCATION RECORD FORMS		180.27
51138261	01/25/2019	WORKABILITY I REGION 3	010-5200	03/11 WORKABILITY TRAINING		70.00
51138262	01/25/2019	STAN YOGI	010-5800	04/18 AMS SPEAK UP PRESENTATION	250.00	
				REIMB FOR TRAVEL EXPENSES - SPEAK UP PRESENTATION	133.96	383.96
51139121	01/28/2019	ALBANY CHAMBER OF COMMERCE	010-5300	MEMBER RENEWAL - V. WILLIAMS		120.00
51139122	01/28/2019	ALHAMBRA	130-4300	FOOD SERVICE WATER DELIVERY		18.52
51139123	01/28/2019	ALBANY USD - CALPERS	010-3751	02/19 CALPERS	14,087.11	
			010-3752	02/19 BOE CALPERS	136.00	
				02/19 CALPERS	6,528.00	
			010-5800	02/19 BOE CALPERS	27.11	
				02/19 CALPERS	1,460.33	
			010-9534	02/19 BOE CALPERS	11,650.33	

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51139123	01/28/2019	ALBANY USD	010-9534	02/19 CALPERS	540,893.84	574,782.72
51139124	01/28/2019	BONAMI BAKING	130-4700	FOOD		259.00
51139125	01/28/2019	CALIFORNIA FINANCIAL SERVICES	212-6231	07/18-09/18 FINANCIAL SERVICES		9,750.00
51139126	01/28/2019	PARENT	010-5827	* ACADEMIC SERVICES		2,775.00
51139127	01/28/2019	MIESJE CHILD C/O CORNELL SCHOOL	010-4300	REIMB FOR SUPPLIES		247.12
51139128	01/28/2019	COMCAST	010-5930	12/18 SERVICE		2,507.17
51139129	01/28/2019	BANKCARD CENTER	010-4300	AMS BOOKS	52.62	
				SELPA CREDIT CARD EXPENSES	86.33	
				AHS MAILCHIMP	20.00	
				WATER SERVICE FOR AMS PORTABLES	432.78	
			010-5800	STORAGE FEE	981.00	
			010-5810	18/19 AMS TOURS / ROSICRUCIAN MUSEUM	68.00	
				MARIN - CREATIVITY MUSEUM 01/17, 01/31, 02/07	450.00	
			010-5930	SELPA CREDIT CARD EXPENSES	364.31	
			130-4700	FOOD SERVICE CREDIT CARD EXPENSES	152.87	
			130-4710	FOOD SERVICE CREDIT CARD EXPENSES	39.95	2,647.86
51139130	01/28/2019	WELLS FARGO EQUIPMENT FINANCE	010-7438	EQUIPMENT RENTAL	121.36	
			010-7439	EQUIPMENT RENTAL	765.12	886.48
51139131	01/28/2019	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES	5,779.11	
			120-4300	ACC CUSTODIAL SUPPLIES	478.56	6,257.67
51139132	01/28/2019	LYJANG ANGELA HUANG	130-8634	LUNCH REFUND		94.75
51139133	01/28/2019	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS COPIER USAGE	612.99	
				MARIN COPIER USAGE	3.45	616.44
51139134	01/28/2019	DIANE MARIE C/O DISTRICT OFFICE	010-4300	REIMBURSEMENT FOR SUPPLIES	125.50	
			010-4315	MILEAGE REIMBURSEMENT	323.29	
			010-5200	REIMBURSEMENT FOR TRAVEL/PD EXPENSES	60.69	509.48
51139135	01/28/2019	MARINA MECHANICAL	010-5670	DISTRICT WIDE HVAC REPAIRS	713.00	
				REPLACE ACC HVAC DUCT SMOKE DETECTOR	817.82	1,530.82
51139136	01/28/2019	S.T.A.R. ACADEMY	010-5827	ACADEMIC TUTORING		400.00
51139137	01/28/2019	THE PHILLIPS ACADEMY	010-5825	BASIC EDUCATION & RELATED SERVICES		3,300.00
51139138	01/28/2019	WASTE MANAGEMENT OF ALAMEDA	010-5515	05/18 SERVICE	4,237.64	

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## January 2019 Warrant Listing

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51139138	01/28/2019	WASTE MANAGEMENT OF ALAMEDA	010-5515	08/18 SERVICE	479.66	
				09/18 SERVICE	4,017.45	
			120-5515	05/18 SERVICE	411.52	9,146.27
51176773	01/02/2019	A BETTER CHANCE SCHOOL	010-5825	BASIC EDUCATION & RELATED SERVICES		17,172.39
51176774	01/02/2019	ALBANY TIRE SERVICE	010-5670	DISTRICT VEHICLE MAINT/SERVICE		462.89
51176775	01/02/2019	AUS WEST LOCKBOX	130-5800	FOOD SERVICE TOWEL & MOP SERVICE		158.88
51176776	01/02/2019	BONAMI BAKING	130-4700	FOOD		222.00
51176777	01/02/2019	MALISA BURKHART C/O SELPA	010-4300	REIMB FOR SELPA EXPENSES	185.40	
			010-4315	REIMB FOR SELPA EXPENSES	394.31	579.71
51176778	01/02/2019	CRYSTAL CREAMERY	130-4700	DAIRY		808.04
51176779	01/02/2019	DANIELSEN	130-4700	FOOD & SUPPLIES	657.26	
			130-4710	FOOD & SUPPLIES	22.74	680.00
51176780	01/02/2019	BANKCARD CENTER	010-4300	AHS CREDIT CARD EXPENSES	51.70	
				CORNELL CREDIT CARD EXPENSES	95.16	
				MARIN CREDIT CARD EXPENSES	185.66	
				OCEAN VIEW CREDIT CARD EXPENSES	45.91	
				STUDENT SERVICES CREDIT CARD EXPENSES	93.08	
			010-4305	AMS CREDIT CARD EXPENSES	135.25	
				OCEAN VIEW CREDIT CARD EXPENSES	73.60	
				SUPT. CREDIT CARD EXPENSES	143.84	
			010-5200	CIA CREDIT CARD EXPENSES	51.95	
				SUPT. CREDIT CARD EXPENSES	725.00	
			120-4300	ACC CREDIT CARD EXPENSES	146.67	
				ACC CREDIT CARD EXPENSES	231.50	
			130-4300	FOOD SERVICE CREDIT CARD EXPENSES	83.81	
			130-4700	FOOD SERVICE CREDIT CARD EXPENSES	551.73	
			130-4710	FOOD SERVICE CREDIT CARD EXPENSES	19.53	
			130-5670	FOOD SERVICE CREDIT CARD EXPENSES	2,627.09	5,261.48
51176781	01/02/2019	EAST BAY RESTAURANT SUPPLY	130-4300	FOOD SERVICE EQUIPMENT		99.39
51176782	01/02/2019	EBMUD	010-5555	10/05-12/06 SERVICE	1,292.62	
				10/08-12/06 SERVICE	3,861.33	5,153.95

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51176783	01/02/2019	EDULINK SYSTEMS	010-5610	6-MO INTOUCH PARENT NOTIFICATION SYSTEM		2,775.00
51176784	01/02/2019	FOOD 4 THOUGHT, LLC	130-4700	FOOD		354.89
51176785	01/02/2019	GOLD STAR FOODS	130-4700	FOOD		2,807.24
51176786	01/02/2019	Hayes Distributing Inc.	130-4700	FOOD		1,030.68
51176787	01/02/2019	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		1,053.88
51176788	01/02/2019	Hodge Products, Inc.	010-4300	AMS COMBINATION LOCKS		317.18
51176789	01/02/2019	Joe Kowalczyk	010-5670	AHS KILN & POTERY WHEEL INSPECTION / TUNE UP		367.00
51176790	01/02/2019	MAGGIORA BAKING CO	130-4700	FOOD		440.75
51176791	01/02/2019	MARINA MECHANICAL	010-5670	DISTRICT WIDE HVAC REPAIRS		683.00
51176792	01/02/2019	NORTHSTAR AV	010-4300	AHS PROJECTOR BULBS		283.80
51176793	01/02/2019	OFFICE DEPOT	010-4300	CORNELL SUPPLIES		121.82
51176794	01/02/2019	P & R PAPER SUPPLY COMPANY	130-4710	FOOD SERVICE SUPPLIES		458.26
51176795	01/02/2019	PG&E	010-5520	10/30-11/29 SERVICE	8,900.93	
				11/01-12/02 SERVICE	641.47	
				11/06-12/05 SERVICE	7,476.98	
			120-5520	10/30-11/29 SERVICE	949.20	17,968.58
51176796	01/02/2019	SJCOE	010-5200	REGISTRATION FOR AUTISM TRAINING - PATKAR		150.00
51176797	01/02/2019	SENECA FAMILY OF AGENCIES	010-5825	SPECIAL EDUCATION		4,500.00
51176798	01/02/2019	SSO EASY	010-5610	MAINT & SUPPORT FOR SSOEASY SINGLE-SIGN ON		1,500.00
51176799	01/02/2019	SYSCO - SAN FRANCISCO	130-4700	FOOD & SUPPLIES	933.28	
			130-4710	FOOD & SUPPLIES	82.80	1,016.08
51177643	01/07/2019	ALBANY USD - CALPERS	010-3751	01/19 CALPERS	14,359.11	
			010-3752	01/19 BOE CALPERS	136.00	
				01/19 CALPERS	6,528.00	
			010-5800	01/19 BOE CALPERS	27.11	
				01/19 CALPERS	1,477.08	
			010-9534	01/19 BOE CALPERS	11,650.33	
				01/19 CALPERS	545,649.05	579,826.68
51177644	01/07/2019	BANKCARD CENTER	010-4300	SPECIAL EDUCATION CREDIT CARD EXPENSES	79.64	
			010-5200	SPECIAL EDUCATION CREDIT CARD EXPENSES	509.92	589.56
51177645	01/07/2019	EBMUD	010-5555	09/29-11/30 SERVICE		7,003.92

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					308	2,611,995.48

## Fund Summary

Fund	Description	Check Count	Expensed Amount
010	General Fund	261	1,675,257.47
120	Child Development Fund	14	4,648.03
130	Cafeteria Fund	39	36,628.36
140	Deferred Maintenance Fund	2	263.40
210	Building Fund Primary	1	5,225.00
211	Measure B 2016A	6	859,844.04
212	Measure E 2016A	2	20,875.00
250	Capital Facilities Fund	2	9,333.51
Total Number of Checks		308	2,612,074.81
Less Unpaid Sales Tax Liability			79.33
Net (Check Amount)			2,611,995.48

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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**ALBANY UNIFIED SCHOOL DISTRICT**  
**Donations ♦ January 1 – January 31, 2019**

**S U M M A R Y**

<b>Site</b>	<b>Current</b>	<b>Previously Approved</b>	<b>Total Year-to-Date</b>
Albany High School	\$ 3,025.00	\$ 9,737.35	\$ 12,762.35
Albany Middle School	680.71	13,173.86	13,854.57
Elementary Enrichment	540.00	9,045.00	9,585.00
Ocean View Elementary	528.97	18,402.10	18,931.07
Cornell Elementary	715.00	61,508.32	62,223.32
Marin Elementary	2,441.95	8,372.25	10,814.20
Special Education	1,226.13	0	1,226.13
Multi-Site Donation	14,491.50	322,575.47	337,066.97
All Sites	\$23,649.26	\$442,814.35	\$466,463.61

**ALBANY UNIFIED SCHOOL DISTRICT**  
**Donations ♦ January 1 – January 31, 2019**

<b>ALBANY HIGH SCHOOL</b>	
\$ 25.00	Classroom Donation - Hubbard
\$ 1,000.00	AHS Library Donation - Scheuer
\$ 2,000.00	NBCUniversal - Bryant
<b>\$ 3,025.00</b>	<b>Current</b>
<b>\$ 2,315.41</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 5,325.30</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 1,542.00</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 554.64</b>	<b>Approved 10/9/18 Board Meeting</b>
<b>\$ 12,762.35</b>	<b>Total YTD</b>

<b>ALBANY MIDDLE SCHOOL</b>	
\$ 400.00	AEF-Sponsored Donation - Perez
\$ 180.71	Albany Middle School PTA
\$ 50.00	YourCause, Wells Fargo - Brill
\$ 50.00	YourCause, Wells Fargo - Brill
<b>\$ 680.71</b>	<b>Current</b>
<b>\$ 3,362.25</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 4,065.00</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 5,639.51</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 107.10</b>	<b>Approved 10/9/18 Board Meeting</b>
<b>\$ 13,854.57</b>	<b>Total YTD</b>

<b>ELEMENTARY ENRICHMENT</b>	
\$ 500.00	Cornell PTA
\$ 40.00	Donation via Benevity
<b>\$ 540.00</b>	<b>Current</b>
<b>\$ 1,465.00</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 1,630.00</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 5,950.00</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 9,585.00</b>	<b>Total YTD</b>

<b>OCEAN VIEW ELEMENTARY</b>	
\$ 35.00	Classroom Donation - Finan
\$ 100.00	Classroom Donation - Finan
\$ 100.00	Classroom Donation - Finan
\$ 293.97	Inter-State Studio Donation - Georgeson
<b>\$ 528.97</b>	<b>Current</b>
<b>\$ 1,360.00</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 12,032.72</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 3,580.00</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 1,037.38</b>	<b>Approved 10/9/18 Board Meeting</b>
<b>\$ 392.00</b>	<b>Approved 8/28/18 Board Meeting</b>
<b>\$ 18,931.07</b>	<b>Total YTD</b>

<b>CORNELL ELEMENTARY</b>	
\$ 560.00	AEF-Sponsored Field Trip - 2nd Grade
\$ 40.00	Classroom Donation - Gripman
\$ 40.00	Classroom Donation - Murff
\$ 25.00	Classroom Donation - Zmich
\$ 50.00	YourCause, Wells Fargo - Duncan
<b>\$ 715.00</b>	<b>Current</b>
<b>\$ 3,983.65</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 22,267.63</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 33,136.38</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 10.00</b>	<b>Approved 10/9/18 Board Meeting</b>
<b>\$ 2,110.66</b>	<b>Approved 8/28/18 Board Meeting</b>
<b>\$ 62,223.32</b>	<b>Total YTD</b>

<b>MARIN ELEMENTARY</b>	
\$ 2,341.95	Marin PTA
\$ 100.00	YourCause - Pfohl
<b>\$ 2,441.95</b>	<b>Current</b>
<b>\$ 213.00</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 6,010.75</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 2,148.50</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 10,814.20</b>	<b>Total YTD</b>

<b>SPECIAL EDUCATION</b>	
\$ 1,226.13	AEF-Sponsored Donation - Henderson
<b>\$ 1,226.13</b>	<b>Current</b>
<b>\$ 1,226.13</b>	<b>Total YTD</b>

<b>MULTI-SITE DONATION</b>	
\$ 14,491.50	Albany Athletics Boosters
<b>\$ 14,491.50</b>	<b>Current</b>
<b>\$ 8,485.85</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 279,150.00</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 19,486.34</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 15,453.28</b>	<b>Approved 8/28/18 Board Meeting</b>
<b>\$ 337,066.97</b>	<b>Total YTD</b>

<b>TOTAL</b>	
<b>\$ 23,649.26</b>	<b>Current</b>
<b>\$ 21,185.16</b>	<b>December - Board Approved 1/22/19</b>
<b>\$ 330,481.40</b>	<b>November - Board Approved 1/22/19</b>
<b>\$ 71,482.73</b>	<b>Approved 11/13/18 Board Meeting</b>
<b>\$ 1,709.12</b>	<b>Approved 10/9/18 Board Meeting</b>
<b>\$ 17,955.94</b>	<b>Approved 8/28/18 Board Meeting</b>
<b>\$ 466,463.61</b>	<b>Total YTD</b>



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: INDEPENDENT CONTRACTOR SERVICES AGREEMENT WITH FACILITRON SOFTWARE**

**PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL, AND  
AMANDA MENDIETA, ALBANY AQUATIC CENTER DIRECTOR AND  
FACILITIES USE COORDINATOR**

**TYPE OF ITEM: REVIEW AND CONSENT**

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**PURPOSE:** To approve the Independent Contractor Services Agreement with Facilitron Software for facility rentals and use to provide a better public access portal and staff resource.

**BACKGROUND INFORMATION:**

In 2011, the Board of Education approved a software called Activenet for Albany Aquatic Center Point of Sales and Albany Adult School Registration. After looking at several different modules, staff has selected a new facilities module called Facilitron. The technology is far more enhanced to meet our needs both in facility reservations and Aquatic Center reservations. Online public access portals and staff administration side of both sites are far more user friendly than what is currently offered through Activenet.

Facilitron gives us the option to push the processing and service fees to the customer. We have been doing this for all online purchases with Activenet but not in house rentals, which is about 90% of how facility payments are processed. The school district has incurred the majority of these fees as we process them internally via check. Facilitron is able to collect fees directly from the customer. This removes the business department from having to process these fees, freeing up time for them. The fees for Facilitron range from 6%-12% based on how much business the customer does with the District. Several other school districts use Facilitron. I have reached out to two of the districts, Hayward and St. Helen. I spoke with Allan Garde and Joe Perez from these districts and they both highly recommend the module. Some other school districts in the area that use Facilitron include but are not limited to Oakland, Cotati-Rohnert Park, Fairfield, Novato, Pittsburg, Oakley and Brentwood.

**DETAILS:** Staff is recommending immediate consent for Facilitron to replace Activenet as our Facilities reservation software. We will continue to use Activenet for the duration of our contract for all

Aquatic Center needs only. If approved tonight, Facilitron will come out and take pictures of all of our facilities. They will work with Amanda to establish a new website with all the information. This makes it so much easier for the end users. Facilitron will also work with our staff to book in-house reservations. The data and information that we can collect via reports that Facilitron can generate can surely help us to create more revenue through facility use and rentals in the future as well.

**FINANCIAL INFORMATION: N/A**

**STRATEGIC OBJECTIVES ADDRESSED:**



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



**Objective #3:** *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION:** To approve the Independent Contractor Services Agreement with Facilitron Software for facility rentals and use to provide a better public access portal and staff resource.

**ALBANY UNIFIED SCHOOL DISTRICT  
INDEPENDENT CONTRACTOR SERVICES AGREEMENT**

This agreement is hereby entered into this 26<sup>th</sup> day of February, 2019, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Facilitron, Inc.

CONTRACTOR		
485 Alberto Way.		
MAILING ADDRESS		
Los Gatos	CA.	95032
CITY	STATE	ZIP

hereinafter referred to as "CONTRACTOR." DISTRICT and CONTRACTOR shall be collectively referred to as the Parties.

1. Contractor Services. Contractor agrees to provide the following services to District (collectively, the "Services"): Company shall be responsible for (a) designing and hosting facility rental websites equipped with rental application and payment processing for each facility, (b) maintaining the websites and calendar to ensure that the sites are functionable and actionable, (c) providing account management and customer personnel as are reasonably necessary to perform, maintaining and managing the services provided thereby, (d) coordinating all administrative functions associated with the Services, and (e) conducting any other operations reasonably necessary to perform the Services. Company shall comply with all industry standards, Client's reasonable requests, and all applicable law, in providing the Services.
  
2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.
  
3. Term. CONTRACTOR shall:
 

☐ Provide services under this AGREEMENT on the following specific dates  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and  
 complete performance no later than \_\_\_\_\_;  
 OR  
☒ Commence providing services under this AGREEMENT on: **February 27, 2019**

4. Termination. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to a shorter time period for the effectiveness of such termination. Notwithstanding the foregoing, District may terminate this Agreement at any time by giving written notice to Contractor if Contractor materially violates any of the terms of this Agreement, any act or omission by Contractor or the Contracted Parties exposes District to potential liability or may cause an increase in District's insurance premiums, Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Such termination shall be effective immediately upon Contractor's receipt of said notice.

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **\$0.00.** DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

- a. Such compensation shall be based on:

- ☐ An hourly rate of NA for a total amount of NA hours.
- ☐ A daily rate of \$                      for a total amount of                      days.
- ☐ Total amount of \$                     .

- b. Payment method shall be:

- ☐ **Upon Completion**
- ☐ **Date of Service**

X **Other (Specify):**\_\_\_\_\_.

**“Company shall charge End Users a service fee in the amount of 6% to 12% of the total Client Fee amount per Transaction. Company shall remit all collected Client Fee payments for completed rentals minus any End User refunds to the Client on a monthly basis, and such funds must be sent by Company to Client by the 20<sup>th</sup> day of the following month.”**

The service fee charged to the End User is based on the total Client Fee amount charged by the Client in each bracket as in the table below.

On transaction amount over	But equal or less than	Service Fee
----------------------------	------------------------	-------------

\$0	\$500	12%
\$500	\$1,000	11%
\$1,000	\$1,500	10%
\$1,500	\$2,000	9%
\$2,000	\$2,500	8%
\$2,500	\$3,000	7%
\$3,000		6%

Any work performed by Contractor in excess of said amount shall not be compensated.

Payment shall be made upon approval of DISTRICT and receipt of an invoice from CONTRACTOR one copy clearly marked original. CONTRACTOR's invoice shall be sent to: Albany Unified School District, Attention: Accounts Payable, 1200 Solano Avenue, Albany, CA, 94706.

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.
7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District

Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.
10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

- ☒ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.
- ☐ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:  
NA  
 [Attach and sign additional pages, as needed.]
- ☐ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible.

13. **Tuberculosis Certification.** Contractor and the Contracted Parties shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

- ☒ Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.
- ☐ The following Contracted Parties shall have **more than limited contact** (as determined by District) with District students during the Term of this Agreement and, at no cost to District, have received a TB test in full compliance with the requirements of Education Code section 49406: \_\_\_\_\_

Contractor shall maintain on file the certificates showing that the Contracted Parties were examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have

been satisfied and District determines whether any such contact is permissible.

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.
15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1,



confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.

23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

**DISTRICT:**

**CONTRACTOR:**

**ALBANY UNIFIED SCHOOL DISTRICT**

**Facilitron Inc.**

Tax Identification Number:  
(confidential)

By: \_\_\_\_\_  
Name:  
Title:

By: \_\_\_\_\_  
Name:  
Title:

Address for District Notices:

Address for Contractor Notices:

Albany Unified School District  
1200 Solano Avenue  
Albany, CA 94706

Facilitron, INC.  
485 Alberto Way, suite 220  
Los Gatos, CA 95032

Date of Board Approval: \_\_\_\_\_

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: SECONDARY SCHOOL ACCOUNTABILITY REPORT CARDS**

**PREPARED BY: MARIE WILLIAMS**  
**ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM: CONSENT**

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**PURPOSE:**

The purpose of this item is to approve the School Accountability Report Cards for Albany Middle School, Albany High School, and MacGregor High School.

**BACKGROUND INFORMATION:**

All public schools in California are required to prepare School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs provide important information about each public school, communicate the school's progress in achieving its goals, and provide parents with data and information to make meaningful comparisons between schools.

State and federal laws require School Accountability Report Cards include information regarding the following: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data.

**DETAILS:**

Approximately 75% of the data required for inclusion in the SARC is provided by California Department of Education. The remaining data is gathered from site principals and District staff.

**STRATEGIC OBJECTIVES ADDRESSED:**



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*

**RECOMMENDATION: APPROVE THE SCHOOL ACCOUNTABILITY REPORT CARDS FOR ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL, AND MACGREGOR HIGH SCHOOL.**

# Albany Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Albany Middle School
<b>Street</b>	1250 Brighton Ave.
<b>City, State, Zip</b>	Albany CA 94706
<b>Phone Number</b>	510.558.3600
<b>Principal</b>	Deborah Brill
<b>E-mail Address</b>	dbrill@ausdk12.org
<b>Web Site</b>	www.ams.ausdk12.org
<b>CDS Code</b>	01-61127-6090161

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### School Description and Mission Statement (School Year 2018-19)

Albany Middle School (AMS), a National Blue Ribbon School, is a school community dedicated to learning. The mission of providing a rich and rigorous standardsbased curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas and responsibility to a larger world. At AMS, everyone teaches, everyone learns.

We are proud of our recent academic achievement as represented by our local assessments as well as the Smarter Balanced Assessment Consortium (SBAC) results. We continue to work on strengthening our use of essential standards and formative assessments toward the purpose of all students achieving at high levels. We are also continuing our work of integrating restorative practices and restorative justice into our behavior matrix and practices in an effort to impact behavior, increase feelings of belonging, and reduce suspensions.

Our school places a strong value on school climate, and we will continue to build on the strong school climate programs we already have, both setting foundational skills and responding to concerns as they arise. We also have been working at improving our school climate from the perspective of equity by adding opportunities for connectivity for populations who are smaller in numbers and/or who we are not serving as successfully. Additionally, we have been focusing on an integration of restorative practices into our practices and responses to behavior.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	260
Grade 7	292
Grade 8	328
Total Enrollment	880

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.0
Asian	25.1
Filipino	0.6
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.3
White	36.0
Socioeconomically Disadvantaged	19.1
English Learners	9.8
Students with Disabilities	9.1
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44	49	49	217
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Literature (McDougal Litell) Inside Language, Literacy and Content (National Geographic)	No	0.0%
Mathematics	College Prep Math, Courses 1, 2, & 3, 2013 (CPM.org)	Yes	0.0%
Science	CA Science Explorer, Focus on Earth, Life & Physical Science, 2008 (Pearson Prentice Hall) CA Science: Earth, Life & Physical Science, 2007 (Holt, Rinehart and Winston)	No	0.0%
History-Social Science	History Alive! – CA Middle Schools' Program (Teachers Curriculum Institute)	Yes	0.0%
Foreign Language	Spanish: Realidades (2004)	Yes	0.0%
Health			0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The current campus for Albany Middle School was completed 17 years ago. It was originally built for approximately 750 students. There are 20 general-education classrooms, five general-education portable classrooms, three science laboratories, one half-size special-day class classroom, one computer laboratory, one art classroom and one music room. There is a library, indoor atrium and outdoor covered lunch patio where we can fit about 300 students. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. An annex across the street is currently under construction and planned for an early 2019 opening. The main campus is in good overall condition. The full-size gym is a wonderful resource to our school and community for athletic events, assemblies, band and choir performances, dances, and other events. The facility was awarded the Leroy F. Green Architectural Design Award.

The safety of students and staff is a high priority at Albany Middle School. The school site safety plan is updated annually. The key elements of the school site safety plan encompass student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office. Additionally, we have a campus security person who monitors students and visitors during the day.

There are three custodians working at AMS from morning to late night Monday through Friday. One daytime custodian works from morning to late afternoon, and two custodians work from afternoon to late night.

District maintenance staff ensures the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Boys Locker Room: Girls Locker Room: Gym\:

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	79.0	75.0	79.0	76.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	74.0	68.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	889	859	96.63	75.26
Male	456	441	96.71	68.79
Female	433	418	96.54	82.06
Black or African American	23	21	91.30	52.38
Asian	237	227	95.78	80.00
Filipino	--	--	--	--
Hispanic or Latino	167	161	96.41	66.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	319	310	97.18	80.00
Two or More Races	119	116	97.48	69.83
Socioeconomically Disadvantaged	182	173	95.05	59.88
English Learners	221	210	95.02	65.24
Students with Disabilities	72	68	94.44	20.59

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	890	859	96.52	67.75
Male	457	445	97.37	64.04
Female	433	414	95.61	71.74
Black or African American	23	21	91.3	33.33
Asian	237	230	97.05	77.83
Filipino	--	--	--	--
Hispanic or Latino	167	161	96.41	50.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	320	309	96.56	74.43
Two or More Races	119	114	95.8	62.28
Socioeconomically Disadvantaged	183	175	95.63	53.71
English Learners	221	213	96.38	58.22
Students with Disabilities	72	64	88.89	25



Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	19.6	24.7	32.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parental involvement include the School Site Council, Parent Teacher Association (PTA), Music Boosters, Albany Education Foundation, English Learner Advisory Committee, SchoolCARE, AMS Athletic boosters, the AMS fundraisers and classroom and field trip volunteers. Communication is accomplished through our daily Cobra Connection, a news feed that is emailed to families daily, a monthly schoolwide newsletter, The Cobra Monthly, Aeries, a web-based communication system, as well as classroom newsletters, phone calls, emails, report cards and conferences.

The PTA supports the school initiatives with parent education and fundraising to support supplemental and enriching programs. The PTA provides funding for clubs; field trips; assemblies; and additional resources, such as technology. The School Site Council monitors our Single Plan for Student Achievement. These organizations and other community resources have provided help to our classrooms.

For more information on how to become involved at the school, please contact Dorothe Piluso

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	2.3	7.1	5.7	1.6	3.1	2.1	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Practice drills for emergencies such as fire, earthquakes, lockdowns are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site.

The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and ERT committee. Concept of Emergency Functions, including a summary of planned response, site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis-incident stress debriefing, after-event critique, and after-action report.

#### Part II: Emergency Procedures

Building evacuation

Fire

Chemical accident

Earthquake

Air pollution

Explosion or aircraft crash

Bomb threat Suspicious individuals

Medical/first aid

Terrorist situation

#### Part III: Emergency Forms/Checklists

Sample parent letter

Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet

Sample student district notice of first-aid care

Sample site status report

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	7	20		25.0	6	23		23.0	8	22	
Mathematics	24.0	7	16	2	28.0	2	21		27.0	3	18	3
Science	29.0	1	19		27.0	2	21		28.0	1	21	
Social Science	29.0	1	19		28.0	1	21		28.0	1	21	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.4	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8211	\$3174	\$5037	\$68814
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-34.7	-4.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-34.3	-3.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:  
 Title I and Title III dollars were allocated to staff English Language Development teachers.  
 SchoolCare, a community fundraising group, allocated staffing for counseling services.  
 Common Core Implementation Funds were allocated to staff teachers on special assignment in core content areas.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

There are three districtwide staff development days along with Wednesday afternoon meetings. There has been an ongoing focus on teaching and learning that is standards-based and assessment driven.

We are continuing the work of Professional Learning Communities, refining our essential standards, developing formative assessments, discussing results in departments, and working as a school to coordinate our response when students aren't mastering the essential standards, staying focused on moving this forward. Additionally, we are working on better understanding Trauma-informed classroom practices, on which we have focused on a couple of Wednesdays as well as will focus on on a half day in March. We are also continuing to focus on our equity lens that we must be providing to our work

We had an August staff development where half the day was put on by Teaching Tolerance, focusing on equity in education.

We strive to build and maintain a safe and healthy school climate that teaches students to "Be Safe, Be Responsible, Be Respectful, and Be an Ally." We have implemented a school-climate program that emphasizes student involvement, celebration of diversity, positive recognition and explicit teaching of behavior. We balance that approach with clear parameters for behavior and immediate consequences. We also integrate restorative practices. We focus professional development on ensuring teachers feel equipped and informed in bringing consistent messages to the classrooms on everything from explicitly taught academic behaviors to digital citizenship to what to do if you witness mistreatment.

Teachers continue to value department-specific professional development, so this has been worked into the professional development plans and varies greatly from department to department.

# Albany High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Albany High School
<b>Street</b>	603 Key Route Blvd.
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510.558.2500
<b>Principal</b>	Alexia Ritchie
<b>E-mail Address</b>	aritchie@ausdk12.org
<b>Web Site</b>	<a href="https://ahs.ausdk12.org/">https://ahs.ausdk12.org/</a>
<b>CDS Code</b>	01-61127-0130450

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### School Description and Mission Statement (School Year 2018-19)

Albany High School provides an environment challenging to our students and strives to educate them to become happy, productive and responsible citizens of a diverse society. We expect our graduates to be complex thinkers with the skill to analyze and solve problems in a variety of contexts; effective communicators in a variety of formats and cultural contexts; self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives; and individuals academically prepared for college and other postsecondary educational opportunities.

The two key factors in our success are the total commitment and dedication by our adults, including parents, teachers and staff, and the desire of our students to participate fully in their high school education experience. Our parents are supportive of this school through their contributions, both monetary and through supporting educational and elective opportunities for all students. They also provide rich experiences for their children outside of school. The teachers work with great intelligence and creativity to find ways for students to grasp the material in their curriculum. Our staff, including administration, counselors, secretaries, custodians, and instructional aides, are relentless in their efforts to provide a coherent instructional program, excellent facilities and extensive supports for student achievement. In addition, the district administration is helpful for finding the resources that enable the school to achieve its goals and by promoting strong initiatives in the areas of mathematics for equity and social-emotional/social justice competencies.

#### Vision/Mission Statement

Albany High School provides an environment challenging to our students and educates them to become happy, productive, and responsible citizens of a diverse society.

#### Vision for Equitable Access to Vibrant and Challenging Coursework

All students at Albany High School, including those from underserved populations, deserve vibrant and challenging coursework at all levels and in all disciplines. Such courses encourage students to achieve at their highest potential and maximize their options for post-secondary education and employment. We must act effectively to provide the supports needed to help address some of the challenges and barriers faced by our students and communities.

#### Student Learning Outcomes (formally ESLR's)

At Albany High School, we expect our graduates to be:

Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts

Effective Communicators in a variety of formats and cultural contexts

Self-Directed Learners with diverse experiences and perspectives that help guide them to healthy and productive lives

Individuals academically prepared for college and other post-secondary educational opportunities

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	298
Grade 10	269
Grade 11	293
Grade 12	269
<b>Total Enrollment</b>	<b>1,129</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.1
Asian	29.9
Filipino	1.6
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.4
White	36.0
Socioeconomically Disadvantaged	21.7
English Learners	9.1
Students with Disabilities	7.2
Foster Youth	0.1

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	68	64	69	217
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>			0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	1	1
<b>Total Teacher Misassignments *</b>	0	1	1
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**
**Year and month in which data were collected:** October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	AHS uses core novels in place of an adopted textbook.	No	0.0%
<b>Mathematics</b>	Pre Calculus/Pre Calculus with Limits/2001/McDougal Littel Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littel AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley	No	0.0%
<b>Science</b>	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	No	0.0%
<b>History-Social Science</b>	Grade 10: World History, People & Nations (Holt) Grade 11: American Odyssey (Glencoe) Grade 12: US Government: American Politics Today (Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Economics in our Times (NTC Publishing)	No	0.0%
<b>Foreign Language</b>	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute		



### School Facility Conditions and Planned Improvements (Most Recent Year)

Albany High School opened a new main building in 2001. The main building houses most academic classrooms, computer labs and a new gymnasium. The art building houses a multipurpose room, a small theater, and art and music classrooms. MacGregor High School was relocated to the Albany High School campus for the 2014-15 year.

During the summer of 2009, the swimming pool was demolished to make way for a new aquatic complex. The aquatic facility construction began in fall 2010 and was completed in December 2011.

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will finalize the design for the Albany High School Classroom Addition Project and begin construction. AHS is in particular need of expanded classroom space and CTE (Career Technical Education) workspaces. District and site custodial and maintenance personnel maintain a clean and functional facility. There are six custodians working at AHS from early morning to late night Monday through Friday. One custodian works the day shift from early morning to afternoon. One custodian works from very early morning to opening bell. Three custodians work from afternoon to late night. One custodian works from evening to late night.

The school is in good overall condition.

The safety of students and staff is a primary concern at Albany High School. Key elements of the plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. Any visitors to the campus are required to check in at the school's office.

District maintenance staff ensures work orders are completed in a timely manner. A work-order process is in place and is used to certify efficient service to each school site and give the highest priority to emergency repairs.

The site administration works with the custodial staff members to ensure the cleaning of the school is done appropriately and the site is clean and safe for students, staff and visitors

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room -109-B Room 214-A Room 217
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Boys Locker Room: Boys Restroom hand dryer not working
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	3rd Floor Student Restrooms Library
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	74.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	63.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	271	94.76	74.17
Male	150	142	94.67	66.20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	136	129	94.85	82.95
Black or African American	13	12	92.31	50.00
Asian	84	81	96.43	72.84
Filipino	--	--	--	--
Hispanic or Latino	50	46	92.00	69.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	88	93.62	80.68
Two or More Races	32	31	96.88	77.42
Socioeconomically Disadvantaged	74	69	93.24	59.42
English Learners	36	33	91.67	36.36
Students with Disabilities	16	9	56.25	22.22

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	274	95.47	62.77
Male	151	143	94.7	63.64
Female	136	131	96.32	61.83
Black or African American	13	12	92.31	25
Asian	84	82	97.62	74.39
Filipino	--	--	--	--
Hispanic or Latino	50	49	98	46.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	87	91.58	63.22
Two or More Races	32	31	96.88	70.97
Socioeconomically Disadvantaged	75	72	96	44.44
English Learners	36	36	100	33.33
Students with Disabilities	17	10	58.82	30

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### Career Technical Education Programs (School Year 2017-18)

Albany High School offers several CTE courses and continues to work toward building CTE pathways (two or more related courses).

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism
- Video Production
- Sports Medicine
- Culinary Arts

AHS also offers a business/design program called Venture and Environmental Design, Science, Engineering, and Technology (EDSET).

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	542
<b>% of pupils completing a CTE program and earning a high school diploma</b>	96.9%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0.0%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	99.9
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	61.6

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.1	33.4	27.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parents and caregivers are engaged and supportive in the education of their children at Albany High. They demonstrate their commitment to an outstanding academic and cultural program in many ways. By and large, they provide excellent environments at home for students to study, and they provide their students with experiences that help them develop the background knowledge that is so helpful for learning. They are supportive of teachers and the school, as demonstrated not only through financial contributions and community building activities, but also the field trip and special project grants, staffing support, athletic donations, and volunteerism in the library, at dances, on field trips, and in the decision-making bodies. Those bodies include the School Site Council, Instructional Improvement Council, Athletic Boosters and Albany Coming Together (ACT). The Parent Teacher Student Association (PTSA) is actively involved in parent education and is working to develop a parent/caregiver voice in policy decisions throughout the school.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.1	4.1	4.0	5.5	4.8	3.9	10.7	9.7	9.1
Graduation Rate	93.9	95.3	92.7	93.4	93.3	91.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	96.3	96.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	97.4	96.2	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.8	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	96.6	95.8	92.1
Two or More Races	93.3	96.7	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	50.0	52.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.5	3.5	0.9	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

We secure our campus perimeter from criminal activity by having site administrators and a full-time security aide patrol the campus. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus.

Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner, and repairs are made as necessary. School buildings and classrooms are well maintained and attractive and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place.

Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as mentors for student activities. The community uses the school during off-hours. The school and community collaborate on crime-prevention efforts. The crisis-response plan identifies procedures to follow during: 1. human emergencies, such as death of a student, suicide pacts, intruders, etc.; and 2. natural emergencies, such as fires, earthquakes or other natural disasters.

Police and fire department representatives participate in safety reviews of the campus and will assist staff to respond effectively to school security and safety. Fire, earthquake and lockdown drills are conducted regularly throughout the year.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	19	34		22.0	24	28	1	24.0	16	32	
Mathematics	24.0	17	25	6	23.0	14	30	3	26.0	8	27	6
Science	27.0	4	34	1	26.0	8	30	1	27.0	6	30	1
Social Science	28.0	5	30	3	26.0	5	33	1	27.0	5	28	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	291.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.8	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7858.0	\$2663.0	\$5195.0	\$68554
District	N/A	N/A	\$7028.0	\$72,154
Percent Difference: School Site and District	N/A	N/A	-30.0	-5.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-31.3	-4.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

Title I dollars were allocated to staff English Language Development teachers.

Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.

College Readiness Block Grant funds were allocated to support after school tutoring in mathematics and to provide opportunities for UC/CSU a-g course remediation.

SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.

Common Core Implementation Funds were allocated to staff teachers on special assignment in core content areas.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	11	N/A
Social Science	12	N/A
All courses	39	40.8

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Each school year, teachers are given three days of school wide professional development each year. Regular departmental, faculty and professional learning community meetings are scheduled on a weekly basis. During the 2018-2019 school year, we are going through our WASC Self-Study and have created a structure for all stakeholders, certificated, classified, students, and families to participate in the focus and home group discussions. In 2018-19 we engaged faculty and community stakeholders with a "data-dive" that explored the summative data and implications of Smarter Balanced Summative Assessments (SBAC), California Healthy Kids Survey, and local measures from students at Albany High.



Professional development focus areas in 2016-17 focused on full implementation and supporting teachers with Common Core State Standards and Next Generation Science Standards. In 2016-2017 we engaged in a school wide discussion about the convergence and divergence of our various approaches to grading students. This has coincided with the adoption of a new grade book program that is part of the larger Powerschool Learning Management System. The goal of this professional development is that updated approaches to grading by teachers will coincide with the creation of new grade books in Powerschool. We were fortunate to have funds that provided teachers on special assignment (TSA) for English/Language Arts, mathematics, and science department teachers. In 2017-18 and 2018-19, our focus shifted to our district wide initiative of implementing social emotional/social justice competencies.

Many of the professional development leadership initiatives come from Albany High staff members. We are very proud of our internal professional development committee that routinely organizes and provides workshop model activities that all faculty engage in during our Wednesday after school collaboration time. Faculty attends conferences and works with our county office on topics such as Social Justice Mathematics. Albany High administrators are given departments to supervise and support via observations, informal walk-throughs, and the induction program for new teachers.

# MacGregor High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (School Year 2018-19)

School Contact Information	
<b>School Name</b>	MacGregor High School
<b>Street</b>	603 Key Route Blvd
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510.558.3570
<b>Principal</b>	Darren McNally
<b>E-mail Address</b>	dmcnally@ausdk12.org
<b>Web Site</b>	mac.ausdk12.org
<b>CDS Code</b>	0161127/0130294

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### School Description and Mission Statement (School Year 2018-19)

MacGregor High School, founded in 1982, is a small, dynamic, continuation school that serves a diverse population of students, ages 16 and older, who are often at-risk of not graduating from high school. MacGregor offers its students a safe campus, high academic standards, and a caring staff.

Our school is unique in that it pays particular attention to students who have had credit and/or attendance problems and whose lifestyles and/or personal situations disallow them from fitting into the structure of a large school setting.

MacGregor High School is located on the campus of Albany High School (AHS), and together these schools serve all students in grades 9-12 in Albany, California. This arrangement allows most of our students to be concurrently enrolled in Albany High School. While MacGregor meets the core academic needs of our students, they also have access to Albany High School's resources for robust extracurricular options and elective courses.

MacGregor High School works with each and every student to ensure he or she has clear, realistic goals for the steps toward, and the completion of, their education. These goals allow for each individual to consider the options available to them. These options include graduating from MacGregor, returning to the comprehensive high school, passing the California High School Proficiency Exam, or passing the General Educational Development (GED) test. Included in preparation for graduation or one of the other alternatives, is working with each student to make sure they are ready for entrance into community college, college and/or the workforce, independent-living plans, as well as their emotional and physical wellness.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	3
Grade 12	9
Total Enrollment	12

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.0
Asian	8.3
Filipino	0.0
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.0
White	41.7
Socioeconomically Disadvantaged	50.0
English Learners	25.0
Students with Disabilities	33.3
Foster Youth	0.0

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	4	5	217
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	AHS uses core novels in place of an adopted textbook	No	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	College Prep Math, Integrated Math 1, 2, & 3, 2013 (CPM.org); Mathematics Vision Project, Course 1 & 2, 2013 (mathematics visionproject.com) Pre Calculus/Pre Calculus with Limits/2001/McDougal Littell Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littell AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley	No	0.0%
<b>Science</b>	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	No	0.0%
<b>History-Social Science</b>	Grade 10: World History, People & Nations (Holt) Grade 11: American Odyssey (Glencoe) Grade 12: US Government: American Politics Today (Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Economics in our Times (NTC Publishing)	No	0.0%
<b>Foreign Language</b>	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute		0.0%
<b>Health</b>	NA		0.0%
<b>Visual and Performing Arts</b>	NA		0.0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: January 2019</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room -109-B: Room 214-A: Room 217:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Boys Locker Room: Boys Restroom hand dryer not working
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	3rd Floor Student Restrooms: Library:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: January 2019</b>	
<b>Overall Rating</b>	<b>Good</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

MacGregor High students participate in CTE courses offered at AHS. Albany High School offers several CTE courses and continues to work toward building CTE pathways (two or more related courses).

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism
- Video Production
- Sports Medicine
- Culinary Art



### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	9
% of pupils completing a CTE program and earning a high school diploma	55%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	62.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parent involvement include the School Site Council, frequent parent-teacher conferences, Back to School Night, phone contact, report cards, and parent volunteering. We also have a website where parents can post news and other notices.

Parents are also encouraged to participate in Albany High School organizations, activities and events (e.x. Athletic Boosters).

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	15.4	21.4	--	5.5	4.8	3.9	10.7	9.7	9.1
Graduation Rate	84.6	57.1	--	93.4	93.3	91.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	96.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	96.2	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	95.8	92.1
Two or More Races	0.0	96.7	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	52.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	22.7	1	23.5	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

We secure our campus perimeter from criminal activity by having site administrators and a full-time security aide patrol the campus. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus.

Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner, and repairs are made as necessary. School buildings and classrooms are well maintained and attractive and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place. Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as monitors for student activities. The community uses the school during off-hours.

The school and community collaborate on crime-prevention efforts. The crisis-response plan identifies procedures to follow during: 1. human emergencies, such as death of a student, suicide pacts and intruders; and 2. natural emergencies, such as fires, earthquakes and other natural disasters.

Police and fire department representatives participate in safety reviews of the campus and will assist staff to respond effectively to school security and safety. Fire, earthquake and lockdown drills are conducted regularly throughout the year.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	1			11.0	1			10.0	1		
Mathematics	5.0	1			5.0	1			10.0	1		
Science	12.0	1			13.0	1			12.0	1		
Social Science	12.0	2			10.0	2			9.5	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	25
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$31207	\$5584	\$25623	\$68554
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	112.7	-5.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	113.0	-4.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

During the 2017-2018 school year, the following support services were provided:

Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.

SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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In addition to participating in all professional development as part of AHS, teachers at MacGregor meet regularly to discuss social-emotional aspects of the program and students' needs.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM:** **OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL  
TO NEXT GENERATION JAZZ FESTIVAL  
IN MONTEREY, CALIFORNIA**

**PREPARED BY:** **MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM:** **CONSENT**

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**PURPOSE:**

All field trips and excursions that occur overnight require prior approval from the Board of Education. Requests shall be presented to the Board of Education at least one month in advance of departure unless the timing of the event and the Board meeting schedule do not provide sufficient time for prior approval or make prior approval impractical.

**BACKGROUND INFORMATION:**

Each spring, over 1300 of the nation's top student musicians play their hearts out at the Next Generation Jazz Festival in Monterey, California. One of the most inclusive festivals in the United States, the festival welcomes performances by middle, high school, and collegiate groups of every kind: big bands, combos, vocal ensembles, vocal soloists, as well as conglomerate bands. Albany High School (AHS) Jazz Band has been invited to perform this year as one of 12 finalist bands from around the country.

**DATES OF TRIP:** April 5-7, 2019

**DETAILS:**

Twenty (20) students from the AHS Jazz Band, along with their advisor and 2 parent chaperones, will travel to Monterey, California to participate in this annual event. Students will participate in workshops, concerts, and jam sessions alongside other outstanding high school, collegiate, and professional musicians throughout the weekend. Transportation to and from the destination will be by chartered bus. Hotel accommodations for two nights will be at the official event hotel, the Portola Hotel, in Monterey.

### FINANCIAL INFORMATION:

The total field trip fee per student is **\$300.00**. Funding will come from donations from families and from the Albany Music Fund. No student will be denied the opportunity to participate.

### STRATEGIC GOALS ADDRESSED:



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

**RECOMMENDATION: APPROVE THE OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL TO NEXT GENERATION JAZZ FESTIVAL IN MONTEREY, CALIFORNIA**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM:                               OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL  
TO MODEL UNITED NATIONS CONFERENCE AT  
UNIVERSITY OF CALIFORNIA, DAVIS**

**PREPARED BY:               MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM:            CONSENT**

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**PURPOSE:**

All field trips and excursions that occur overnight require prior approval from the Board of Education. Requests shall be presented to the Board of Education at least one month in advance of departure unless the timing of the event and the Board meeting schedule do not provide sufficient time for prior approval or make prior approval impractical.

**BACKGROUND INFORMATION:**

Albany High School Model UN Club has attended the Davis Model United Nations Conference (DMUNC) at UC Davis, California, over the past few years. Every May, more than 500 students from across California come to UC Davis to participate in a weekend of stimulating debate. The goal of the conference is to create an enriching educational experience for students to realize their personal potential to be strong leaders, confident public speakers, and concerned global citizens.

**DATES OF TRIP:** May 17-19, 2019

**DETAILS:**

Twenty (20) students, along with their advisor and one parent chaperone, will travel to UC Davis for this conference, where they will participate in simulated meetings of intergovernmental organizations and learn about diplomacy on international relations, and social events. They will also practice their skills in research, writing, public speaking, parliamentary procedures, and negotiating. The conference is located on the UC Davis campus, and hotel accommodations for students and chaperones will be at the Best Western University Lodge, Davis. Transportation to and from their destination will be by chartered bus, and students will walk between the hotel and the conference meeting places on the UC Davis campus.



**FINANCIAL INFORMATION:**

The total field trip fee per student is **\$281.50**. Funding will come from donations from families and PTSA donations. No student will be denied the opportunity to participate.

**STRATEGIC GOALS ADDRESSED:**

**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

**RECOMMENDATION: APPROVE OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL TO MODEL UNITED NATIONS CONFERENCE AT UNIVERSITY OF CALIFORNIA, DAVIS**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: 2019-2020 LOCAL CONTROL ACCOUNTABILITY PLAN**

**PREPARED BY: MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM: STAFF REPORT**

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**PURPOSE:** The purpose of this staff report is to provide information regarding the 2019-2020 Local Control Accountability Plan process and timeline.

**BACKGROUND INFORMATION:**

Enacted in 2013, California's Local Control Funding Formula (LCFF) significantly changed how districts in the state are funded. With the introduction of LCFF, many state categorical programs were eliminated and districts were provided greater flexibility to use funds to improve student outcomes.

LCFF allocates funding for all students and additional (supplemental) funding to provide targeted services for English learners, foster youth, and students identified as socio-economically disadvantaged.

An important component of LCFF is the development of the Local Control Accountability Plan (LCAP). The LCAP is a planning and accountability tool that reflects the district's annual goals, actions, services and expenditures within a fixed three-year planning cycle. In developing the LCAP, Districts must implement specific activities to address the following state priorities:

1. Basic Services (fully credentialed staff and standards-aligned instructional materials)
2. Implementation of State Standards
3. Parent Involvement
4. Pupil Achievement (measured by annual summative assessment, English Learner reclassification, and Advanced Placement examination results)
5. Pupil Engagement (measured by attendance, graduation, dropout, and absenteeism rates)
6. School Climate (measured by suspension and expulsion rates)
7. Course Access
8. Other Pupil Outcomes

## DETAILS:

Albany Unified School District's LCAP is aligned with the three goals of the District's Strategic Plan:

1. **Assess and Increase Academic Success.** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.
2. **Support the Whole Child.** We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.
3. **Communicate and Lead Together.** All stakeholders will collaborate and communicate about decisions that guide the sites and district.

The LCAP includes the following information:

- Plan Summary
- Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Planned Actions/Services
- Demonstration of Increased or Improved Services for Unduplicated Students

Beginning in the 2019-2020 school year, the LCAP must also include an LCFF Budget Overview for Parents including the following information:

- The total projected LCFF revenue for the coming LCAP year
- The projected general fund expenditures for the coming LCAP year
- The budgeted expenditures for Planned Actions/Services for the coming LCAP year
- A brief description of the activities or programs supported by general fund expenditures that are not included in the LCAP

Districts are required to update their Local Control Accountability Plan annually, and the Governing Board must approve the District's LCAP on or before July 1. In developing the LCAP, teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and students must be consulted.

During the months of March and April, input to inform the development of the LCAP will be gathered from District and community stakeholders. In addition to meeting with stakeholder groups, input will also be gathered through an online survey. The purpose of the online survey is to afford all members of the Albany community an opportunity to provide input on the District's LCAP.

## STRATEGIC OBJECTIVES ADDRESSED:



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



**Objective #3:** *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

<p><b>RECOMMENDATION:</b> RECEIVE THE STAFF REPORT ON THE 2019-2020 LOCAL CONTROL ACCOUNTABILITY PLAN</p>
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**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: ELEMENTARY SCHOOL ACCOUNTABILITY REPORT CARDS**

**PREPARED BY: MARIE WILLIAMS**  
**ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM: REVIEW AND DISCUSSION**

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**PURPOSE:**

The purpose of this item is to review and discuss the School Accountability Report Cards for Cornell Elementary School, Marin Elementary School, and Ocean View Elementary School.

**BACKGROUND INFORMATION:**

In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, State and federal laws require School Accountability Report Cards include information regarding the following: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data.

All public schools in California are required to prepare School Accountability Report Cards (SARCs) and disseminate them to the public on or before February 1 of each year. SARCs provide the public with important information about each public school, communicate the school's progress in achieving its goals, and provide parents with data and information to make meaningful comparisons between schools.

**DETAILS:**

Approximately 75% of the data required for inclusion in the SARC is provided by California Department of Education. The remaining data is gathered from site principals and District staff.

**STRATEGIC OBJECTIVES ADDRESSED:**



***Objective #1:** Assess and Increase Academic Success. **Goal:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #3:** *Communicate and Lead Together.* **Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION: REVIEW AND DISCUSS THE SCHOOL ACCOUNTABILITY REPORT CARDS FOR CORNELL ELEMENTARY SCHOOL, MARIN ELEMENTARY SCHOOL, AND OCEAN VIEW ELEMENTARY SCHOOL.**

# Cornell Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Cornell Elementary School
<b>Street</b>	920 Talbot Avenue
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510.558.3700
<b>Principal</b>	Heather Duncan
<b>E-mail Address</b>	hduncan@ausdk12.org
<b>Web Site</b>	<a href="https://cornell.ausdk12.org/">https://cornell.ausdk12.org/</a>
<b>CDS Code</b>	01-61127-6090161

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### School Description and Mission Statement (School Year 2018-19)

The strength of our school lies with the knowledgeable, thoughtful, and caring staff who share the belief all students can learn. Our teaching faculty of highly qualified, fully credentialed, and Cross-Cultural Language and Academic Development (CLAD) certified teachers is dedicated to teaching students a core academic curriculum based on Common Core State Standards. Staff collaborates regularly to produce a focused approach to instruction. Cornell Elementary School is made up of a diverse student body. Currently, there are approximately 560 students enrolled with more than 28 different languages spoken. The school serves students in grades K-5 with 23 general education classrooms and three special-education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English Language Development (ELD) instruction, speech and language support, special education resource services, adapted physical education, occupational therapy, and counseling. Students also participate in music, physical education, science, and library classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

The Cornell teaching faculty, staff, and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of all students. Through the Student Success Team (SST) and Individualized Education Plan (IEP) process, we identify students who have special needs and then determine specific strategies that will best support their academic, social and emotional growth. The staff strives to provide students with a curriculum that is rigorous, meaningful, relevant, appropriately challenging and allows students to develop their critical-thinking skills. Instruction is focused on state standards, and all students are making progress toward mastery of these standards. Cornell teachers differentiate their instruction to meet the individual learning needs of their students. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster social and emotional growth as well as develop students' communication and collaboration skills.

We offer one fee-based enrichment program to students during the Early Bird and Late Bird reading periods in grades 1-3. Inquiries about this class should be directed to our office at (510) 558-3700. Our campus also offers an after-school child-care program focused on Chinese language and culture. This program serves students in grades K-3. Inquiries regarding the Chinese after-school program should be directed to Anna Mansker, Director of Albany Children's Center, at (510) 559-6590.

At Cornell Elementary School, our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful, and responsible. We create safe, inclusive, and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and the ability to express themselves clearly. All of our students are moving toward mastering the essential skills and grade-level standards so that they can thrive as learners in school and throughout their lives.



**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	69
Grade 1	90
Grade 2	93
Grade 3	91
Grade 4	103
Grade 5	107
<b>Total Enrollment</b>	<b>553</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	30.6
Filipino	1.8
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.0
White	30.2
Socioeconomically Disadvantaged	15.0
English Learners	19.3
Students with Disabilities	6.7
Foster Youth	0.0

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31	32	36	217
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins, et al.	No	0.0%
Mathematics	TK-3rd Grade: Investigations in Number, Data, and Space (Pearson)-Not State Adopted 3rd-5th Grade: Math Expressions, Common Core (Houghton Mifflin)	Yes	0.0%
Science	Full Option Science System (DELTA)	No	0.0%
History-Social Science	K-1st Grade: History Social Science (Houghton-Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0%
Foreign Language			0.0%
Health			0.0%
Visual and Performing Arts			0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. The safety of students and staff is a primary concern at Cornell Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office. The school was built in 1948, and the last building was added in 1974. There are a total of 23 K-5 general-education classrooms, with 10 of them being portables. The school is in good overall condition. There are sufficient classroom, playground and staff spaces to support teaching and learning. The school has a multipurpose room, a library, two play areas and sufficient classrooms to meet current needs. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school. District maintenance staff members ensure the repairs necessary to keep the school in good repair, and work orders are completed in a timely manner. A workorder process is used to ensure efficient service and the highest priority to emergency repairs.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report:</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report:</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	76.0	82.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	77.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	283	97.25	81.63
Male	141	135	95.74	79.26
Female	150	148	98.67	83.78
Black or African American	--	--	--	--
Asian	101	96	95.05	82.29
Hispanic or Latino	30	29	96.67	75.86
White	98	97	98.98	86.60
Two or More Races	52	51	98.08	76.47
Socioeconomically Disadvantaged	47	44	93.62	56.82
English Learners	85	81	95.29	71.60
Students with Disabilities	21	21	100.00	38.10

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	285	97.6	76.84
Male	141	137	97.16	78.83
Female	151	148	98.01	75
Black or African American	--	--	--	--
Asian	101	99	98.02	84.85
Hispanic or Latino	30	29	96.67	62.07
White	98	96	97.96	77.08
Two or More Races	53	51	96.23	68.63
Socioeconomically Disadvantaged	48	45	93.75	73.33
English Learners	85	83	97.65	79.52
Students with Disabilities	22	21	95.45	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	18.3	58.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

At Cornell, we value and enjoy a high level of parent and community involvement. The school works in partnership with parents to support students, staff and our instructional programs. Opportunities for parent involvement include the School Site Council; Parent-Teacher Association (PTA); English Learner Advisory Committee; Cornell Crew; Wellness Committee; Traffic Safety/Walking School Bus Committee; Albany Music Fund; Albany Education Foundation; SchoolCARE; PTA Enrichment Giving Campaign; and as volunteers in the classroom, office and leaders of noontime activities. Communication between the school and home is accomplished through weekly school wide newsletters as well as classroom newsletters, phone calls, emails, meetings, report cards, and conferences.

The PTA supports a number of the school's instructional programs as well as enrichment activities. The PTA also offers parent education nights, funds our supplemental programs, hosts community-building events, and coordinates many fundraising activities to support to our school in a number of ways (funding personnel and programs, supplying instructional materials for classrooms, offering enrichment activities for our students, and coordinating improvements to our school). The members of our School Site Council discuss our students' achievement and help monitor the implementation of our site plan. In addition, our teachers and students also benefit greatly from support and assistance provided by parent volunteers.

For more information on how to become involved, contact PTA President at [president@cornellpta.org](mailto:president@cornellpta.org).

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	0.9	0.0	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Safety is a priority at Cornell School. We have implemented a schoolwide positive-behavior program called BEST. Using the BEST program as our guide, Cornell staff has developed behavior expectations for common areas around the school. Classroom and common-area behavior expectations are framed around three core ideas, which serve as our Big Three Rules: Be Safe, Be Responsible and Be Respectful. We have also developed and annually update the Peaceful Playground Handbook which specifies the guidelines for safe and cooperative play on the play structure and playground. In addition, our school has a Conflict Manager program, where 3rd-5th grade students assist their peers in resolving conflicts at recess. In the classroom, Cornell teachers integrate the Welcoming Schools antibias curriculum into their instructional programs to address issues of bullying, diversity and accepting differences.

Practice drills for fire, earthquakes and other emergencies are held with the staff and students on a monthly basis. Emergency kits are located in all classrooms, and additional emergency supplies are stored on-site. We have established emergency response teams, each with specific responsibilities, so that we respond effectively and efficiently in the event of a crisis situation. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

Part II:

Emergency Procedures

Building evacuation

Fire Chemical accident

Earthquake

Air pollution

Explosion or aircraft crash

Bomb threat

Suspicious individuals

Medical/first aid

Terrorist situation.

Part III: Emergency Forms/Checklists

Sample parent letter Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet

Sample student district notice of first-aid care

Sample site status report

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		21	2	2		23		3	
1	21		4		23		4		23		4	
2	25		3		22		4		23		4	
3	23		5		24		4		23		4	
4	28		3		27		4		26		4	
5	27		4		27		3		27		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

## Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9121	\$2830	\$6291	\$74890
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-12.8	3.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-12.4	4.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

Title I dollars were allocated to staff English Language Development teachers.

Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.



SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.

Common Core Implementation Funds were allocated to staff a Teacher on Special Assignment.

#### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

#### Professional Development (Most Recent Three Years)

The Cornell teaching faculty is offered three districtwide staff development days each school year. Along with meetings held every Wednesday afternoon, these professional-development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction and assessments, to share best practices with colleagues, and to discuss ways to better support our students' learning. Approximately every six weeks, Cornell teachers collaborate with the faculty at Marin School and Ocean View School in order to align our work across the district. An ongoing focus for this collaboration is teachers' learning new instructional strategies to enhance their instruction and our students' learning. As another means of supporting ongoing professional development, we also meet in professional learning communities so that teachers are able to share their expertise with each other and step into the role of learners.

# Marin Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Marin Elementary School
<b>Street</b>	1001 Santa Fe Ave.
<b>City, State, Zip</b>	Albany CA 94706
<b>Phone Number</b>	510.559.4700
<b>Principal</b>	Melisa Pfohl
<b>E-mail Address</b>	mpfohl@ausdk12.org
<b>Web Site</b>	<a href="https://marin.ausdk12.org/">https://marin.ausdk12.org/</a>
<b>CDS Code</b>	01-61127-6095376

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### School Description and Mission Statement (School Year 2018-19)

We are a school made up of a diverse student body. Currently, there are approximately 500 students enrolled with more than 20 different languages spoken at Marin Elementary School. The school serves students in grades K-5, with 22 general-education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English-language instruction, speech and language services, special-education resource services, occupational therapy, and counseling. Students also participate in music, physical education, science, and library media classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

Marin Elementary School staff is focused on, and dedicated to, teaching students a core academic curriculum based on the Common Core State Standards. Our staff of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers, collaborate to produce a focused approach to instruction. Their efforts are reflected in their students' performance on local benchmark assessments.

In addition, we offer a fee-based enrichment program to students who are enrolled in the Early Bird and Late Bird programs in grades 1-3. This year, we are offering chess and Play-well TEKnologies after school. Our campus houses a child-care program as a convenience to parents called Tupelo. The before- and after-school program is available from 7:30 a.m. to 6 p.m. and serves students in grades K-3.

Goals for the school year include math intervention options, and providing more opportunities for student leadership with a Conflict Manager program.

The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding and challenging them to learn and reach out to the world with compassion, integrity and courage.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	92
Grade 1	71
Grade 2	87
Grade 3	93
Grade 4	83
Grade 5	82
Total Enrollment	508

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	21.1
Filipino	1.4
Hispanic or Latino	15.0
Native Hawaiian or Pacific Islander	0.0
White	39.8
Socioeconomically Disadvantaged	14.6
English Learners	19.9
Students with Disabilities	8.3
Foster Youth	0.0

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
<b>With Full Credential</b>	33	30	36	217
<b>Without Full Credential</b>	1	1	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins, et al.	No	0.0%
Mathematics	TK-3rd Grade: Investigations in Number, Data, and Space (Pearson)-Not State Adopted 3rd -5th Grade: Math Expressions, Common Core (Houghton Mifflin)	Yes	0.0
Science	Full Option Science System (DELTA)	No	0.0
History-Social Science	K-1st Grade: History Social Science (Houghton Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will determine when to schedule the Marin Elementary School Project and how to address temporarily housing students off campus.

The safety of students and staff is a primary concern at Marin Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office.

The school was built in 1975. There are challenges providing sufficient classroom, playground and staff spaces to support teaching and learning due to increased enrollment, but we are keeping up to meet the needs of 24 classrooms, a multipurpose room, a library and several play areas. District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

There are two custodians. One works from early morning to afternoon and the other works from afternoon to late night Monday through Friday. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/9/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/9/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/9/2019	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	85.0	81.0	79.0	76.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	78.0	79.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	245	94.96	81.22
Male	137	132	96.35	78.79
Female	121	113	93.39	84.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	46	90.20	86.96
Filipino	--	--	--	--
Hispanic or Latino	40	38	95.00	65.79
White	118	115	97.46	84.35
Two or More Races	38	38	100.00	86.84
Socioeconomically Disadvantaged	41	37	90.24	51.35
English Learners	58	50	86.21	70.00
Students with Disabilities	28	26	92.86	38.46

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	252	97.67	78.57
Male	137	135	98.54	80
Female	121	117	96.69	76.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.04	86
Filipino	--	--	--	--
Hispanic or Latino	40	38	95	65.79
White	118	116	98.31	82.76
Two or More Races	38	38	100	78.95
Socioeconomically Disadvantaged	41	41	100	53.66
English Learners	58	56	96.55	76.79
Students with Disabilities	28	28	100	42.86

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	15.0	28.8	48.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

A source of support for our school is our highly involved and motivated parents. Parents are active members of the School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Parent Teacher Association (PTA). Parents also donate thousands of hours volunteering in classrooms each year. Parents organize and facilitate fundraisers and parent-education events, coordinate campus-beautification projects, organize community events and provide supplemental instructional materials.

For more information on how to become involved at the school, please contact PTA co-presidents Stephanie Best and Abby Wentworth at (510) 558-4740.



## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.4	0.0	0.8	1.6	3.1	2.1	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Safety is a priority at Marin Elementary School. We have implemented the school-wide behavior programs BEST and Second Step. These two programs develop behavior expectations for common areas around the school and strategies for resiliency and perseverance in an academic and social setting. Classroom and common area behavior expectations are framed around three core ideas: Be Safe, Be Responsible and Be Respectful. Classroom and schoolwide incentives are tied to each of the "3 B's." In addition, Marin teachers integrate anti-bullying and the social-emotional curriculum called Second Step. Marin students are trained as conflict managers in fifth and fourth grade.

Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

#### Part II: Emergency Procedures

Building evacuation  
 Fire Chemical accident  
 Earthquake Air pollution  
 Explosion or aircraft crash  
 Bomb threat Suspicious individuals  
 Medical/first aid Terrorist situation

#### Part III: Emergency Forms/Checklists

Sample parent letter  
 Hazard-identification checklist  
 Recommended emergency supplies  
 Guidelines for preparing a buddy/teacher list  
 Sample emergency information sheet  
 Sample student district notice of first-aid care  
 Sample site status report

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3		20	3	1		23		4	
1	21		4		21	1	3		24		3	
2	24		3		22		4		22	1	3	
3	23		4		22		4		23		4	
4	28		3		28		2		27		3	
5	28		3		28		3		22	1	3	
Other					27		1					

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7714	\$1512	\$6202	\$68829
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-14.2	-4.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-13.9	-3.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

Title I dollars were allocated to staff English Language Development teachers.

Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.

SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.

Common Core Implementation Funds were allocated to staff a Teacher on Special Assignment.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

The teaching faculty is offered three districtwide staff development days each school year. Along with meetings held every Wednesday afternoon, these professional-development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction, and assessments in order to share best practices with colleagues and discuss ways to better support our students' learning. On a quarterly basis, Marin teachers collaborate with the faculty at Cornell and Ocean View Schools to align our work across the district. Other faculty training came with the Curriculum Council/Elementary Writing Committee, which met four times in 2016-2017 and 2017-2018, to adopt our new reading and writing curriculum for grades TK-5.

# Ocean View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Ocean View Elementary School
<b>Street</b>	1000 Jackson
<b>City, State, Zip</b>	Albany CA 94706
<b>Phone Number</b>	510.558.4800
<b>Principal</b>	Terry Georgeson
<b>E-mail Address</b>	tgeorgeson@ausdk12.org
<b>Web Site</b>	<a href="http://ov.ausdk12.org/">http://ov.ausdk12.org/</a>
<b>CDS Code</b>	01-61127-6090161

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### School Description and Mission Statement (School Year 2018-19)

Albany's schools are the focal point of its community. Families choose to locate here because of the schools. Ocean View Elementary School is a unique school with a community, rich in economic, ethnic and racial diversity. Our teachers and staff work to support our commitment to high expectations through a dynamic blend of collaboration, professionalism and a dedication to a rigorous, common core standards-based curriculum.

Ocean View School is one of three elementary schools serving the Albany community. Ocean View guides approximately 530 Kindergarten to Fifth grade students from early childhood to early adolescence. The Ocean View parent community is largely college-educated, economically diverse, and socially active. There is no single majority racial-ethnic group in Albany. We have approximately 41% white, 42% Asian-Pacific Islander, 7% African American and of these racial-ethnic groups, 20% also identify as Hispanic or Latino. 40% of Ocean View students are identified as having a language other than English at home. This offers our students and community with a rich multi-cultural foundation on which to build a deep appreciation for our diversity. 30% of Ocean View students participate in the Federal Free or Reduced Lunch Program.

During the 2018-2019 school year we accommodate 22 general education classrooms, one self-contained classroom (SDC), two reading labs, a library media center, and a large multi purpose room featuring a stage used for theater and performances. Adjacent to our school is the Ocean View City Park that offers our students access to a large field and baseball diamond for play during lunch and the school day. The general education classrooms have an average student to teacher ratio of 24: 1 in Kindergarten through 3rd grade and 26:1 for 4-5th grade. Additionally, we have single subject teachers in the subjects of Physical Education, Music, Science and Media/Library. Ocean View Elementary has a support staff composed of 1.4 FTE Intervention Specialists, 2.2 FTE English Language Learners Specialist Teachers, 1.0 FTE Speech and Language Specialist, a part-time Psychologist, 1.0 FTE Resource Teacher, .4 FTE Occupational Therapist, and three part-time counseling interns. Each classroom is equipped with student laptops, iPads with online technologies, and a amplification system providing voice and language enhancement with all instruction.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	150
Grade 1	89
Grade 2	63
Grade 3	69
Grade 4	100
Grade 5	103
Total Enrollment	574

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	29.6
Filipino	1.6
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.0
White	19.3
Socioeconomically Disadvantaged	32.2
English Learners	30.3
Students with Disabilities	7.1
Foster Youth	0.0

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
<b>With Full Credential</b>	39	36	39	217
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins et al.	No	0.0%
Mathematics	K-3rd Grade: Investigations in Number, Data and Space (Pearson)-Not State Adopted 4th-5th Grade: Math Expressions, Common Core (Houghton Mifflin)	Yes	0.0%
Science	Full Option Science System (Delta)	No	0.0%
History-Social Science	K-1st: History Social Science (Houghton Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will determine when to schedule the Ocean View Elementary School Project and how to address temporarily housing students off campus. The safety of students and staff is a primary concern at Ocean View Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times during the school day beginning at 8:15 a.m. and during recess and lunch. Any visitors to the campus are required to check in at the school's office.

The school was built in 1975 and modernized in 2000. There are 27 classrooms, a multipurpose room/stage, a library multimedia center, special day class and resource specialist program classrooms, two English language development (ELD) classrooms and a counseling office. We are located near Ocean View Park. With the cooperation of the City of Albany, Ocean View Park offers students many opportunities for play and various field games. District maintenance staff ensures the repairs necessary to keep the school in good repair, and other work orders, are completed in a timely manner. A workorder process is used to ensure efficient service and the highest priority to emergency repairs. We have two custodians: one lead day custodian and one night custodian Monday through Friday. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Holes in playground right outside classroom 11. A maintenance repair ticket has been submitted.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/12/2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	73.0	71.0	79.0	76.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	68.0	69.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	258	93.48	70.54
Male	135	130	96.30	66.15
Female	141	128	90.78	75.00
Black or African American	--	--	--	--
Asian	95	83	87.37	79.52
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.00	58.00
White	66	65	98.48	80.00
Two or More Races	42	39	92.86	69.23
Socioeconomically Disadvantaged	98	91	92.86	56.04
English Learners	106	92	86.79	68.48
Students with Disabilities	22	21	95.45	19.05

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	267	96.74	68.54
Male	135	133	98.52	69.17
Female	141	134	95.04	67.91
Black or African American	--	--	--	--
Asian	95	91	95.79	81.32
Filipino	--	--	--	--
Hispanic or Latino	50	50	100	48
White	66	66	100	78.79
Two or More Races	42	39	92.86	61.54
Socioeconomically Disadvantaged	98	95	96.94	57.89
English Learners	106	101	95.28	71.29
Students with Disabilities	22	21	95.45	9.52

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	9.9	27.7	56.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

We value and enjoy a growing level of parent and community involvement at Ocean View School. This partnership between the school and Ocean View families, allows us to effectively support our students, staff, and instructional programs. Parents can participate in any of the following parent organizations: English Learner Advisory Committee (ELAC), the Ocean View PTA, and volunteering in classrooms, field trips and lunch time supervision. The Ocean View PTA organizes parent education nights, community events and are instrumental in helping build a strong parent-teacher community. Our school community benefits greatly from the support and assistance provided by our community volunteers. Please contact the school at 558-4800 for information about how to get involved.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.3	0.8	1.3	1.6	3.1	2.1	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Safety is a priority at Ocean View Elementary School. The social-emotional learner in all students is a priority at Ocean View and as part of our district's K-8 program, where we embrace a school-wide behavior program called BEST. The BEST team is a team of dedicated teachers who lead our staff with determining what behavioral expectations around the school and in classrooms we will target throughout the school year. Our three core ideas are: Be Safe, Be Responsible and Be Respectful. Classroom and schoolwide incentives are tied to each of the "3 B's." In addition, Ocean View teachers integrate the anti-bullying curriculum Second Step and Welcoming Schools. Through this curriculum, our students learn about empathy, speaking up for one's self and the value of focused attention. Finally, we offer Ocean View students in grades 3-5 leadership opportunities to be a conflict manager for fellow students on the playground. Learning to lead by helping others is what conflict management is all about.

Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

Part II:

Emergency Procedures

Building evacuation

Fire Chemical accident

Earthquake

Air pollution

Explosion or aircraft crash

Bomb threat

Suspicious individuals

Medical/first aid

Terrorist situation.

Part III: Emergency Forms/Checklists

Sample parent letter Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet  
 Sample student district notice of first-aid care  
 Sample site status report

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	4	3		21		6		21	1	6	
1	20	2	2		21	1	2		22		4	
2	24		5		22		3		21		3	
3	22		5		21	3	2		23		3	
4	25		4		26		4		25		4	
5	25		4		26		4		26		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8624	\$2283	\$6341	\$67122
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-12.0	-7.2
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-11.6	-6.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

Title I dollars were allocated to staff English Language Development teachers.

Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.

SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.

Common Core Implementation Funds were allocated to staff a Teacher on Special Assignment.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Ocean View staff development is aligned to district goals: We will provide comprehensive educational experiences with expanded opportunities for demonstrating and assessing student growth.

We will identify individual, social, emotional, and academic needs and apply collaborative appropriate interventions. We will enhance the leadership capacity at the site, district, and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

Our teachers are offered three district-wide professional development days each school year. In addition, meetings are held each Wednesday afternoon; these meetings offer teachers the opportunity to collaborate regarding curriculum, instruction and assessments. In addition, site leadership teachers meet twice monthly as a standing committee and decision-making group that leads in the effort to improve instructional practices and student learning with an explicit focus on narrowing the achievement gap. This Instructional leadership team participates in the planning and execution of each staff meeting. Ocean View teachers also work closely with Cornell and Marin schools to align our instruction throughout the district. We are committed to the ongoing collaboration to always improve our instructional practices of California Common Core State Standards and better prepare students for the Smarter Balanced Assessments.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: BOARD POLICY 5131 (CONDUCT)**

**PREPARED BY: MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM: REVIEW AND DISCUSSION**

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**PURPOSE:** The purpose of this item is for the Board to review and discuss Board Policy 5131 (Conduct).

**BACKGROUND INFORMATION:**

At the November 14, 2017 AUSD Governing Board Meeting, the Governing Board approved the establishment of a District Board Policy Committee to do the following:

1. Make recommendations to the Governing Board regarding the creation, revision, and deletion of Board Policy and Administrative Regulation.
2. Monitor the implementation of Board Policies/Administrative Regulation districtwide.

The Board Policy Committee is composed of AUSD Trustees, classroom teachers, site and district administrators, and community members. Since February 2018, the Committee has held monthly meetings to discuss AUSD Board Policies and Administrative Regulations. In accordance with the Brown Act, all meetings are open to the public and meeting materials (agenda and minutes) are posted on the District's website 72 hours prior to the meeting.

**DETAILS:**

As stated in AUSD Board Policy 9310 (Board Policies), written board policies and administrative regulations "convey expectations for actions taken in the district, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to the students, staff, parents/guardians and the community." To that end, it is important Districts establish processes for maintaining current board policies and administrative regulations.

The Board Policy Committee identified a series of board policies pertaining to student conduct for review and revision. The process of revision began with comparing sample language from California School Boards Association (CSBA) to current District board policy and administrative regulation. CSBA regularly provides updates to sample board policy and administrative regulation language to reflect new and updated legislation. The Committee then discussed potential revisions to reflect District philosophy and practice and sought additional input from site administrators to ensure alignment between language and site practice.

In November 2018, the Committee took action to present the first of a series of board policies to the AUSD Governing Board for review, discussion and potential adoption. Board Policy 5131

(Conduct) was previously revised in October 2009. Language that appears struck out is recommended for removal and language that is underlined is recommended for inclusion in the revised board policy.

**STRATEGIC OBJECTIVES ADDRESSED:**



*Objective #3: Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION: REVIEW AND DISCUSS BOARD POLICY 5131 (CONDUCT)**

# Albany USD

## Board Policy

### Conduct

BP 5131

### Students

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

~~Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.~~

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily



harm, or substantial disruption

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

~~11. Inappropriate attire~~

~~(cf. 5132 - Dress and Grooming)~~

~~12.~~ 11. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

13. 12. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, ~~he/she~~ they shall refer the matter to ~~his/her~~ their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or ~~his/her~~ their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

##### CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

##### PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

##### VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

##### CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

##### UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

##### COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org> California Department of Education, Safe Schools Office:  
<http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

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

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

(11/08 3/10) 3/12

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: BUDGET ADVISORY COMMITTEE - TARGET BUDGET  
REDUCTION AND DELIVERABLES**

**PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL**

**TYPE OF ITEM: REVIEW AND DISCUSSION**

**PURPOSE:** For the Board of Education to provide direction to the AUSD Budget Advisory Committee - target budget reduction and deliverables.

**BACKGROUND INFORMATION:** At the October 10, 2017 Regular Board of Education meeting, the Board agreed to the creation of an ad-hoc Budget Input Assessment Committee that would meet in November and December and not be a Board appointed committee. At the December 5, 2017 Special Board of Education meeting, the Board received an update of the Budget Priorities Process and agreed to a longer time frame for the Budget Priorities Process and agreed to a longer time frame for the committee to work through data to develop recommendations. At the January 23, 2018 Regular Board of Education meeting, the Board provided direction to staff on developing a Board Appointed Budget Committee. At the February 13, 2018 Regular Board of Education meeting, the School Board discussed the appointment of a Budget Advisory Committee and tabled the item so that the Board could 1) discuss how the committee will be selected and 2) Board take action on the creation of the committee. The specific charge of the committee must also be determined.

At the August 14, 2018 Regular Board of Education meeting, the Board determined the number of members of the Budget Advisory Committee, the stakeholder groups to be represented, the purpose and charge of the Committee, and the date when the Board will receive the Committee's report. The Board approved the following positions for the Budget Advisory Committee:

- 2 Parents
- 1 ATA
- 1 CSEA
- 1 SEIU
- 1 Site Administrator

At the September 11, 2018 Board of Education meeting, the following people were appointed to the Budget Advisory Committee:

- Parent: Jessica Cross
- Parent: An (Joseph) Vu

- Parent: Bell Wallace
- ATA: Stephen Naiff
- CSEA: Morgan Paschke
- SEIU: Richard Betz
- Site Administrator: Darren McNally

The Budget Advisory Committee met on September 21, 2018, October 3, 2018, October 18, 2018, October 29, 2018, November 2, 2018, November 7, 2018.

At the November 13, 2018 Regular Board of Education meeting, the Budget Advisory Committee presented its [report](#) to the School Board. The Budget Advisory Committee shared that they did not have enough time to do a thorough job of examining the implications of the budget reductions in the overall context of the district's budget, programs, services, and staffing. Some Board members shared a desire to have the Budget Advisory Committee become a standing committee. The School Board asked Staff to agendize a discussion on the mission and structure of the Budget Advisory Committee.

At the November 27, 2018 Board meeting, Board members discussed the Budget Advisory Committee continuing with their charge for the next few months, the Committee becoming a standing board appointed committee, that there be an increase in the membership to include more expertise from members of the community, and that the new School Board determine the purpose and charge of the committee. A board member also requested that the Budget Advisory Committee expand its purpose to include exploring and discussing potential revenue generating opportunities. The Superintendent, after receiving feedback from staff, requested that there be representation from elementary, middle, and high schools on the BAC.

At the January 8, 2019 Board of Education meeting, the Board was asked to determine the number of additional members of the Budget Advisory Committee, the stakeholder groups to be represented, the revised purpose and charge of the Committee, the date when the Board would receive the Committee's next report, and if the Budget Advisory Committee would be a standing committee. The Board gave direction to staff to expand the Budget Advisory Committee to include:

- 4 Albany Teachers' Association Representatives: 2 elementary, 2 secondary (preferably at least one from Special Education)
- 4 Parents: preferably two (2) representing elementary and two (2) representing secondary schools
- 1 California School Employees Association Representative
- 1 Service Employees' International Union Representative
- 2 Site Administrators: preferably one (1) representing elementary and one (1) representing secondary schools
- 1 High School Student

The Board of Education also determined that the purpose of the Committee is to create strategies to achieve and maintain a balanced district budget, that the BAC would be a standing Board appointed

committee with a term of two (2) years, that consistent attendance is necessary, and that there would be no less than six (6) meetings annually (potentially additional meetings as needed.)

At the Special Board meeting on January 30, 2019, the Board appointed the members of the Budget Advisory Committee:

- Jessica Cross (parent)
- Alexia Ritchie (secondary administrator)
- Terry Georgeson (elementary administrator)
- Ben Wallace (parent)
- Natali Gaysinsky (parent)
- Chris Knight (teacher)
- Stephen Naiff (teacher)
- Jon Destin (parent)

At the February 12, 2019 Board of Education meeting, the Board appointed two additional members to the BAC:

- Charlie Blanchard - Community Member
- Ryan Lian - Student

**DETAILS:** At the February 14, 2019 Budget Advisory Committee (BAC) meeting, the BAC discussed what they believed was their purpose in order to meet the School Board’s goal for the committee “*to create strategies to achieve and maintain a balanced District budget.*” The BAC agreed that their goal is to “develop a multi-year strategic budget plan for bringing expenditures and revenues into alignment with each other in a way that is consistent with the the current Local Control Accountability Plan and the District’s strategic plan and that best meets the needs of all students.”

**FINANCIAL INFORMATION:** No Financial Impact

### **STRATEGIC GOALS ADDRESSED:**



**Objective #3:** Communicate and Lead Together.

**Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

<p><b>RECOMMENDATION:</b> For the Board of Education to provide direction to the AUSD Budget Advisory Committee - target budget reduction and deliverables.</p>
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**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: LOW PERFORMING STUDENTS BLOCK GRANT EXPENDITURE PLAN**

**PREPARED BY: MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM: REVIEW AND ACTION**

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**PURPOSE:**

The purpose of this item is for the Governing Board to review and approve the Low Performing Students Block Grant expenditure plan.

**BACKGROUND INFORMATION:**

The Low Performing Students Block Grant was established by Assembly Bill 1808 in June 2018. The goal of the grant is to provide funds to districts serving students identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula (English learners, foster youth, and socio-economically disadvantaged) or eligible for special education services. As a condition of receiving the funds, districts are required to develop a plan describing how a) the funds will increase or improve services for identified students; b) the plan aligns with the District's Local Control and Accountability Plan (LCAP), and c) the impact of the funds received will be measured.

**DETAILS**

Albany Unified School District has been allocated \$116,000 to be expended during the 2018-2019, 2019-2020, and 2020-2021 school years. Based on Smarter Balanced Summative Assessment results for 2017-2018, 65 students (currently enrolled in grades 4-9 and 12) are eligible to receive additional support through this grant. In determining the best use of the funds, it is important to note the following considerations:

1. This grant is a one-time allocation to be expended through 2021; therefore, it is not recommended that these funds be used to establish new programs. A more prudent approach may be to use these funds to support existing programs and initiatives.
2. Students identified as eligible to receive support through this grant, and the total number of eligible students, will likely change annually based on Smarter Balanced Assessment results, but no new funds will be allocated in 2019-2020 and 2020-2021.
3. AUSD, like many other districts, is currently in the process of identifying potential budget adjustments for the upcoming school year, and these grant funds may be needed to support programs and services that would otherwise be eliminated or reduced.

Based on the above considerations, and in compliance with the grant criteria, it is recommended that the funds be used to expand and improve current intervention actions and services identified in the District's Local Control and Accountability Plan:

**LCAP Action 1.1: We will implement the California Standards in English, ELD, Math, Science, and History/Social Studies.**

Services:

- *1.1.2 Collaboratively plan professional development*
- *1.1.3 Support the newly adopted materials for reading and language arts in grades TK-5*
- *1.1.4 Provide professional development in Culturally Responsive Teaching*

**LCAP Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified using standards-based assessments..."**

Services:

- *1.2.1 Staff intervention specialists*
- *1.2.2 Provide course sections of ELA and math at the secondary schools*
- *1.2.3 Provide the FLEX program*

The impact of the grant funds will be measured by analyzing Smarter Balanced Summative Assessment results, California School Dashboard Indicators, and high school grade point averages.

**FINANCIAL INFORMATION:**

Albany Unified School District has been allocated \$116,000. These funds will be incorporated into the District's 2019-2020 Local Control and Accountability Plan.

**STRATEGIC OBJECTIVES ADDRESSED:**



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*

**RECOMMENDATION: REVIEW AND APPROVE THE LOW PERFORMING STUDENTS BLOCK GRANT EXPENDITURE PLAN.**



# Low Performing Students Block Grant

February 26, 2019

# Low Performing Students Block Grant

- Assembly Bill 1808 was signed into law in June 2018 and authorizes the allocation of a \$300 million Low Performing Students Block Grant
- The grant is intended to provide California's low-performing students (not otherwise identified as English learners, socio-economically disadvantaged, foster youth or eligible to receive special-education services) with additional supports to increase their academic achievement
- Albany Unified School District will receive an allocation of \$116,000 to be expended through the 2020-2021 school year
- The funds must be expended in alignment with the District's Local Control and Accountability Plan
- The Governing Board approved expenditure plan must be submitted to CDE on or before March 1, 2019

# Low Performing Students Block Grant

- Grant funds were allocated based on Smarter Balanced Summative Assessment results from 2016-2017. AUSD's allocation of \$116,000 was determined by identifying 59 students who met the below criteria
- The following criteria was used to determine low-performing students:
  - Did Not Meet Standards in ELA and Did Not Meet Standards in mathematics
  - Did Not Meet Standards in ELA and Nearly Met Standards in mathematics
  - Nearly Met Standards in ELA and Did Not Meet Standards in mathematics
  - Students who scored not meeting standards in either ELA or mathematics AND no performance level in either ELA or mathematics
- Based on 2017-2018 Smarter Balanced Summative Assessment results, 65 AUSD students (not otherwise identified as English learners, socio-economically disadvantaged, foster youth or eligible to receive special-education services) are eligible to receive additional support through this grant

# Low Performing Students Block Grant

- **How will the funds will be used to increase or improve evidence-based services for identified pupils?**
  - Specific programs/services that could be funded using these grant dollars include:
    - additional intervention course sections at Albany Middle and Albany High School;
    - additional intervention specialist staffing at the elementary schools (including teacher hourly);
    - professional development in the areas of literacy, mathematics and culturally responsive teaching;
    - computer-based software programs for mathematics intervention; and
    - ongoing tutoring at AHS

# Low Performing Students Block Grant

- **How will the effectiveness of the evidence-based services be measured?**
  - Smarter Balanced Summative Assessment Results
  - California School Dashboard Indicators
  - High School Grade Point Average
- **How are services aligned with and described in the Local Control and Accountability Plan?**
  - Increase intervention staffing, provide professional development, purchase additional instructional materials (LCAP Goal 1)



# Low Performing Students Block Grant

February 26, 2019



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM:** **APPROVAL OF ENGLISH LEARNER RECLASSIFICATION CRITERIA**

**PREPARED BY:** **MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM:** **REVIEW AND ACTION**

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**PURPOSE:**

The purpose of this item is for the Albany Unified School District Board of Education to review and approve the English learner reclassification criteria.

**BACKGROUND INFORMATION:**

On September 14, 2018, the California Department of Education (CDE) provided guidance regarding reclassification options during the transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). At the October 9, 2018, AUSD Governing Board meeting, interim reclassification criteria was approved (Appendix A). CDE has since made a final determination regarding the ELPAC criterion for English learner (EL) reclassification.

In January 2019, based on the new 2018–19 Summative ELPAC threshold scores, the State Board of Education approved the use of ELPAC Overall Performance Level 4 as the statewide standardized criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. All districts are required to use this criterion; however, all other criteria remain locally determined.

**DETAILS:**

Based on the State Board of Education's approval of ELPAC Performance Level 4 as the statewide standardized criterion for reclassification, AUSD has revised its English learner reclassification criteria (Appendix B).

**STRATEGIC GOALS ADDRESSED:**



***Objective #1:** Assess and Increase Academic Success. **Goal:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*

<b><u>RECOMMENDATION:</u></b> APPROVAL OF ENGLISH LEARNER RECLASSIFICATION CRITERIA
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**Appendix A: AUSD Interim English Learner Reclassification Criteria (2018-2019)**

Grade Level	ELPAC Performance	Demonstration of Basic Skills	Teacher Evaluation	Parent Consultation
K-1	NA			Parent consultation via phone, email, or in person
2-3	Overall ELPAC Performance Level of 4 <b><u>AND</u></b> “Well Developed” in Reading, Writing, Speaking, and Listening Domains	Grade Level Performance on Developmental Reading Assessment  <i>OR</i>  Grade Level Performance on Fountas and Pinnell Benchmark Assessment	Overall Report Card Scores of 3 and 4	
4-5	Overall ELPAC Performance Level of 4	“Standards Exceeded” on ELA Smarter Balanced Summative Assessment	Overall Report Card Scores of 3 and 4	
	Overall ELPAC Performance Level of 4 <b><u>AND</u></b> Performance Level of 4 in both Oral Language and Written Language domains	“Standards Met” ELA Smarter Balanced Summative Assessment	Overall Report Card Scores of 3 and 4	
6-8	Overall ELPAC Performance Level of 4 <b><u>AND</u></b> “Well Developed” in Reading, Writing, Speaking, and Listening Domains	“Standards Met” or “Standards Exceeded” on ELA Smarter Balanced Summative Assessment  <i>OR</i>  “Standards Nearly Met” in ELA <b><u>AND</u></b> overall performance level of “Proficient” or “Advanced” on Scholastic Reading Inventory (SRI)	ELA Teacher Recommendation	
9-12		“Standards Met” or “Standards Exceeded” on ELA Smarter Balanced Summative Assessment  <i>OR</i>  Performance Level of “Proficient” or “Advanced” on an assessment approved by the English Department		

**Appendix B: AUD English Learner Reclassification Criteria (2018-2019)**

Grade Level	ELPAC Performance	Demonstration of Basic Skills	Teacher Evaluation	Parent Consultation
K-1	NA			Parent consultation via phone, email, or in person
2-3	Overall ELPAC Performance Level of 4	Grade Level Performance on Developmental Reading Assessment  OR  Grade Level Performance on Fountas and Pinnell Benchmark Assessment	Overall Report Card Scores of 3 and 4	
4-5	Overall ELPAC Performance Level of 4	“Standards Met” or “Standards Exceeded” on ELA Smarter Balanced Summative Assessment	Overall Report Card Scores of 3 and 4	
6-8	Overall ELPAC Performance Level of 4	“Standards Met” or “Standards Exceeded” on ELA Smarter Balanced Summative Assessment  OR  “Standards Nearly Met” in ELA <b>AND</b> overall performance level of “Proficient” or “Advanced” on Scholastic Reading Inventory (SRI)	ELA Teacher Recommendation	
9-12		“Standards Met” or “Standards Exceeded” on ELA Smarter Balanced Summative Assessment  OR  Performance Level of “Proficient” or “Advanced” on an assessment approved by the English Department		

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Board Meeting of February 26, 2019**

**ITEM:**                    **INDEPENDENT CONTRACTOR AGREEMENT WITH  
BERKELEY REP SCHOOL OF THEATRE FOR ELEMENTARY  
ENRICHMENT CLASSES AT CORNELL ELEMENTARY  
SCHOOL**

**PREPARED BY:**    **MARIE WILLIAMS,  
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

**TYPE OF ITEM:**    **REVIEW AND ACTION**

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**PURPOSE:**

The purpose of this item is to receive Board approval to provide in-school enrichment programs to elementary students during the regular school day.

**BACKGROUND INFORMATION:**

The District ensures all students receive an equitable amount of enrichment during the school day. The District receives donations from the in-class enrichment campaign, a fundraising effort sponsored by the three Elementary Parent Teacher Associations. The District distributes the funding between the preschool and three elementary school sites based on the number of students enrolled at each site. The school site leadership teams collaborate with their colleagues to choose enrichment programs that fall within the general categories of visual arts, performing arts, strategy games, and music.

**DETAILS:** Berkeley Rep School of Theatre has been contracted to provide theater classes at Cornell Elementary School as part of the in-school enrichment program. This is a standard contract that provides the following services:

**School Site:** Cornell Elementary School

**Name of Program:** Theater Workshop

**Grade Level(s):** 4th grade

**Number of classrooms:** 4

**Number of Sessions/Classroom:** 1 session/week/classroom

**Length of Session time:** 60 minutes/session

**Number of weeks:** 10 weeks

**Dates:** March 2019-June 14, 2019

**Cost:** \$ 2,795.00

**FINANCIAL INFORMATION:** The total cost is \$2,795.00. The funding comes from donations from the in-class enrichment campaign.

**STRATEGIC GOALS ADDRESSED:**



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

**RECOMMENDATION: APPROVE THE INDEPENDENT CONTRACTOR AGREEMENT WITH BERKELEY REP SCHOOL OF THEATRE FOR ELEMENTARY ENRICHMENT CLASSES AT CORNELL**

## ALBANY UNIFIED SCHOOL DISTRICT INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This agreement is hereby entered into this **26th day of February, 2019**, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and **Berkeley Rep School of Theatre**

CONTRACTOR

2025 Addison Street

MAILING ADDRESS

Berkeley

CA

94704

CITY

STATE

ZIP

hereinafter referred to as "CONTRACTOR." DISTRICT and CONTRACTOR shall be collectively referred to as the Parties.

1. **Contractor Services.** Contractor agrees to provide the following services to District (collectively, the "Services"):

**School Site:** Cornell Elementary School

**Name of Program:** Theater Workshop

**Grade Level(s):** 4th Grade

**Number of classrooms:** 4

**Number of Sessions/Classroom:** 1 session/week/classroom

**Length of Session time:** 60 minutes/session

**Number of weeks:** 10

**Dates:** March 2019-June 14, 2019 (exact dates to be determined)

**Cost:** \$ 2,795.00

2. **Contractor Qualifications.** Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.

3. **Term.** CONTRACTOR shall:

☐ Provide services under this AGREEMENT on the following specific dates \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and complete performance no later than \_\_\_\_\_;

OR

**X** Commence providing services under this AGREEMENT on: **to begin March 2019 and end no later than June 14, 2019.**

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

4. Termination. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to a shorter time period for the effectiveness of such termination. Notwithstanding the foregoing, District may terminate this Agreement at any time by giving written notice to Contractor if Contractor materially violates any of the terms of this Agreement, any act or omission by Contractor or the Contracted Parties exposes District to potential liability or may cause an increase in District's insurance premiums, Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Such termination shall be effective immediately upon Contractor's receipt of said notice.
5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Two thousand seven hundred and ninety-five dollars (\$2,795.00)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions:
  - a. Such compensation shall be based on:
    - ☐ An hourly rate of \$\_\_\_\_\_ for a total amount of \_\_\_\_\_ hours.
    - ☐ A daily rate of \$\_\_\_\_\_ for a total amount of \_\_\_\_\_ days.
    - X** **A project sum, not to exceed \$2,975.00**
  - b. Payment method shall be:
    - ☐ Upon Completion.
    - ☐ Date of Service.
    - X** **Other (Specify): Upon return of the booking agreement**

Any work performed by Contractor in excess of said amount shall not be compensated.

Payment shall be made upon approval of DISTRICT and receipt of an invoice from CONTRACTOR one copy clearly marked original. CONTRACTOR's invoice shall be sent to: Albany Unified School District, Attention: Accounts Payable, 1200 Solano Avenue, Albany, CA, 94706.

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and



furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.

7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating

that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.

10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:

**Berkeley Rep School of Theatre**

[Attach and sign additional pages, as needed.]

☒ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify District and prohibit any new personnel from having

any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible.

13. Tuberculosis Certification. Contractor and the Contracted Parties shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties shall have **more than limited contact** (as determined by District) with District students during the Term of this Agreement and, at no cost to District, have received a TB test in full compliance with the requirements of Education Code section 49406: **Berkeley Rep School of Theatre**

Contractor shall maintain on file the certificates showing that the Contracted Parties were examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.
15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

**DISTRICT:**

**ALBANY UNIFIED SCHOOL DISTRICT**

By: \_\_\_\_\_

Name: Marie Williams

Title: Assistant Superintendent,  
Educational Services

Address for District Notices:

Albany Unified School District  
1200 Solano Avenue  
Albany, CA 94706

Date of Board Approval: \_\_\_\_\_

**CONTRACTOR:**

**Berkeley Rep School of Theatre**

Tax Identification Number:  
(confidential)

By: \_\_\_\_\_

Name: Rachel Hull

Title: Director  
Berkeley Rep School of Theater

Address for Contractor Notices:

Berkeley Rep School of Theatre  
2025 Addison St.  
Berkeley, CA 94704

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: COMPREHENSIVE SCHOOL SAFETY PLANS**

**PREPARED BY: DAX KAJIWARA, TECHNOLOGY DIRECTOR**

**TYPE OF ITEM: REVIEW AND ACTION**

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**PURPOSE:**

The Board of Education to review and approve the comprehensive school safety plans.

**BACKGROUND INFORMATION:**

[California Education Code sections 32280–32289](#) require that all school sites develop a comprehensive school safety plan. These Education Code sections lay out the many components required in the school safety plans. Further, Albany Unified School District Board Policy BP 0450 specifies the following:

- The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.
- Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations.
- Each school shall forward the safety plan to the Board for approval.
- The Board shall review the comprehensive Districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation.
- The Board shall approve the plan(s) at a regularly scheduled meeting.

In an effort to modernize, standardize, and update the site safety plans, the Board of Education agreed to contract with Safe Havens International (SHI) at the May 22, 2018 Board of Education meeting. SHI is a non-profit organization specializing in campus safety that has worked with school districts across the country to advise on safety and emergency strategies.

**DETAILS:**

Safe Havens International (SHI) has sent a representative for three site visits in order to meet with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. SHI incorporated the information discussed at these meetings and modified their emergency plan templates, tailoring them to the specifics of AUSD community needs and feedback, as well as the requirements of California Education Code. SHI provided each school site with a plan template which the sites modified according to the specifics of their school sites and feedback from either their school site council or site safety committee.

Additionally, SHI communicated with representatives from Albany Police Department and Albany Fire Department to get their feedback on the emergency procedures outlined in the safety plans. SHI has incorporated this feedback. Note that, as allowed by California Education Code (32281) and Board Policy (BP 0450), certain sensitive details of tactical response strategies have been redacted since public disclosure could endanger future tactical operations if bad actors were privy to these strategies.

For reference, Education Code text related to School Safety Plans follows this document.

### **KEY QUESTIONS / ANSWERS:**

**Q:** What are the next steps? How will we ensure that that plan is utilized and followed?

**A:** One of the plan components developed by SHI is the “Implementation Plan,” which will serve to guide our next steps. There will be a yearly cycle to attempt to keep the plan up-to-date, relevant, and responsive to site safety needs:

- **Training:** Once the plans are adopted, they will be distributed to staff according to their location and staff role. There will be a campaign to inform staff of the contents of the new plan and familiarize the staff on how to use the document. We will need to create procedures so that new staff are trained in the contents of the safety plan during their orientation.
- **Drills:** The emergency procedures in the plan will be adopted during the various drills held at each school site during the year. This will allow staff and students to become familiar with the procedures through practice.
- **Plan review:** The plan is required to be reviewed on an annual basis. There will be an annual opportunity to discuss new ideas, concerns, and changes. School sites can provide feedback on the emergency procedures that are utilized in drills and they can be altered, if necessary.

**Q:** This plan is incredibly long. How can we expect staff to be able to digest it well enough to be able to perform the necessary steps in a an emergency situation?

**A:** These detailed plans offer role-based responsibilities for a number of different scenarios. These roles and responsibilities will be clearly defined and will allow staff to practice only their assigned role during drills. All staff do not need to be versed in the entirety of the comprehensive plan.

**Q:** The Prevention and Mitigation plan has many suggestions for future safety enhancements. Why have they not already been implemented or when/how will they be implemented?

**A:** The comprehensive safety plan is intended to be a “living document” that helps guide and inform the school community. The suggestions can be used by school site administration and school site councils/safety teams as starting points to develop/enhance safety protocols at school sites during each annual review.

**Q:** How can the Board be sure that all Education Code requirements have been met?

**A:** Please refer to the Safety Plan Annex dealing with compliance for detailed explanations on how compliance requirements were addressed during plan development.

## **STRATEGIC GOALS ADDRESSED:**



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



**Objective #3:** *Communicate and Lead Together.*

**Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

<p><b>RECOMMENDATION:</b> Approve the comprehensive school safety plans.</p>
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**EDUCATION CODE - EDC**

**TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]** ( Title 1 enacted by Stats. 1976, Ch. 1010. )

**DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]** ( Division 1 enacted by Stats. 1976, Ch. 1010. )

**PART 19. MISCELLANEOUS [32001 - 32454]** ( Part 19 enacted by Stats. 1976, Ch. 1010. )

**CHAPTER 2.5. Interagency School Safety Demonstration Act of 1985 [32260 - 32295.5]** ( Chapter 2.5 added by Stats. 1985, Ch. 1457, Sec. 1. )

**ARTICLE 5. School Safety Plans [32280 - 32289]** ( Heading of Article 5 renumbered from Article 10.3 by Stats. 2003, Ch. 828, Sec. 11. )

**32280.** It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classified employees, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

(Amended by Stats. 2018, Ch. 806, Sec. 1. (AB 1747) Effective January 1, 2019.)

- 32281.** (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
- (A) The principal or the principal's designee.
  - (B) One teacher who is a representative of the recognized certificated employee organization.
  - (C) One parent whose child attends the school.
  - (D) One classified employee who is a representative of the recognized classified employee organization.
  - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) This article does not limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) This subdivision does not create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a comprehensive school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) This subdivision does not preclude the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) This subdivision does not reduce or eliminate the requirements of Section 32282.

*(Amended by Stats. 2018, Ch. 806, Sec. 2. (AB 1747) Effective January 1, 2019.)*

**32282.** (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each schoolsite council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or

school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

(g) The department shall maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.

*(Amended by Stats. 2018, Ch. 806, Sec. 3. (AB 1747) Effective January 1, 2019.)*

**32282.1.** (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these people.

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:

(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:

(A) While on school grounds.

(B) While going to or coming from school.

(C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

*(Amended by Stats. 2014, Ch. 794, Sec. 2. (AB 1271) Effective January 1, 2015.)*

**32282.5.** (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the Office of Emergency Services to make sure that all materials are reviewed and updated annually.

*(Amended by Stats. 2013, Ch. 352, Sec. 70. (AB 1317) Effective September 26, 2013. Operative July 1, 2013, by Sec. 543 of Ch. 352.)*

**32283.** The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

*(Amended by Stats. 2011, Ch. 732, Sec. 4. (AB 1156) Effective January 1, 2012. Operative July 1, 2012, by Sec. 8 of Ch. 732.)*

**32283.5.** (a) The department shall develop and post on its Internet Web site an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of bullying or cyberbullying, and implementing strategies to address bullying and cyberbullying.

(b) The department shall post on its Internet Web site and annually update a list of available online training modules relating to bullying or bullying prevention.

(c) A school operated by a school district or a county office of education and a charter school shall annually make available the online training module developed by the department pursuant to subdivision (a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

*(Amended by Stats. 2018, Ch. 491, Sec. 2. (AB 2291) Effective January 1, 2019.)*

**32284.** The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

*(Added by renumbering Section 35294.4 by Stats. 2003, Ch. 828, Sec. 16. Effective January 1, 2004.)*

**32286.** (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

*(Added by renumbering Section 35294.6 by Stats. 2003, Ch. 828, Sec. 18. Effective January 1, 2004.)*

**32287.** If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred.

(b) Make an assessment of not more than two thousand dollars (\$2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

*(Added by renumbering Section 35294.7 by Stats. 2003, Ch. 828, Sec. 19.5. Effective January 1, 2004.)*

**32288.** (a) (1) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(2) The department shall develop and post on its Internet Web site best practices for reviewing and approving school safety plans.

(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the department by October 15 of any schools that have not complied with Section 32281.

*(Amended by Stats. 2018, Ch. 806, Sec. 4. (AB 1747) Effective January 1, 2019.)*

**32289.** A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7114 (d)(7)) may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

*(Amended (as added by Stats. 2004, Ch. 896, Sec. 29) by Stats. 2015, Ch. 303, Sec. 70. (AB 731) Effective January 1, 2016.)*

# **Albany Unified School District**

## **Comprehensive School Safety Plan (Redacted)**

California code 6254(aa) provides exemption from public disclosure for any document prepared by or for a state or local agency that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the public agency's operations and that is for distribution or consideration in a closed session.

Pursuant to California Education Code Sections 32280-32289, this document has been compiled to demonstrate that all required components for a comprehensive school safety plan have been reviewed and approved by each school site and the Board of Education. The District Safety Plan is the result of a collaborative effort between District leadership, school sites, and public safety agencies.

The following should be considered when reviewing this document:

- Due to the nature of emergency planning, crisis response plans are considered living documents. There are built-in steps for annual review of this plan and plan components are subject to change.
- In addition to the plan components included here, there are additional supporting documents and role-specific response procedures that make up the plan. These are omitted due to their repetitive nature and because these documents reveal specific security procedures that would compromise the safety of the staff and students of the District.
- Feedback is encouraged and should be submitted to the Superintendent's office using the "Annual Plan Review Form" included as a support annex in this document.

This document contains the following sections:

- I. Compliance worksheet for California Education Code Sections 32280-32289
- II. Prevention & Mitigation plan
- III. Staff and faculty crisis response procedures
- IV. Procedures for use of schools as shelter sites
- V. Site safety plans
- VI. Additional Support documents

I. Compliance worksheet for  
California Education Code Sections  
32280-32289



**Support Annex:**

**Albany USD K-12**

**Compliance for Comprehensive School Safety Plans per  
California Education Code Sections 32280–32289**

***California Education Code (EC) Section 32281 (b)***

**(1)** Plan is written and developed by a School Site Council (SSC) or a Safety Planning Committee

**(2)** The school Safety Planning Committee is made up of principal/designee, teacher, parent of child who attends the school, classified employee, others

**(b) (3)** SSC/Safety Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan

**(1)** The AUSD has an implementation plan that provides for annual review, updating and training on the plan. This implementation plan is included as an annex to the AUSD EOP. This plan includes an annual review by school site committees and the board by March 1 of each year. A signature page is included to list board members and other key personnel who reviewed or contributed to the plan.

**(2)** Each school will decide whether they want to use a School Site Council or Safety Planning Committee. The school site committee includes, as available and appropriate:

- Principal/designee,
- Teacher
- Parent of child who attends the school
- Classified employee
- Others

Council and committee rosters are included in each school's site plan and review worksheets.

**(3)** AUSD consulted with members of the Albany Police Department and the Albany Fire Department on multiple occasions during the planning and review process for this plan. This is an ongoing process as outlined in the Implementation Plan annex. Distribution lists for coordinating agencies are included in the District level Preparedness Plan.

**EC Section 32282**

***(a) The comprehensive school safety plan includes, but is not limited to, all of the following:***

***(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing the following types of information:***

- *Office Referrals*
- *Attendance Rates/School Attendance Review*
- *Board Data*
- *Suspension/Expulsion Data*
- *California Healthy Kids Survey*
- *School Improvement Plan*
- *Local Law Enforcement Juvenile Crime Data*
- *Property Damage Data*
- *Other:*

Data was collected from the following sources:

- California Healthy Kids survey data
- Expulsion reports
- Suspension reports
- Discussions with local law enforcement
- In the future, this may include crime data from law enforcement

Key analysis is incorporated into the Prevention and Mitigation Plan. The information was distributed to school safety committees via planning meetings and the plan review process.

***(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including, but not limited to the following:***

*Child Abuse Reporting Procedures*

The AUSD addresses these concerns with the following policies and administrative rules:

- Child Abuse Reporting Procedures can be found in BP and AR 5141.4. AUSD HR also provides annual mandatory reporter training for all staff.

*(B) Disaster procedures, routine and emergency, crisis response plan, including adaptations for pupils with disabilities and the following:*

*AUSD has detailed emergency preparedness procedures and plans including the following components:*

- A district level plan and standardized school plans that operate in tandem
- Role-specific plans to accompany site plans (i.e. emergency preparedness plans for major job categories)
- Special needs preparedness plan template
- Special programs preparedness plan template
- Site plans for each campus with detailed information such as maps and school-specific information
- Various appendices and supporting forms

*These plans are developed to be compatible with the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act Section 8607 and the supporting California Code of Regulations (CCR).*

- i. *Earthquake emergency procedures that include:*
  - I. *A school building disaster plan*
  - II. *A drop procedure (students and staff take cover) **dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools***
  - III. *Protective measures to be taken before, during, and after an earthquake*
  - IV. *A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures*

*Additional response procedures:*

- *Lock Down*
- *Secure School*
- *Active shooter*

*Describe information on training and exercise drills pursuant to 5 CCR, Section 550*

As described above, the district has detailed response procedures covering the following emergency procedures:

Functional protocols/annexes:

- Evacuation

- Preventive Lockdown
- Emergency Lockdown
- Room clear
- Shelter in Place
- Reverse Evacuation
- Remote Evacuation and Family Reunification

Incident protocols (i.e. Hazard annexes)

- Earthquake
- Active assailant (i.e. Active shooter)
- Intruder
- Disruptive/Unruly Person Protocol
- Protests/Civil Unrest Protocol
- Kidnapping/Missing Student Protocol
- Report of Weapon on Property Protocol
- Hostage Situation Protocol
- Attempted Suicide/Suicide Threat Protocol
- Bomb Threats/Suspicious Packages Protocol
- Explosion Protocol
- Sexual Assault Protocol
- Injury/Illness Protocol
- Death Protocol
- Food Allergy Incident Protocol
- Food/Beverage Contamination Incident Protocol
- Suspected Biological Incident Protocol
- Air Pollution Episode Protocol
- Chemical/Hazardous Materials Release Incident Protocol
- Radiological Release Incident Protocol
- Wildfire Protocol
- Earthquake Protocol
- Severe Weather/Windstorm Protocol
- Fire Protocol
- Utility Failure/Damage Protocol
- Arrest or Criminal Indictment of Staff Member/Volunteer Protocol
- Report of Sexual Misconduct of Employee Protocol
- School Closure Protocol
- Various forms, scripts and other job aids for use by the Incident Commander and designees

The district also has an emergency drill schedule and guidance for schools on how to incorporate planning concepts into each drill.

*ii. Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare*

<i>shelters during an emergency</i>
Procedures for use of schools as shelter sites are included in the AUSD Shelter Usage Procedures Annex. Supporting documents from the ARC and other sources are included as a resource toolkit to accompany this annex.
<b><i>(C) Suspension/Expulsion policies and procedures</i></b>
Suspension/Expulsion policies and procedures can be found in BP and AR 5144.1.
<b><i>(D) Teacher notification of dangerous pupils procedures</i></b>
If a student has an EdCode assertive discipline record, that record is entered into the Aeries Student Information System SSA (Safe Schools Act) field. If the record is within the last 3 years, it triggers a flag to show in the teacher attendance view in Aeries SIS when the teacher takes attendance every day. If a teacher clicks on the flag, they can see the EdCode that was violated. The list of eligible offense codes can be found here: <a href="https://drive.google.com/file/d/1MtjHMD29XlajFYxj0V8K3Et2QtwWMyrG/view?usp=sharing">https://drive.google.com/file/d/1MtjHMD29XlajFYxj0V8K3Et2QtwWMyrG/view?usp=sharing</a>
<b><i>(E) Discrimination and Harassment policy. Include hate crime reporting procedures and policies here.</i></b>  <i>Note: While the Legislature encourages school safety plans to include bullying policies and procedures to the extent resources are available, other legislation requires that all schools have an anti-bullying policy the covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.</i>
The AUSD addresses these concerns with the following policies and administrative rules: <ul style="list-style-type: none"> <li>• Uniform Complaint Procedures: BP/AR 1312.3</li> <li>• Hate Motivated Behavior: BP 5145.9</li> <li>• Nondiscrimination/Harassment: BP 5145.3</li> <li>• Bullying: 5131.2</li> </ul>
<b><i>(F) School wide Dress Code, including prohibition of gang-related apparel</i></b>

School discipline is addressed by BP/AR 5132, as well as the following school policies, if applicable:

\_\_\_\_\_

***(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site***

The AUSD has practices and policies in place to address this from various contexts, including:

- BP/AR 1250 (Visitors/ Outsiders)
- Measures included in the Prevention and Mitigation plan surrounding access control, visitor management procedures, and emergency preparedness
- School-based policies (included below)

\_\_\_\_\_

***(H) A safe and orderly environment conducive to learning at the school***

A safe and orderly environment is addressed by a variety of measures described in the Prevention and Mitigation plan School Climate and Emotional Security section, as well as the following school policies, if applicable:

\_\_\_\_\_

***(I) Rules and procedures on school discipline***

School discipline is addressed by BP/AR 5144, as well as the following school policies, if applicable:

\_\_\_\_\_

Additional school policies (campus visitor policies, crossing guard programs, Safe routes to school/pedestrian, vehicle and bike policies, traffic safety, etc.):

\_\_\_\_\_

***(c) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees***

The AUSD has an implementation plan that provides for annual review, updating and training on the plan. This implementation plan is included as an annex to the AUSD EOP. This plan includes an annual review by school site committees and the board by March 1 of each year. A signature page is included to list board members and other key personnel who reviewed or contributed to the plan.

*(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Also, keep an updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public*

See response to item C above. Current plans are scheduled to be reviewed and approved by the board in February 2019.

*(e) Include to the extent resources are available, policies and procedures for bullying prevention.*

School policies for bullying prevention include:

\_\_\_\_\_

#### **EC Section 32282.1**

Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):

- Mental health professionals, school counselors
- Community intervention professionals
- School resource officers, police officers on campus

The following positions are designated with clear and distinct job descriptions for each:

- Mental Health Clinical Supervisor
- Mental Health Intern
- Campus Supervisor (Albany Middle School and Albany High School only)
- Counselor

Job descriptions are included as attachments to this document.

AUSD does not have designated SROs but maintains a good working relationship with the Albany Police Department. The planning process has identified additional ways to build this relationship.



**EC Section 32284**

Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one quarter mile of a school

The plan addresses this in two protocols. One is the functional protocol (functional annex) for Shelter in Place, and the other is the incident specific (hazard annex) protocol for Hazardous Materials/Chemical exposure. Both procedures are detailed in the top level plan document with differentiated versions for building administrators, office staff, teachers and other staff, and custodial staff.

**EC Section 32288**

**(a)** Submit the plan to school district office or county office of education for approval

**(b) (1)** SSC/Safety Planning Committee communicated the school safety plan to the public at a public meeting at the school site

The AUSD has an implementation plan that provides for annual review, updating and training on the plan. This implementation plan is included as an annex to the AUSD EOP. This plan includes an annual review by school site committees and the board by March 1 of each year. A signature page is included to list board members and other key personnel who reviewed or contributed to the plan. This plan also includes public meetings and announcements as required by EC Section 32288(b)(2) and recommendations in EC Section 32288(b)(3).

**Attachments:****Job Descriptions for:**

- **Mental Health Clinical Supervisor**
- **Mental Health Intern**
- **Campus Supervisor (Albany Middle School and Albany High School only)**
- **Counselor**



## ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

### Mental Health Clinical Supervisor

**POSITION DESCRIPTION:** Under the direction of the Program Director this person provides advanced teaching to interns seeking experience in counseling preschool and elementary school children and providing collaborative work with caregivers and teachers.

**REPRESENTATIVE DUTIES:** E = Essential Duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

1. Provide direction regarding course of treatment for students E
2. Provide consultation to graduate interns: teach theories of child development, techniques of play therapy, and systems' analysis of family and school settings E
3. Attend monthly seminars to discuss issues in mental health consultation with other program supervisors E
4. Present work at meetings E
5. Perform other related duties as assigned

**KNOWLEDGE OF:** social service resources, legal reporting responsibilities, effective clinical individual and group interventions; child development; principles of school based counseling

**ABILITY TO:** Communicate effectively orally and in writing using Standard English; establish and maintain effective working relationships with employees, supervisors, other agencies, participants, community leaders, and the general public; make appropriate use of resources; demonstrate professional conduct

**TOOLS AND EQUIPMENT USED:** computer including Microsoft software, Student Information System; copy and fax machine; phone; automobile; transit system; office equipment typically found in an office environment

**PHYSICAL DEMANDS:** While performing the duties of this job, the employee is frequently required to walk, sit and talk or hear; specific vision abilities required by this job; includes close vision and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet while in the office, and moderately loud when in the field.

#### **QUALIFICATIONS/REQUIREMENTS:**

1. Master's degree from an accredited college in the field of mental health
2. Minimum of 3 years clinical supervisory experience
3. Clinical Social Work, Marriage and Family Therapy, Expressive Arts, or Clinical Psychology license
4. California Driver's license

Year: School Year

Rate: \$100.00/meeting NTE 5 meetings/month

Approved: 4.22.14 Board Meeting

## ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

### Mental Health Intern

**POSITION DESCRIPTION:** Under the direction of a licensed mental health professional this position provides services through the authority of the Albany Unified School District

**REPRESENTATIVE DUTIES:** E = Essential Duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

1. Provide assessment and counseling to preschool-12<sup>th</sup> grade students E
2. Provide consultation to parents, caregivers, teachers, and administrators at the school site E
3. Perform assessment and individual counseling for a minimum of six children and provide consultation to parents and teachers E
4. Co-lead groups to help students with social skills, family transitions, and other social and emotional arenas E
5. Help develop strategies with staff about student behaviors E
6. Attend weekly individual and group supervision, and didactic seminars E
7. Perform other duties as assigned
8. Maintains records and completes required documentation E

**KNOWLEDGE OF:** social service resources, legal reporting responsibilities, effective clinical individual and group interventions; child development; principles of school based counseling

**ABILITY TO:** Communicate effectively orally and in writing using Standard English; establish and maintain effective working relationships with employees, supervisors, other agencies, participants, community leaders, and the general public; make appropriate use of resources; demonstrate professional conduct

**TOOLS AND EQUIPMENT USED:** computer including Microsoft software, Student Information System; copy and fax machine; phone; automobile; transit system; office equipment typically found in an office environment

**PHYSICAL DEMANDS:** While performing the duties of this job, the employee is frequently required to walk, sit and talk or hear; specific vision abilities required by this job; includes close vision and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet while in the office, and moderately loud when in the field.

### **QUALIFICATIONS/REQUIREMENTS:**

1. Graduation from a four year college or university
2. Enrollment in a graduate school mental health program or a graduate of a mental health program
3. Valid California driver's license with acceptable driving record for the past three years

Year: School Year, 15 hours/week

Rate: \$1,000.00/school year

Approved: 4.22.14 board meeting

## ALBANY UNIFIED SCHOOLS JOB DESCRIPTION CAMPUS SUPERVISOR

**SALARY:** Range 27 CSEA Salary Schedule

**FULL TIME EQUIVALENT:** 7.5 Hours/day

**WORK YEAR:** 10 months

**POSITION DESCRIPTION:** Under the supervision of the principal or designee, assists in ensuring student safety by monitoring campus buildings and grounds, controlling access to the campus, assuring student compliance with school policies, and performing related work as required.

**REPORTS TO:** Principal

**REPRESENTATIVE DUTIES:** E=essential duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

1. Patrol school grounds, corridors, restrooms, parking lots and adjacent areas for the purpose of enforcing school/district rules and regulations as they pertain to student attendance, behavior, order and conduct E
2. Provide appropriate leadership for students to earn their respect and cooperation in following directions and school rules E
3. Check students' passes to determine if they are authorized to be absent from assigned classes and reports unauthorized absences to school administration E
4. Check for visitors' passes and directs/escorts general public to the administration office, in accordance with campus sign-in procedures E
5. Investigate and report incidents of persons loitering on or near the campus and students leaving or congregating off school grounds without permission E
6. Identify, correct and/or report safety hazards that may compromise student/staff safety E
7. Monitor student behavior, deters and modifies inappropriate student behaviors of a relatively minor nature and reports serious infractions to school administrators for possible disciplinary action E
8. Operate a two-way radio to communicate with school administrators, staff, and other campus personnel E
9. Assist with crowd control at school events E
10. Perform other related duties as required
11. Report signs of vandalism to proper authority E
12. Respond to emergency situations, and take appropriate action in accordance with established guidelines; provide basic first aid services as necessary E
13. Perform a variety of routine clerical work involving record keeping, telephone and preparing reports involving student referrals, crimes or incidents E
14. Notify appropriate district administrator of suspected illegal activity on campus property, and areas adjacent to schools E
15. Enforce school regulations including, but not limited to, smoking, truancy, tardiness and vandalism E
16. Assist district administrators, other campus security personnel and law enforcement personnel in investigation and apprehension of persons committing rule or law violations E

## **ALBANY UNIFIED SCHOOLS JOB DESCRIPTION CAMPUS SUPERVISOR**

17. Meet with district administrators and site administrators to discuss security matters E
18. Without endangering oneself physically restrain or detain persons involved in crimes, fights or other acts of violence pending the arrival of local administrator or law enforcement officer. E

### **QUALIFICATIONS/REQUIREMENTS**

#### **KNOWLEDGE OF:**

Methods of campus control; techniques used in guiding, motivating and supervising students; skills utilized to maintain positive relationships with students and other adults; district and school rules and regulations.

#### **ABILITY TO:**

Supervise an assigned campus area; understand and follow oral and written instructions; speak clearly, provide information in an understandable manner and give directions to others; establish and maintain effective working relation with diverse staff, students, and parents; assure student compliance with the policies and procedures of the school and District; observe situations and accurately determine an effective course of action; operate a two-way radio; interact positively with a diverse community; communicate orally and in writing using Standard English; work cooperatively and independently

#### **WORKING CONDITIONS:**

Works in a school campus environment, including extended periods outdoors with long periods of standing and walking; incumbents may be exposed to adverse weather conditions

#### **PHYSICAL REQUIREMENTS:**

Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects (keyboard, telephone, and common office machines); requires vision (which may be corrected) to read small print; requires the mobility to stand, walk, stoop, reach, crouch, crawl, kneel and bend; requires lifting, pushing and/or pulling books, supplies, equipment and packages which do not exceed 50 pounds

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

#### **EDUCATION/EXPERIENCE:**

1. High school graduation or equivalent
2. Training and experience in security related fields preferred
3. Experience working with school age children desired

**LICENSES/CERTIFICATES:** First aid certificate to be completed within 30 days

Formerly Campus Aide - Changed 7.1.15

TA: \_\_\_\_\_

**ALBANY UNIFIED SCHOOLS JOB DESCRIPTION  
CAMPUS SUPERVISOR**

Board Approved: 5.26.15

## ALBANY UNIFIED SCHOOL DISTRICT

### Counselor

**POSITION DESCRIPTION:** Under the supervision of the site principal, the School Counselor provides educational and behavioral counseling to individuals and small groups of students; assists students in establishing appropriate educational and career goals by providing guidance and counseling services in matters pertaining to opportunities available to them; and helps students to understand and develop solutions to academic, social and emotional challenges and issues. The School Counselor works closely with staff, parents and community resources in choosing curriculum experiences which will help the students in decision-making processes to achieve academic success and plan for the future.

**REPRESENTATIVE DUTIES:** E = Essential Duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

1. Conduct individual and group counseling of students regarding academic, social and/or emotional growth as it pertains to educational success E
2. Plan, develop and conduct the school's career guidance program E
3. Appraise student interests, aptitudes and attitudes utilizing a variety of assessment strategies and techniques for the purpose of developing a plan for academic and career success E
4. Assist in the planning, development and conduct of programs for the purpose of promoting student career, educational and social development E
5. Assist in identifying a student's specific social/learning program and plan and implement an individual program to meet student needs E
6. Serve as a resource for teachers in planning individual curriculum and guidance approaches for use in the classroom E
7. Consult and collaborate with teachers, staff, parents and community entities for the purpose of understanding and meeting the needs of students E
8. Monitor students' progress for the purpose of identifying issues and taking appropriate action for increasing student success E
9. Plan, develop and present, as requested, a variety of reports pertaining to site counseling and guidance functions and activities for the purpose of evaluating the effectiveness of the program and planning for success E
10. Refer students and their parents to appropriate specialists, special programs and other outside agencies for the purpose of helping them address and solve emotional and academic challenges E
11. Performs other duties as assigned E
12. Identifies at-risk children and families and refer them to the proper agencies for services E
13. Develops and/or monitor health related programs and services for children and their families E
14. Participates on committees whose focus is to expand services, identify needs or increase service utilization for health services to children E
15. Serves as a member of the School's Student Study Team E
16. Provides school-wide prevention and intervention strategies and counseling services E
17. Provides consultation, training, and staff development to teachers and parents regarding students' needs E

**ALBANY UNIFIED SCHOOL DISTRICT**  
Counselor

**ABILITY TO:** Interact in a positive manner with a diverse community; handle conflict in a positive manner, communicate effectively, both orally and in writing; identify appropriate solutions and take action; work independently; deal effectively with stress and conflict, as well as with multiple and concurrent job demands; establish and maintain cooperative and effective working relationship with others; maintain current knowledge of, and be able to apply and explain program rules, regulations, requirements and restrictions; develop, coordinate and schedule various activities; establish working relationships with employees, supervisors and customers; communicate effectively, orally and in writing.

**TOOLS AND EQUIPMENT USED:** Various office equipment

**TOOLS AND EQUIPMENT USED:** Standard office equipment and software

**PHYSICAL DEMANDS:** While performing the duties of this job, the employee is frequently required to walk, sit and talk or hear; use hands to finger, handle, feel or operate objects, tools, or controls and reach with hands and arms; occasionally required to climb or balance, stoop, kneel, crouch, or crawl; must occasionally lift and/or move up to 15 pounds; specific vision abilities required by this job include close vision, color vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**QUALIFICATIONS/REQUIREMENTS:**

1. Bachelor of Arts or Bachelor of Science Degree
2. California Pupil Personnel Services Credential
3. Experience working with High School students

## Process for Adoption of Safety Plans

### Requirements:

*Before adopting its comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan.*

(Education Code 32288)

*The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting:*

- 1. The local mayor*
- 2. A representative of the local school employee organization*
- 3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs*
- 4. A representative of each teacher organization at the school (i.e. union)*
- 5. A representative of the school's student body government*
- 6. All persons who have indicated that they want to be notified*

*In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting:*

- 1. Representatives of local religious organizations*
- 2. Local civic leaders*
- 3. Local business organizations*

### **Commentary:**

This meeting could probably be held once to include all schools within AUSD or could be held for each individual school. It should be presented as a chance to review and provide feedback on emergency plans. Copies can be provided for review but plans contain sensitive information and should not be shared with those outside of AUSD except as needed for operations of the plan, for example those listed in the distribution list in the plan.

It should be noted that school emergency plans are generally protected from public disclosure and are protected likewise under release through the California Public Records Act as sensitive information that could affect the safety and operations of the school:

*California code 6254(aa) provides exemption from public disclosure for any document prepared by or for a state or local agency that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the public agency's operations and that is for distribution or consideration in a closed session.*



## **AUSD School Emergency Operations Plan Implementation & Review Guidelines**

### **Contents:**

- 1. Concept of Implementation**
- 2. Staff training**
- 3. School drills**
- 4. Periodic updating of the plan**

The following document outlines an example of how the various components of the crisis plan can be implemented over a 12-month time frame starting with the beginning of the school year. This plan can be adjusted as needed and is provided as a general overview of the process to provide guidance.

### **1. Concept of Implementation**

There are multiple phases of implementation and each is distinct, however each phase is ongoing and the various phases typically happen in parallel. The plan should also be considered a living document. An annual plan review should be accompanied by a constant awareness of how changes in procedures should be reflected in the plan or addressed in some other way.

The first phase will include staff training, which will be based on two different models. The traditional model of a formal presentation, which can be fairly time consuming, as well as a more informal series of trainings that can be delivered more frequently throughout the year.

The second phase consists of school safety drills. This phase follows but often happens in tandem with phase one as the process continues over time. This phase will be based on meeting formal drill requirements while also providing an extra level of engagement and preparedness for staff and students.

The third phase is the ongoing evaluation, review and updating of the plan. Some of this takes the form of a formal process but also includes testing of the plan through drills and ongoing use.

The overall goal should be to adequately train and practice the plans without overwhelming employees and students. This is accomplished by having a few in-depth trainings with regular practice through drills as well as frequent short trainings (about 5 minutes each).

## 2. Staff Training

Specific Activities	Goals
<ol style="list-style-type: none"> <li>1. Distribute the plan to staff.</li> <li>2. Conduct in-depth training on the plan to orient staff.</li> <li>3. Perform additional trainings as needed.</li> <li>4. Include a safety training component in staff meetings on a regular basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. All employees will be adequately trained to understand and apply the plan to various crisis situations.</li> <li>2. All categories of employees are included in some form of the training.</li> <li>3. The training is consistent across the district.</li> <li>4. Inclusion of a brief safety training component can dramatically increase the amount of staff training time</li> </ol> <p>(5 mins x 12 meetings = +1 hr of training)</p>

### a. Delivery of the plan

The plan shall be delivered to staff in the following formats:

- Printed (One copy of the plan and all components will be printed and stored at each school site).
- All staff will receive a digital copy of the appropriate components fitting their job function/roll via email. Staff will be encouraged to store the document locally on their device rather than keeping a copy solely in the cloud. The full, most up-to-date plan will also be stored in a shared drive that is accessible to all employees.
- As practical and appropriate, staff will be provided with printed plans differentiated to various staff roles.
- The plan will also be shared digitally with Albany Police Department and Albany Fire Department.

### b. Annual/semi-annual training objectives

Once the plan has been distributed and/or updated, training should take place to orient users to the plan. Annual training should include general of emergency procedures. New employees will receive orientation to the plan through the HR new orientation process. The training should be concise and use scenario-based discussion to explain each emergency protocol and how they all work together. This training may vary in length depending on need but should be consistent

in content and the amount of time spent with each group. The overall goal of training should be to provide each employee with adequate exposure to the plan to understand their role in it.

### **c. Shorter periodic training objectives**

Shorter trainings can be used with more frequency to reinforce key concepts or improve upon areas noted as having room for improvement during drills or other evaluations. These training sessions are also a good chance to explore and discuss areas where staff or students express concern. For example, if there is an increase in violence around the nation this could be used to review key protocols. These training sessions can take the following formats to allow for adequate distribution and staff time:

- Live training
- Live training inserted into another type of meeting
- Web training with a completion requirement
- Video training

### **d. Potential training topics**

The following topics were brought up during plan development in the form of questions or recommendations for further staff development. These are not all inclusive but in general are good topics to cover:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

### **e. Inclusion of all employee types**

All employees (as well as relevant volunteers) should be included in training appropriate to their job role and responsibility during a crisis. It is suggested that training sessions be logged with an attendance sheet listing all present as well as an outline or copy of the presentation for future reference.

### 3. School Drills

Specific Activities	Goals
<ol style="list-style-type: none"> <li>1. Perform required drills.</li> <li>2. Debrief and review after each drill.</li> <li>3. Identify gaps and determine if they should be addressed through training, plan updates, or both.</li> </ol>	<ol style="list-style-type: none"> <li>1. District schools will meet and exceed state requirements for safety drills.</li> <li>2. Staff will be better prepared and more empowered to take action.</li> <li>3. Drills will be more engaging and interactive.</li> <li>4. Staff will have the opportunity to practice crisis decision-making.</li> <li>5. Plans will be improved through regular testing in drills.</li> </ol>

The purpose of a drill program is to rehearse plans, build confidence and become more familiar with the various aspects of response. The following suggested drill schedule will result in completion of 1 additional lockdown drill beyond what is required as well as a shelter in place drill and other drill modifications that improve preparedness but are not required by the state.

Month	Drill(s)
August	1. [REDACTED]
September	1. [REDACTED]
October	[REDACTED]
November	[REDACTED]
December	[REDACTED]
January	[REDACTED]
February	[REDACTED]
March	[REDACTED]
April	[REDACTED]
May	[REDACTED]

Schools should try to have at least one staff-initiated drill per year with a preference for

working up to a comfort level of including this type of decision-making component in each drill. Scripts for various drills are included in Support Annex: Drill Scenarios and Sample Exercise Plan.

#### 4. Periodic updating of the plan

Specific Activities	Goals
<ol style="list-style-type: none"> <li>1. Actively collect feedback.</li> <li>2. Review and update plan.</li> <li>3. Approve updates.</li> <li>4. Implement updates into training and drill program.</li> <li>5. Provide training on updates as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain the plan in an accurate form so it can be used easily in a crisis.</li> <li>2. Determine ways to improve the quality and usability of the plan.</li> <li>3. Become more familiar with the plan and processes contained therein.</li> </ol>

##### a. Annual Review

Throughout the school year, employees should feel comfortable sharing feedback about the plan to their supervisor. Review of drills and actual events should provide more insight to gaps in the plan or areas that need improvement.

As this feedback is received it should be either reviewed or included with the annual plan review process. This review might take the form of e-mail collaboration between various parties in going over the plan for necessary changes or updates. It could also include meetings of the crisis team or larger groups to discuss the plan in detail.

A sample form that can be used to record the attendance and findings from these meetings is included in the Support Annex: Annual Review Form for Site Councils.

##### b. Change log

All updates or changes to the plan should be recorded in a change log. The log can be expanded as needed over time. A sample change log is included below.

Document name	Page Number	Change Description	Date Changed

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### c. Approval of updates

As updates are made, any necessary approvals or endorsements should be renewed as applicable. This may include additional review and approval not described in this document that is performed by an outside agency.

### c. Implementation of updates

As updates are made, consider the impact of each change on the following areas and adapt accordingly:

#### i. Training for each update

As needed, all employees should be informed of plan updates.

#### ii. Training program revision

Training programs should be updated to reflect the new plans as needed.

#### iii. Drill modifications

In some cases, drills might need to be modified to remain consistent with the plan.

**Checklist of items to update annually (be sure to update in Top Level as well as other role-specific plan documents):**

Item	Page Number (Top Level Plan)

## II. Prevention & Mitigation plan

# Albany Unified School District

## PREVENTION & MITIGATION PLAN

### 2018-2019

Prepared by

Date

Principal

Date

Human Resources Director

Date

Superintendent

Date

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## Introduction

Pursuant to California Educational Code Section 32282, AUSD has performed an assessment of the current status of school crime by:

- Reviewing California Healthy Kids survey data, expulsion reports, and suspension reports
- Conducting surveys with the District Leadership Team on building safety issues
- Holding discussions with local law enforcement
- Reviewing additional hazards and risks during the emergency operations planning process
- Continuing to seek additional feedback on school safety plans through an annual review process and an open dialogue with each school community.

This document is intended to accompany district crisis plans, procedures and policies. It represents a formal strategy to coordinate efforts to reduce risks to students, school employees, and visitors. It is designed for the prevention of instances where people may be harmed or property damaged through accidents and intentional acts. While this has been an ongoing process in the District, this document represents a new approach towards compiling this information. In the future, this process may include additional information such as crime data from law enforcement. This plan section should be updated annually so that it remains current in addressing new hazards in our rapidly changing society. When the final version of the approved prevention and mitigation plan is printed, it is recommended that key administrative staff be issued copies, and that building administrators also be provided copies.

Collected data is summarized here and included in the documents listed below. Metrics in these documents include:

- Student perceptions of safety at school and on the way to and from school
- Student perceptions of harassment, bullying, and other student issues
- Student responses indicating rates of weapons carry or seeing a weapon carried by another student
- Student responses on victimization and property damage observed or experienced at school
- Student responses on experiencing or committing property damage on campus
- Administrator surveys on building communications, emergency procedures, access control and other safety measures at each campus
- Discipline data revealing rates of violence with injuries, violence without injuries, weapons possession and drug related infractions.

Survey responses indicate mild to moderate issues with bullying and harassment. The survey results also indicate that there may be more weapons observed at school by students than are apprehended by school staff. Most of these reports do not involve firearms but knives or other weapons. This is typical of most schools as they seek ways to reduce weapons incidents on campus.

Source documents included:

- California Healthy Kids Survey, Albany City Unified (Elementary 2017-2018 Main Report)
- California Healthy Kids Survey, Albany City Unified (Secondary 2017-2018 Main Report)
- DataQuest Discipline Report: 2016-17 Expulsion Count by Most Serious Offense Category
- DataQuest Discipline Report: 2016-17 Suspension Count by Most Serious Offense Category
- District Leadership Team safety survey

The strategies listed on the following pages represent ongoing efforts, as well as future options, to enhance safety and respond to the hazards identified through this process.

## **School Climate and Emotional Security Initiatives**

1. Counselors, psychologists, and social workers are available to assist students and parents with mental health issues.
2. Mental Health Crisis Teams are in place to respond when necessary.
3. The District's mental health staff has access to community resources and provides referrals when appropriate.

### **Suggested future options to consider:**

- The District has a formal program to encourage parents to participate in their child's learning process.
- A peer mediation program has been established and is in use in all middle and high schools.
- A mentoring program has been established and is in use in all schools.
- Students who are found to be in possession of a weapon on school property are referred to a mental health professional for evaluation, if deemed appropriate.
- A truancy reduction program utilizing a law enforcement component with a mental health component is in operation.
- A multidisciplinary threat management team has been formed and is used to investigate threats that are received. Members of the team have conducted briefings at all divisions in the school to help make staff aware of the existence of the team and how threats are reported to the team.
- A teen pregnancy prevention program has been established and is in use. Free resources such as the local public health department are emphasized. Each middle and high school holds an annual assembly to educate students on the issue.
- Teachers are provided with support and training when dealing with discipline issues.
- Anonymous safe school surveys are provided to students and staff inquiring about feelings of the school environment each school year. Surveys are conducted at every school division.

## **Educational/Informational Efforts**

1. Each student and their parents receives a copy of the student code of conduct at the beginning of the school year.
2. A policy outlining under what circumstances students and their belongings may be searched has been developed, reviewed by qualified legal counsel, and adopted by the board.
3. A policy outlining when students will be prosecuted for criminal acts on campus has been developed, reviewed by legal counsel, and adopted by the board. The policy is included in the student code of conduct.
4. The district has adopted a standardized bullying prevention curriculum that is taught to all first - sixth grade students each year.

### **Suggested future options to consider:**

- A policy has been developed providing specific guidance to school personnel on how they can respond to incidents involving threats by individuals to commit acts of violence.
- Transfer students are provided with a copy of the student code of conduct on arrival.
- Periodic announcements are made at each school reminding students that weapons, drugs, tobacco, and alcohol are not allowed on school property. These announcements will inform

students that significant consequences will result for anyone who is found to have any of these items on school property. The announcements specifically cover contraband in student vehicles.

- The local police department teaches the Drug Abuse Resistance and Education Program® to fourth grade students each year.
- Signs outlining the state criminal code section are posted at the entrance of each school.
- “Consent to Search Vehicle” signs have been posted at each driveway/entrance leading to every school system facility.
- The local sheriff’s department teaches a law related education program to sixth grade students each year.
- School district personnel teach an approved conflict resolution program to fourth and seventh grade students each year.

A dress code policy has been established and is in use throughout The District.

- The dress code policy prohibits baggy/sagging pants and requires students to keep shirts tucked in to make it more difficult for students to conceal a firearm and to help prepare them for their future work environments.
- A policy has been implemented that requires all school employees to report criminal acts on school property to police as quickly as is practical for the situation.
- A policy has been established and is in use that defines what articles are considered to be weapons when on school property.
- A policy has been established and is in use that requires any student who is suspended/expelled from school be notified in writing that he or she must not enter school property during the period of the suspension/expulsion.
- A policy is in place that addresses the use of lockers and requires that only school locks can be used on school lockers, and that student lockers are subject to search by school and law enforcement officials at any time.

## **Staff Development Efforts**

1. All staff members receive training on their roles in the emergency operations plan within the first four months of employment.
2. Classroom teachers receive training in classroom management techniques within the first year of employment.

### **Suggested future options to consider:**

- School administrators attend a standardized training session on emergency operations planning for schools within the first six months of assignment as an administrator.
- A training program on visual weapons screening in the school setting is offered once annually at the District.
- Several members of District-wide crisis response team have attended a workshop on school bomb threat management.
- As many members as possible of The District-wide crisis response team have attended a workshop on emergency management for schools.
- All community based school safety working group members have attended a formational seminar relating to the community’s role in school safety.
- Several community based school safety working group members have attended a training program on building a prevention strategy.
- Numerous members of the crisis response team have attended workshops on crisis response and recovery.

- Staff training relating to school safety has been documented in written form, and documentation is maintained by [fill in the name and title of official who will maintain records here].
- At least 20% of school employees have attended the Basic First Aid and Basic Cardiopulmonary Resuscitation training programs offered by the American Red Cross each year.
- A majority of school employees have been trained in the proper use of fire extinguishers by the local fire department.

## **Fire and Accident Prevention Measures**

1. The District maintains fire and smoke detectors, emergency signage and fire extinguishers at each campus.
2. The Albany Fire Department conducts annual fire inspections at each campus.

### **Suggested future options to consider:**

- A tactical site survey is conducted for every school owned or leased facility once each year. The survey is coordinated by an employee who has attended formal training on the proper coordination of tactical site surveys. A copy of each tactical site survey report is turned into the director of operations, and another copy is forwarded to the risk manager. Members of the school safety committee also review the site survey reports each year.
- In addition to the site survey, a staff member is designated at each facility to perform an internal inspection each month. The staff member who conducts these safety inspections completes an inspection checklist during each month's inspection. A copy of the checklist is forwarded to the building administrator and to the Director of Operations to be retained for a period of at least two years.

## **Exterior Physical Security Measures**

1. Security cameras provide coverage for key outdoor areas at all schools.
2. Parking areas are well lit during after-hours events.
3. Mobile units have been skirted to deny access to unauthorized people.
4. All school parking areas are clearly striped and marked to properly direct traffic.
5. Signs directing visitors to sign in at the main office are posted at all entrance doors at every school.

### **Suggested future options to consider:**

- All mobile classroom units are clearly marked on several sides and the top with distinguishing numbers or letters.
- Shrubs at all schools have been trimmed to a three-foot height at the beginning of the school year.
- School staff conduct frequent plain view checks of vehicles on campus for weapons.

## **Interior Physical Security and Safety Measures**

1. All schools has a visitor badge system in place.
2. Schools tests all fire alarm pull stations yearly to ensure that they function properly.
3. The District has taken steps to properly secure all computers against unauthorized access.
4. The District has a system in place to ensure that serial numbers are on file for school property.
5. Valuable school property has been clearly marked to identify it as school property.

6. The District uses an internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork.
7. The District has developed a system to restrict access to school buildings during the day by keeping specified doors locked when not in use.

**Suggested future options to consider:**

- Every school has a designated room that is heavily secured. High value equipment is moved to these rooms for storage during extended holidays and summer breaks.
- The school has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner.
- All television sets that are not wall mounted are either bolted to carts or secured using safety straps. School policy prohibits students from being used to move television carts.
- The school has developed a system to ensure that rooms that are not in use are kept locked.
- Fire department fire prevention bureau personnel conduct a fire prevention seminar for the staff at the school once annually. Topics include the proper use of fire extinguishers, fire evacuation procedures, common fire code violations in schools, and special concerns for cafeteria personnel.
- The school tests the building intrusion alarm system twice each year.
- The police department crime prevention bureau conducts a crime prevention seminar for staff at the school once annually.
- Security cameras provide coverage for key indoor areas at all middle and high schools.
- All school lockers are kept locked at all times, and students are required to use school locks.
- The school has established a procedure for random locker inspections to deter students from keeping weapons in lockers.
- The school has established a random metal detection policy. Random metal detection screening is conducted at each middle and high school several times each year.
- Drug and bomb detection dogs are utilized several times each year to check student lockers and public areas for drugs, firearms, and explosive devices as a deterrent measure.
- The number of trash containers in use in the school has been minimized. Trash containers are not situated in areas that are out of view. This has been done to reduce the number of potential hiding places for explosive devices and contraband.
- All schools require that students and school employees wear standardized identification badges with a photograph.
- The District safety design team has conducted a CPTED (crime prevention through environmental design) and target hardening assessment of the school. Changes have been made as appropriate based on the team's recommendations. Team members have received formal training on CPTED.
- The District safety design team evaluates all building construction and renovation plans early in the design process and makes recommendations to enhance the level of safety through design features (CPTED and target hardening).
- Local emergency management, fire service and law enforcement officials have an opportunity to review building construction and renovation plans early in the design process. These officials are afforded an opportunity to make comments on safety and emergency management concerns.
- The District requires that the architectural firm awarded a building construction or renovation project must have at least one CPTED-trained design team member.

## Emergency Preparedness Measures

1. The District has an emergency operations plan developed in cooperation with each school site and public safety partners. The school plan includes the following specific protocols:

Functional protocols/annexes:

- Evacuation
- Preventive Lockdown
- Emergency Lockdown
- Room clear
- Shelter in Place
- Reverse Evacuation
- Remote Evacuation and Family Reunification

Incident protocols (i.e. Hazard annexes)

- Earthquake
- Active assailant (i.e. Active shooter)
- Intruder
- Disruptive/Unruly Person Protocol
- Protests/Civil Unrest Protocol
- Kidnapping/Missing Student Protocol
- Report of Weapon on Property Protocol
- Hostage Situation Protocol
- Attempted Suicide/Suicide Threat Protocol
- Bomb Threats/Suspicious Packages Protocol
- Explosion Protocol
- Sexual Assault Protocol
- Injury/Illness Protocol
- Death Protocol
- Food Allergy Incident Protocol
- Food/Beverage Contamination Incident Protocol
- Suspected Biological Incident Protocol
- Air Pollution Episode Protocol
- Chemical/Hazardous Materials Release Incident Protocol
- Radiological Release Incident Protocol
- Wildfire Protocol
- Earthquake Protocol
- Severe Weather/Windstorm Protocol
- Fire Protocol
- Utility Failure/Damage Protocol
- Arrest or Criminal Indictment of Staff Member/Volunteer Protocol
- Report of Sexual Misconduct of Employee Protocol
- School Closure Protocol
- Various forms, scripts and other job aids for use by the Incident Commander and

### designees

2. The district has emergency supplies staged at each campus.
3. The district, and each school, have a crisis response team.
4. Each school conducts monthly fire drills, along with periodic drills for earthquakes, lockdowns, and other emergencies.
5. Each school has emergency operations planning information in computer format for emergency use.

### **Suggested future options to consider:**

- Each school district has provided keys to the Albany Police Department and officers do an annual walk-through to familiarize themselves with each building and test keys.
- The overall crisis response team conducts at least one tabletop and at least one functional or full-scale school crisis exercise each year.
- The District crisis response team conducts at least one tabletop exercise each year.
- The District has a site survey every year that is coordinated through the school site survey team.
- The District has a quick reference emergency ready reference chart to supplement the school emergency operations plan and these are issued to all teachers
- The District participates in one full scale exercise every eighteen months.
- The District has conducted an exercise to test the family reunification protocol.
- A bomb threat call checklist is located near school telephones.
- The local emergency management agency conducts a disaster preparedness seminar at the District once each year.

## **Documentation**

1. A copy of each school site plan and the emergency operations plan is on file in the Superintendent's office.

### **Suggested future options to consider:**

- The Superintendent maintains a copy of each year's prevention and mitigation plan for five years.
- A copy of each fire and accident inspection sheet is kept on file at the central office for three years.
- A copy of all safety related employee training rosters is kept on file at the central office for three years.

## **Employee/Volunteer and contractor screening**

- All candidates for employment undergo a criminal history check and evaluation prior to placement in a position. The criminal history check includes a fingerprint check. This practice is followed for part-time and temporary employees.
- The background check for personnel who will drive Board of Education vehicles includes a driver's history check.
- All volunteers undergo a criminal history check before being placed in a position to supervise children.
- All contractors who will have full time, part time and temporary employees are notified in writing that these personnel will have to be screened by the school's background investigation process before they are allowed to work on school property.

**Suggested future options to consider:**

1. All employees who apply for a promotion or a different position undergo a new criminal history check to ensure that they have not been arrested since their initial employment.

**Food service safety efforts**

- All food service employees receive a safety briefing as part of their employee orientation.
- The safety briefing includes proper food handling procedures, measures to prevent accidental or intentional food and beverage contamination, food and beverage security measures, employee safety and the proper operation of fire safety systems and equipment.

**Suggested future options to consider:**

- Personnel from the fire department periodically conduct fire prevention briefings for food service personnel.
- Food service personnel periodically receive informational briefings from area public health personnel.

**Additional Areas and Options to Consider for Future Efforts:****School Safety Zone Strategies**

1. Appropriate signs are in place at the school to direct visitors to the appropriate visitor parking areas.
2. School officials have met with local law enforcement command staff to ensure prevention efforts are coordinated to address crime issues in the School Safety Zones around the school.
3. "School Safety Zone" signs have been placed at each street approaching each campus to mark the 1,000 foot point.
4. "Drug Free School Zone Signs" have been placed near the school.
5. Law enforcement officers work with school officials to prevent loitering in School Safety Zones.

**Physical construction safety measures**

1. The District has developed a facility construction safety design team. Team members have received training in crime prevention through environmental design, target hardening measures and safe school design.
2. Team members meet to review new school construction plans with architects and area public safety officials.
3. Team members are available to assist building administrators who have experienced safety problems that a design review might help to address.

**Special event security considerations**

1. Event planners must consult with school police to determine needs for security personnel for special events.
2. The District has developed emergency procedures for use in special events. One or more staff members are issued these ready reference charts for use at special events in the event of a safety incident.
3. Facilities owned by and regularly leased by the school are included in the annual tactical site survey process.



# CALIFORNIA HEALTHY KIDS SURVEY



## Albany City Unified Secondary 2017-2018 Main Report

## 5. School Violence, Victimization, and Safety

**Table A5.1**

***Perceived Safety at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	24	18	19	–
Safe	48	51	46	–
Neither safe nor unsafe	22	23	23	–
Unsafe	5	7	9	–
Very unsafe	1	1	3	–

*Question HS A.99/MS A.88: How safe do you feel when you are at school?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.2**  
**Reasons for Harassment on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Race, ethnicity, or national origin</b>				
0 times	83	86	89	—
1 time	9	6	5	—
2 or more times	8	8	6	—
<b>Religion</b>				
0 times	95	93	95	—
1 time	4	4	2	—
2 or more times	1	3	3	—
<b>Gender (being male or female)</b>				
0 times	90	89	90	—
1 time	5	5	4	—
2 or more times	5	5	5	—
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	90	89	91	—
1 time	5	5	4	—
2 or more times	5	6	5	—
<b>A physical or mental disability</b>				
0 times	94	95	95	—
1 time	1	3	2	—
2 or more times	5	3	3	—
<b>You are an immigrant or someone thought you were</b>				
0 times	95	94	96	—
1 time	3	3	2	—
2 or more times	2	3	2	—
<b>Any of the above six reasons</b>	29	26	22	—

*Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.2*****Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Any other reason</b>				
0 times	71	78	88	–
1 time	7	7	3	–
2 or more times	21	15	9	–
<b>Any harassment</b>	42	32	24	–

*Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.3****Verbal Harassment at School, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	57	70	74	—
1 time	21	14	12	—
2 to 3 times	11	7	7	—
4 or more times	12	9	7	—
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	65	66	70	—
1 time	13	7	13	—
2 to 3 times	6	14	6	—
4 or more times	15	13	12	—
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	64	62	66	—
1 time	12	14	10	—
2 to 3 times	15	15	12	—
4 or more times	10	10	12	—
<b>been made fun of, insulted, or called names?</b>				
0 times	46	66	67	—
1 time	14	10	8	—
2 to 3 times	17	8	6	—
4 or more times	23	17	19	—

*Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.4*****Violence and Victimization on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	69	82	91	—
1 time	18	8	5	—
2 to 3 times	7	6	3	—
4 or more times	6	4	1	—
<b>been afraid of being beaten up?</b>				
0 times	77	88	91	—
1 time	12	8	1	—
2 to 3 times	7	1	3	—
4 or more times	3	3	4	—
<b>been threatened with harm or injury?</b>				
0 times	82	87	91	—
1 time	8	5	4	—
2 to 3 times	5	6	2	—
4 or more times	5	3	3	—
<b>been in a physical fight?</b>				
0 times	88	92	94	—
1 time	6	5	2	—
2 to 3 times	3	3	2	—
4 or more times	3	1	2	—
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	92	95	95	—
1 time	5	4	1	—
2 to 3 times	3	1	2	—
4 or more times	0	1	2	—
<b>been offered, sold, or given an illegal drug?</b>				
0 times	89	74	73	—
1 time	8	10	9	—
2 to 3 times	2	8	7	—
4 or more times	1	8	11	—

*Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.5**  
**Property Damage on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had your property stolen or deliberately damaged</b>				
0 times	77	84	87	–
1 time	10	8	7	–
2 to 3 times	9	7	4	–
4 or more times	4	1	2	–
<b>Damaged school property on purpose</b>				
0 times	89	93	91	–
1 time	6	5	4	–
2 to 3 times	3	1	3	–
4 or more times	2	0	2	–

*Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.6**  
**Weapons Possession on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Carried a gun</b>				
0 times	99	97	98	–
1 time	1	2	1	–
2 to 3 times	0	1	1	–
4 or more times	0	0	1	–
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	91	92	92	–
1 time	6	3	4	–
2 to 3 times	2	2	1	–
4 or more times	2	3	3	–
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	73	77	80	–
1 time	16	11	10	–
2 to 3 times	5	11	6	–
4 or more times	5	2	4	–

*Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?*

*Note: Cells are empty if there are less than 10 respondents.*



# CALIFORNIA HEALTHY KIDS SURVEY



## Albany City Unified Elementary 2017-2018 Main Report



## 7. School Violence, Victimization, and Safety

**Table A7.1**

***Perceived Safety at or Outside of School***

	Grade 5 %
<b>Do you feel safe at school?</b>	
No, never	1
Yes, some of the time	7
Yes, most of the time	44
Yes, all of the time	48
<b>Do you feel safe on your way to and from school?</b>	
No, never	1
Yes, some of the time	7
Yes, most of the time	38
Yes, all of the time	54

*Question ES A.56, 57: Do you feel safe at school?... Do you feel safe on your way to and from school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.2*****Frequency of Being Harassed on School Property***

	Grade 5 %
<b>Been hit or pushed</b>	
No, never	58
Yes, some of the time	36
Yes, most of the time	4
Yes, all of the time	2
<b>Mean rumors spread about you</b>	
No, never	54
Yes, some of the time	37
Yes, most of the time	6
Yes, all of the time	3
<b>Been called bad names or mean jokes made about you</b>	
No, never	51
Yes, some of the time	40
Yes, most of the time	6
Yes, all of the time	3

*Question ES A.50, 51, 53: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.3**  
**Frequency of Harassing on School Property, Past Year**

	Grade 5 %
<b>Have hit or pushed other kids</b>	
0 times	73
1 time	11
2 times	8
3 or more times	7
<b>Have said mean things about other students or called them bad names</b>	
0 times	58
1 time	27
2 times	10
3 or more times	5
<b>Have spread mean rumors about other kids</b>	
0 times	86
1 time	10
2 times	2
3 or more times	2

*Question ES A.47-49: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.4**  
**Weapons (Gun or Knife) on School Property, Past Year**

	Grade 5 %
<b>Brought a gun or knife to school</b>	
No	99
Yes	1
<b>Saw another kid with a gun or knife at school</b>	
No	92
Yes	8

*Question ES A.52, 54: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.5**  
***School Responses to Bullying***

	Grade 5 %
<b>Teachers and other grown-ups make it clear that bullying is not allowed.</b>	
No, never	0
Yes, some of the time	3
Yes, most of the time	15
Yes, all of the time	82
<b>If you tell a teacher that you've been bullied, the teacher will do something to help.</b>	
No, never	1
Yes, some of the time	11
Yes, most of the time	32
Yes, all of the time	57
<b>Students at your school try to stop bullying when they see it happening.</b>	
No, never	5
Yes, some of the time	46
Yes, most of the time	35
Yes, all of the time	13

*Question ES A.36-38: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.6**  
***Frequency of Being Home Alone***

	Grade 5 %
No, never	43
Yes, some of the time	47
Yes, most of the time	8
Yes, all of the time	3

*Question ES A.55: Are you home alone after school?*

*Note: Cells are empty if there are less than 10 respondents.*

# 2016-17 Suspension Count by Most Serious Offense Category

Albany City Unified District Report (01-61127)  
Disaggregated by School

- +

Report Description
- +

Report Glossary
- +

Report Options and Filters

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
<u>Albany High</u>	1,184	48	3	31	2	6	4	2
<u>Albany Middle</u>	945	106	51	26	6	2	10	11
<u>Cornell Elementary</u>	557	8	2	6	0	0	0	0
<u>MacGregor High (Continuation)</u>	10	4	2	1	0	1	0	0
<u>Marin Elementary</u>	526	0	0	0	0	0	0	0
<u>Nonpublic, Nonsectarian Schools</u>	5	0	0	0	0	0	0	0
<u>Ocean View Elementary</u>	609	7	3	4	0	0	0	0

# Report Totals

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
<u>Albany City Unified</u>	3,829	173	61	68	8	9	14	13
<u>Alameda County</u>	235,470	12,367	2,318	5,507	393	1,291	2,153	705
<u>Statewide</u>	6,405,496	381,845	46,358	184,157	12,951	41,880	78,242	18,257

**Note:** Data may be suppressed (\*) to protect student privacy (Data Suppression).

---

# 2016-17 Expulsion Count by Most Serious Offense Category

Albany City Unified District Report (01-61127)  
Disaggregated by School

- +

Report Description
- +

Report Glossary
- +

Report Options and Filters

Name	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
<u>Albany High</u>	1,184	0	0	0	0	0	0	0
<u>Albany Middle</u>	945	0	0	0	0	0	0	0
<u>Cornell Elementary</u>	557	0	0	0	0	0	0	0
<u>MacGregor High (Continuation)</u>	10	0	0	0	0	0	0	0
<u>Marin Elementary</u>	526	0	0	0	0	0	0	0
<u>Nonpublic, Nonsectarian Schools</u>	5	0	0	0	0	0	0	0
<u>Ocean View Elementary</u>	609	0	0	0	0	0	0	0

## Report Totals

Name	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
<u>Albany City Unified</u>	3,829	0	0	0	0	0	0	0
<u>Alameda County</u>	235,470	148	56	42	25	21	0	4
<u>Statewide</u>	6,405,496	5,657	1,234	1,584	947	1,685	38	169

**Note:** Data may be suppressed (\*) to protect student privacy (Data Suppression).



QUESTIONS

RESPONSES

8

8 responses



SUMMARY

ND V DUAL

Accepting responses



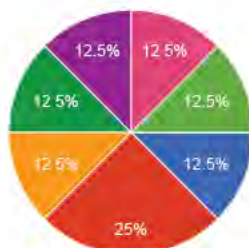
Who has responded?

Email



Site

8 responses



- Albany Children's Center
- Albany High School
- Albany Middle School
- Cornell Elementary School
- District Office
- MacGregor High School
- Marin Elementary School
- Ocean View Elementary School
- Other



8 responses

[REDACTED]

If you have an intercom system, please comment on its effectiveness or note areas of frustration.

6 responses

[REDACTED]

If we could use the phone system as a means of paging all classrooms, noting that they may not be loud enough to work in all situations, would it be useful to implement?

8 responses

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

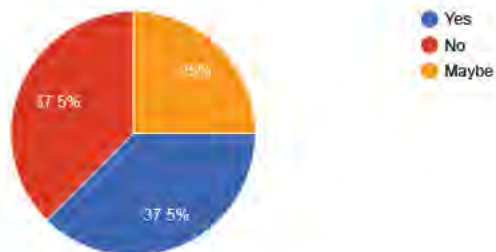
[REDACTED]

[REDACTED]

[REDACTED]

AHS has implemented an emergency phone number at their site [REDACTED] where any school phone can be used to call designated office staff in an emergency. Would this be useful to implement at your site?

8 responses



Please explain your previous answer

6 responses

[REDACTED]

[REDACTED]

[REDACTED]

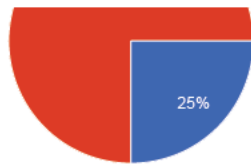
[REDACTED]

[REDACTED]

[REDACTED]







In evaluating your camera system, what are the main issues with the system (choose up to 2).

8 responses




How many working walkie talkies does your site currently use?


8 responses



Does your site have clear policies about the use of walkie talkies and how many



Please describe your protocols that determine how many walkie talkies you need along with who they are given to.






Are you satisfied with the current InTouch dialer system for communicating with parents?

8 responses





Please describe any challenges that you have had with the current dialer system

6 responses



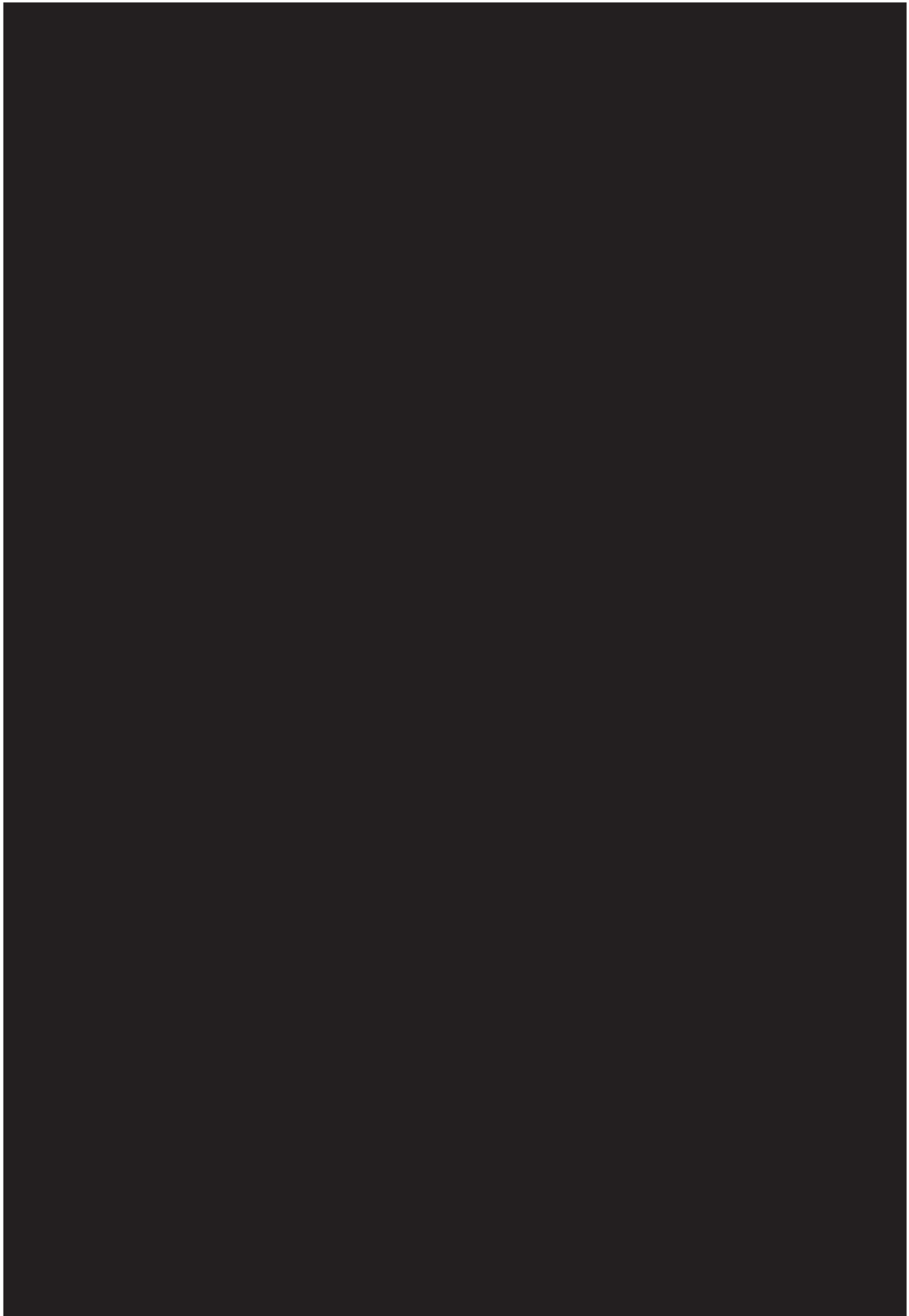
What features do you think are missing from the current InTouch parent communication system?

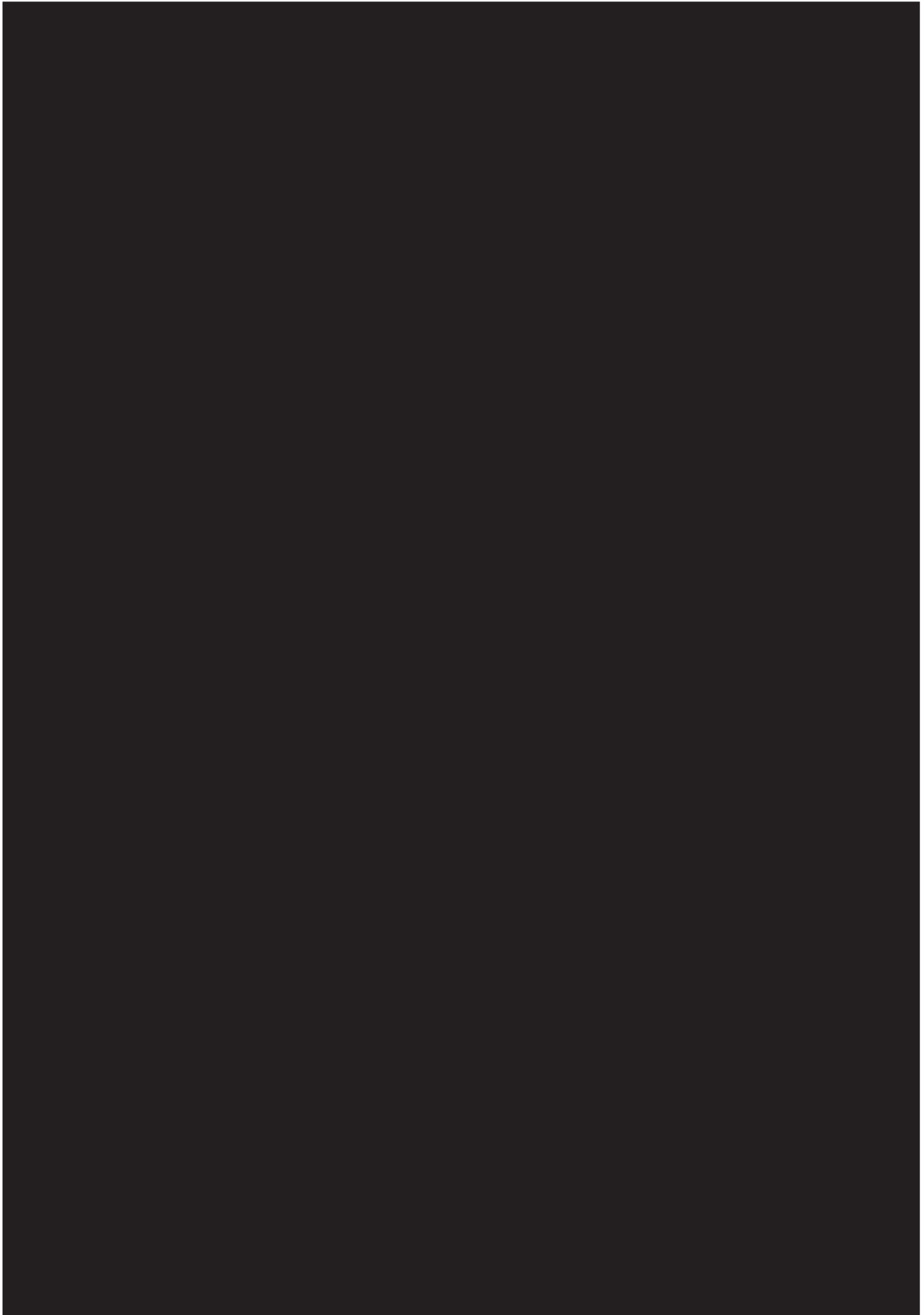
6 responses

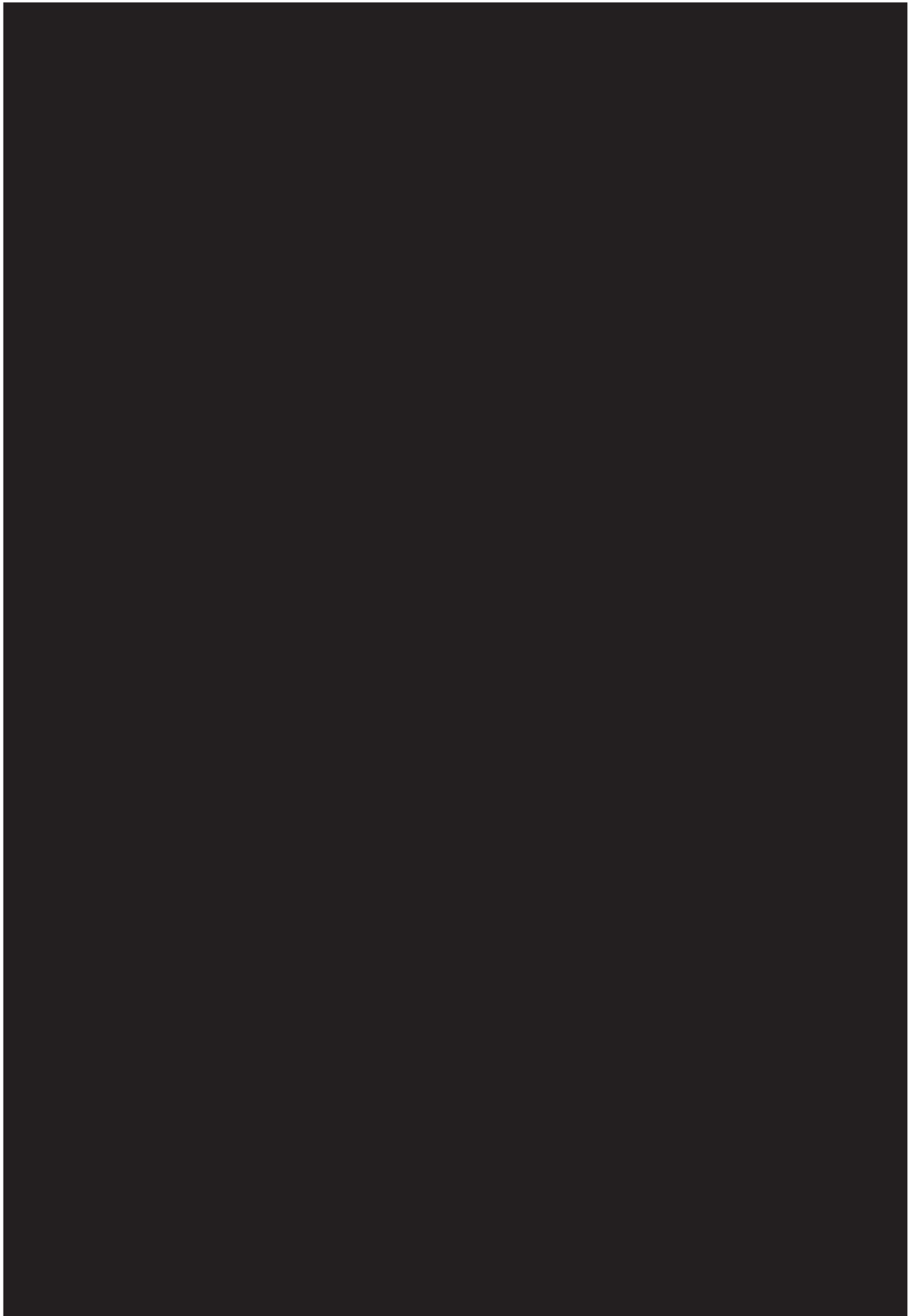


Site Security Policies









## Emergency Procedures

Are you satisfied with the drills that you run? Please comment on if there are aspects

A large rectangular area that has been completely redacted with a solid black fill.

Please list the emergency supply inventory you keep on hand (portable toilets, water, first aid, etc.). Please note the storage location, funding source, and refresh cycle for each item.

A large rectangular area that has been completely redacted with a solid black fill.

Please note emergency supply items that you wish that you had but do not currently have.

A large rectangular area that has been completely redacted with a solid black fill.

Please briefly describe your procedure for reunifying students with parents in case of emergency.

8 responses

A large black rectangular redaction box covers the entire response area, obscuring all text and content that would otherwise be visible below the question and the '8 responses' indicator.

Here is a list of trainings that Keenan provides. Please indicate which trainings you think would be valuable for you and your staff?

8 responses

A large rectangular area that has been completely redacted with a solid black fill, obscuring any text or data that might have been present.

Please list any other training courses not listed above (first aid/tourniquet, etc.) that you think would be appropriate.

A rectangular area that has been completely redacted with a solid black fill, obscuring any text or data that might have been present.A large rectangular area that has been completely redacted with a solid black fill, obscuring any text or data that might have been present.








### Student Privacy





Prioritization: below is a list of the major topics covered in this survey. Please indicate which items you think need to be focused on/prioritized first. Please restrict your responses to your top 5 priorities.

8 responses



Please comment on what you think the greatest need is at YOUR SITE in terms of safety.

8 responses



Please use this space for any other comments you may have. Thank you for completing the survey!

2 responses

'm glad we are doing this

'd like to keep in mind that earthquakes are our biggest risk

### III. Staff and faculty crisis response procedures

# Albany Unified School District

## **EMERGENCY PREPAREDNESS STAFF/FACULTY PLAN 2018-2019**

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## Instructions for Use of this Plan Component

**Note:** This plan is not intended as a manual that you will pull out, read and follow during the first critical seconds of a crisis event. Instead, you should consider the plan to be a study guide and a tool to reference once critical life-saving action steps have been completed.

1. As soon as you are issued this plan, **familiarize yourself with it. The lives of your staff and students may someday depend on it.** Keep in mind that you will not have time to consult the plan before you implement the most important action steps you will need to perform during the first critical seconds of a life-threatening event.
2. Keep the plan **readily accessible but secure from theft.** Students and others have stolen emergency plan components to use in planning violent attacks.
3. **Report anyone who shows an unusual interest** in the school system's emergency preparedness measures. Notify your supervisor immediately if you encounter this type of situation.
4. No emergency protocols can be perfect for every situation. The protocols outlined in this plan component have been developed with input from area emergency response officials and are designed to provide general guidelines. **You must be able to apply these protocols with flexibility based upon your assessment of the situation at hand.** The more familiar you are with the contents of this ready reference chart, the easier it will be for you to respond calmly, effectively and appropriately for a wide variety of situations.
5. **You should focus most of your pre-crisis efforts on learning the content of the plan as well as how to navigate the plan.** Familiarity with the action steps in the plan will help you react more effectively in the first critical seconds of an emergency, quickly locate the appropriate plan content once you have taken initial steps, as well as dramatically improve your ability to lead the district in strategic thinking during a major catastrophic event.
6. **Be sure to modify the notification protocols to the situation at hand.** While every protocol includes prompts to consider notification of other Lead administrators, department heads, the board of education chair etc., many situations will not require any or all of these notifications. Be sure to look at the context of the situation to see if each of these notifications is actually needed. Please consider these instructions as prompts to make you consider whether the notifications are required for the situation at hand.
7. **This plan component is only one part of a comprehensive school safety plan.** Ready reference charts have been developed for other categories of employees as appropriate for their roles in crisis situations. **Be prepared to do your part so other staff** can concentrate on theirs.
8. **Use this plan component during any drills and exercises** that you participate in. This will help you remain calm and follow proper protocols in the event of an actual crisis.
9. **Do your best to remain calm during crisis situations.** The more you familiarize yourself with this plan component and the more you practice applying the steps of action it contains during drills and exercises, the calmer you will remain under stress. Practice controlled breathing during drills and exercises – taking deep breaths, holding them briefly and then slowly exhaling. Utilize the technique of visualization – visualizing yourself applying the principles of the plan and successfully handling a crisis situation. When practiced regularly during and after drills, these techniques will help to lower your heart rate and help you remain calm during a crisis.
10. **Report the loss of the ready reference chart immediately.** If your ready reference chart is lost or stolen, immediately notify your supervisor.
11. **Forward any comments on suggestions for improvement** of this ready reference chart to the District EOC Team.

12. **Remember that staff in all positions in the school system have been specifically granted permission to take life-saving action through their training and plan components.** If any staff member feels that following their plan components will result in death or serious injury due to the nature of a crisis they experience, they have permission to deviate from the plan during a crisis. Operating at the leadership level, you must be cognizant that individual or groups of staff may deviate from written plans for this reason.
13. **Communicate with others rapidly and effectively once critical life-saving actions have been taken.** This is especially important for situations where protective actions such as lockdown, evacuation, sheltering for severe weather or Reverse Evacuation will be needed.
14. **Seek to provide support and assistance. Your goal is to gain control of the crisis but strive to avoid micromanagement of line level operational decisions without solid reason for doing so.** Typically, your most valuable contribution to the successful resolution of a crisis is to utilize your knowledge, skills, ability and authority on strategic efforts.

## External Emergency Contact List

(Updated October 23, 2018)

	Phone number
Albany Fire Department	510-525-7300
Albany Police Department	510-525-7300
Alameda County Sheriff's Office	510-667-3622
California State Highway Patrol (Oakland Office)	510-450-3821
Albany Dispatch	510-525-7300
Poison Control Center 1-800-222-1222	1-800-222-1222
Alta Bates Hospital Emergency Department	510-204-1303
Oakland Children's Hospital Emergency Department	510-428-3240
PG&E	800-743-5000
Water and Sewage (EBMUD)	1-866-403-2683
AT&T Phone Support	1-800-303-0103
CA Office of Emergency Services (CalOES)	(916) 657-9494

## Emergency Communications Protocol

### Definition

This protocol is used for communications in an emergency situation.

### Faculty & Staff Response

1. Using a landline phone, notify the main office of the emergency situation



**Note:** The type of situation will dictate whether it is better for you to call the main office or 911 first. Calling 911 first can delay the implementation of emergency protective actions for the entire school. This can also delay the arrival of emergency responders to the exact location of the emergency if no staff member is able to meet first responders and guide them to your location. There can be a considerable difference between the time first responders arrive at the school and when they arrive at the exact location on the campus where they are needed. Call 911 first if you feel that will provide the fastest emergency response for the situation you have encountered.

SAFE HAVENS INTERNATIONAL

# The Window of Life

**IN A LIFE-THREATENING CRISIS:**

**1 PROTECT YOURSELF**  
Protect yourself so you can protect others.

**2 PROTECT OTHERS**  
Take action to warn and protect others in the immediate area.

**3 PROTECT THE PLACE**  
Warn and protect others in and around the building or space.

**4 NOTIFY PUBLIC SAFETY**  
Once immediate life-saving actions are taken, call for help.

*In an emergency, quickly deciding which actions to take first can improve your chances of survival. Take personal protective action first, then warn others around you when it is safe to do so. If possible, warn and protect others in and around the building or space and then call 911 or emergency services as soon as you can. If you have the help of others, delegate action to get help more quickly. Use your judgment to determine the priority of your actions, since each situation will require a unique response.*

FROM THE BOOK "STAYING ALIVE: HOW TO ACT FAST AND SURVIVE DEADLY ENCOUNTERS"  
© 2013 SAFE HAVENS INTERNATIONAL [HTTP://WWW.SAFEHAVENSINTERNATIONAL.ORG](http://www.safehavensinternational.org)

## Preventive Lockdown Protocol

### Definition

This protocol is only used when there is no apparent indication that weapons are involved. For example, a Preventive Lockdown may be implemented for an intruder, a suspicious person, a person who is clearly intoxicated, emotionally unstable, or who is out of control but does not appear to be armed. A Preventive Lockdown is a means to rapidly enhance the level of security in the facility while allowing limited educational and work functions to continue.

### Faculty & Staff Response

1.

## Emergency Lockdown Protocol

### Definition

This protocol should be initiated for any situation involving a potentially dangerous person who is believed to have any form of weapon. A firearm, knife, hammer, crowbar, baseball bat or other potentially dangerous object may be considered a weapon depending on the context of the situation.

An Emergency Lockdown is used to dramatically and rapidly enhance the level of security in the facility.

## Faculty & Staff Response

1. You are empowered to initiate an Emergency Lockdown of your area if you detect potential danger that requires this type of lockdown.

2.

## Room Clear Protocol

### Definition

This protocol is intended for situations where students need to be evacuated from a specific interior space in the school to a safer location in the school to protect them from harm and/or enable school employees to address an incident.

### Faculty & Staff Response

As with any other life-saving protocol, all school employees are empowered, and should be prepared, to implement a Room Clear for situations where students and/or staff appear to be in danger or to enable the employee(s) to better manage an incident by moving students from the area.

1. [REDACTED]

## Reverse Evacuation

### Definition

A critical protective action, this protocol is utilized to move students and staff rapidly but in a systemic fashion from an outdoor area to an indoor area where they can be protected from a threat from the outside. This protocol can be combined with an Emergency Lockdown, Preventive Lockdown, Shelter-in-Place Protocol, or Severe Weather Sheltering Protocol if there is danger to students and staff who are outdoors.

### Faculty & Staff Response

1. [REDACTED]



## Remote Evacuation and Family Reunification Protocol

### Definition

This protocol is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones. Examples of situations that often involve Remote Evacuation and Family Reunification protocol include a chemical spill inside of a school building, a shooting incident, etc. **Note: Promptness of decision-making and implementation of this protocol are important for remote family reunification to work properly. If the school takes too long to make and announce this decision, parents and relatives rushing to the incident scene may block entry routes to the school.**

### Faculty & Staff Response

1. Guide students and visitors in your area of responsibility to the designated staging area.
2. Assist or request assistance for special needs persons in your area of responsibility.
3. Once students and other persons from your area of responsibility have arrived, take a roster of those under your supervision.
4. Follow the instructions of School Incident Command Team when you arrive at the designated family reunification site. You may be asked to assist in staffing the site.
5. Provide supervision for students during staging, transport, and upon arrival at the family reunification site. Be alert to dangerous situations.
6. Be prepared to take directions from the Principal/Building Administrator/School Incident Command Team members and provide assistance as needed.
7. Follow the Media Protocol.

## Emergency Evacuation for Non-Fire Situation Protocol

### Definition

This type of evacuation is used for any emergency evacuation not related to a fire incident, such as the evacuation for a hazardous-materials release indoors.

### Faculty & Staff Response

1. Conduct a brief but complete scan of your work area looking for any suspicious packages. If you note any suspicious packages or objects,



## Shelter-in-Place Protocol

### Definition

This protocol is for use when there has been a chemical/hazardous material/radiological release or biological incident outside of but in proximity to the school building(s) and the available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the building(s).

### Faculty & Staff Response

1. [REDACTED]

## Critical Incident Recovery Protocol

### Definition

This protocol is designed to help if there is any event that may overwhelm an individual's capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes.

### Faculty & Staff Response

1. If you become aware of a situation where any student or staff member may be in need of recovery assistance, notify the main office.
2. Remain calm. Avoid appearing anxious or frightened. Let students know that it is okay to feel upset.
3. Observe the student's emotional state. Understand that students will express their emotions differently. There is no right or wrong way to feel or express grief.
4. Maintain student safety.
5. Follow the instructions of the Principal/Building Administrator/School Incident Command Team in what to say to students.
6. Tell students the truth. Don't try to pretend the event has not occurred or that it is not serious.
7. Keep your explanations developmentally appropriate.
8. Refer the students who exhibit extreme anxiety, fear or anger to the District EOC Team.
9. Follow the Media Protocol.

## Media Protocol

### Definition

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school, interference with emergency response and increased civil liability. Designed to avoid those mistakes, the Media Protocol should be used for all situations that can potentially attract the media.

### Faculty & Staff Response

1. Do not make any statements to media personnel during or after a critical event without the expressed permission of the Principal/Building Administrator/School Incident Command Team.
2. Refer all media inquiries to the Principal/Building Administrator/School Incident Command Team.
3. Do not provide any information “off the record.” Be careful of “hot mikes.” Television and radio news reporters will sometimes leave a camera turned on and record even casual conversations within earshot. Consider all electronic equipment active at all times, even after you have declined to interview.
4. Reporters have been known to contact school employees away from school shortly after crisis events as well as on anniversary dates of events. Reporters have also sometimes taken advantage of school employees who were distraught or under stress.

## Intruder/Suspicious Person Protocol

### Definition

An intruder/suspicious person is a person who enters the grounds or building and does not appear to have a legitimate purpose for being present. This protocol is intended for situations where there is no indication that the intruder/suspicious person or persons are armed and they have not threatened or carried out any violent actions.

### Faculty & Staff Response

1.

[REDACTED]

## Disruptive/Unruly Person Protocol

### Definition

This protocol is intended for situations where a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment at the school.

### Faculty & Staff Response

1. If you become aware of a disruptive/unruly person on or near campus, initiate protective actions (such as Room Clear, Reverse Evacuation,

[REDACTED]

## Protests/Civil Unrest Protocol

### Definition

This protocol is intended for situations where a group of individuals who are protesting an issue become unruly and/or violent to the point of disruption an area of the community and/or the academic or work environment of the school.

Special Note on this procedure: This procedure is designed to protect students, staff and the school building during an act of protest or civil unrest such as a riot. Care should be taken when responding to student protests and other events to avoid infringing on freedom of speech or creating liability while providing for safety and security.

### Faculty & Staff Response

1. [REDACTED]



## Kidnapping/Missing Student Protocol

### Definition

This protocol is intended for situations where there are indications that a student who should be at the school has run away, is lost or has been abducted from the school.

### Faculty & Staff Response

1. If you become aware of a kidnapping/missing student, use available communication systems (such as a landline phone, radio, and cell phone)



## Use of Weapon Protocol

### Definition

This protocol is intended for situations where there are indications of the use of a weapon to assault, threaten or injure another person on school property or in close proximity to school property, or the unauthorized discharge of a firearm on or in close proximity to school property. Weapons relevant to this protocol can include but are not limited to firearms, knives, baseball bats, crowbars, hammers or other objects that can be used to cause harm to another person. Note that the majority of school weapons assaults do not involve firearms.

### Faculty & Staff Response

1. [REDACTED]

## Report of Weapon on Property Protocol

### Definition

Any information or report that any person on the property is in possession of a weapon. This protocol is for use in situations where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported. Weapons relevant to this protocol can include but are not limited to firearms, knives, baseball bats, crowbars, hammers or other objects that can be used to cause harm to another person. Note that the majority of school weapon assaults do not involve firearms.

### Faculty & Staff Response

1.

[REDACTED]

## Hostage Situation Protocol

### Definition

This protocol is intended for situations where one or more individuals use a weapon, threat of a weapon, or threat of violence to hold or move persons against their will at the school.

### Faculty & Staff Response

If you are among those taken hostage:

1. [REDACTED]

If you become aware of a hostage situation at your campus:

1. [REDACTED]

## Attempted Suicide/Suicide Threat Protocol

### Definition

This protocol is used for situations where a student attempts to suicide or makes a suicide threat.

### Faculty & Staff Response

1.



### Faculty & Staff Response

1.



## Explosion Protocol

### Definition

This protocol is intended for situations that involve a release of mechanical, chemical, or nuclear energy in a sudden and often violent manner with the generation of high temperature and usually with the release of gases.

### Faculty & Staff Response

[REDACTED]



## Sexual Assault Protocol

### Definition

This protocol is intended for any crime of a sexual nature taking place at the school.

### Faculty & Staff Response

[REDACTED]

## Injury/Illness Protocol

### Definition

This protocol is for situations where a student, staff, or visitor is injured or has indications of illness in the school. Judgment should be used when implementing this protocol. For example, a broken bone, a cut requiring stitches, or any occasion where a student loses consciousness. This protocol is not appropriate in response to a common illness such as a cold, the flu or pinkeye.

### Faculty & Staff Response



## Death Protocol

### Definition

This protocol is used for situations where there is a death of one or more students due to accident, natural disaster, natural causes, suicide, or homicide at a school. Cause of death may not be assumed and must be determined through investigation by appropriate officials.

### Faculty & Staff Response



## Food Allergy Incident Protocol

This protocol is developed heavily based on information from [REDACTED] (hereby “the Guide”).

### Definition

This protocol is used for situations where there are signs or symptoms that a student may have a food allergy. According to Centers for Disease Control and Prevention (CDC),<sup>1</sup> food allergies account for 35%–50% of all cases of anaphylaxis – best described as a severe allergic reaction that is rapid in onset and may cause death – in emergency care settings. Many different food allergens (e.g., milk, egg, fish, and shellfish) can cause anaphylaxis.

### Food Allergy Signs and Symptoms:

According to the Guide, children sometimes do not exhibit overt and visible symptoms after ingesting an allergen, making early diagnosis difficult. Some children may not be able to communicate their symptoms clearly because of their age or developmental challenges. Complaints such as abdominal pain, itchiness, or other discomforts may be the first signs of an allergic reaction. Signs and symptoms can become evident within a few minutes or up to 1–2 hours after ingestion of the allergen, and rarely, several hours after ingestion. Symptoms of breathing difficulty, voice hoarseness, or faintness associated with change in mood or alertness or rapid progression of symptoms that involve a combination of the skin, gastrointestinal tract, or cardiovascular symptoms signal a more severe allergic reaction (anaphylaxis) and require immediate attention.

### Faculty & Staff Response

1. If you see the signs or symptoms that a student may have food allergy, initiate a Room Clear if other students are present. Instruct the students to request the nurse and emergency medical services when they arrive at the location you send them to.
2. Using available communication systems (such as a landline phone, radio, and cell phone), notify the main office of the food allergy and request that the school nurse be sent to the scene (if there is one assigned to your school) and that 911 be called.
3. If you are not able to reach the main office or if an emergency occurs outside the

### Food Allergy Symptoms in Children

Children with food allergies might communicate their symptoms in the following ways:

- It feels like something is poking my tongue.
- My tongue (or mouth) is tingling (or burning).
- My tongue (or mouth) itches.
- My tongue feels like there is hair on it.
- My mouth feels funny.
- There’s a frog in my throat; there’s something stuck in my throat.
- My tongue feels full (or heavy).
- My lips feel tight.
- It feels like there are bugs in there (to describe itchy ears).
- It (my throat) feels thick.
- It feels like a bump is on the back of my tongue (throat).

Source: *The Food Allergy & Anaphylaxis Network. Food Allergy News. 2003;13(2).*

<sup>1</sup> Centers for Disease Control and Prevention. *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs*. Washington, DC: US Department of Health and Human Services; 2013.

times when the main office is staffed, call the school nurse (if there is one assigned to your school) and 911 directly or designate another staff member to make the call to request emergency medical services. Provide the dispatch personnel with available information regarding the food allergy. Be sure to provide the location two times to improve reliability of accuracy of communications.

4. If you are performing emergency functions and are unable to call 911 while doing so, you can delay this action step or advise another staff member or student to make the 911 call if possible.
5. Provide first aid according to your level of training, if needed.
6. Comfort and reassure the student.
7. As emergency medical services personnel arrive, assist them in transporting the student to the hospital if directed.
8. Follow the Media Protocol.

## Food/Beverage Contamination Incident Protocol

### Definition

This protocol is used for situations where multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals, or radiological contaminants.

### Faculty & Staff Response



## Suspected Biological Incident Protocol

*Special Note: Collaboration with local public health officials regarding modifying and updating this protocol is recommended.*

### Definition

This protocol is used for situations where a suspected or possible biological emergency or outbreak, having withstood clinical review, is detected and reported to school officials by a credible source or public health officials.

### Faculty & Staff Response



## Air Pollution Episode Protocol

### Definition

This protocol is used for extreme smoke, smog or other situations that make it unsafe or impractical for the operation of the school. This event could affect students and staff who are susceptible to respiratory problems.

### Before an Incident, the Principal should have performed the following:

- Each school should have already developed and maintain on file a list of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

**Faculty & Staff Response** If you are notified of an Air Pollution Episode, or if you experience a situation that you feel that air quality is unsafe:

1. Perform a Reverse Evacuation to your classroom or the nearest safe area as dictated by the situation.
2. Once reaching a safe area, implement Shelter in Place procedures.
3. As soon as it is safe to do so (during reverse evacuation if possible) notify the main office of the situation and that you are performing a reverse evacuation and shelter in place.
4. Be prepared for the school to cancel outdoor activities such as athletic practice and competitions, marching band, pep squads, etc., as well as any events that require the use of vehicles.
5. If possible, avoid the use of vehicles and urge students who drive to do the same.



## Chemical/Hazardous Materials Release Incident Protocol

### Definition

During use, processing, or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials. This protocol is for situations where there are chemical/hazardous materials released on or near your school(s).

[REDACTED]

[REDACTED]

Sources: [REDACTED]

## Radiological Release Incident Protocol

### Definition

During storage, use, processing, or transporting of radioactive materials, accidents may occur that will expose a facility to the dangers of contaminants. In other instances, individuals or groups could cause the release of radioactive materials through a variety of means including an explosive device designed to scatter radioactive materials (commonly referred to as a “dirty bomb”), the scattering or distribution of radiological materials without the use of explosives, or the use of a nuclear device. Of these scenarios, the use of a “dirty bomb” or scattering or distribution of radiological materials are more likely scenarios. Keep in mind that radiological materials could be disseminated via food or water supply. This protocol is for situations where there are radioactive materials released on or near your school(s).

Radiation exposure symptoms include reddened skin and in severe cases, vomiting. Possible indications of a radiological attack/accident include:

- Unusual numbers of sick or dying people or animals.
- Casualties may happen hours, days or weeks after an incident.
- Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- Unusual metal debris, which could indicate devices or munitions-like material.
- Radiation symbols on containers.
- Heat-emitting materials without any visible energy source.
- Glowing material or particles including Radio-luminescence and/or colored residue at the scene.

[REDACTED]

[REDACTED]

## Wildfire Protocol

### Definition

This protocol is used for a wildfire that directly impacts the school or presents a threat to the school requiring a school response.

### Faculty & Staff Response

- a. If you experience an immediate fire: follow the Fire Evacuation protocol with additional consideration to the safety of assembly/evacuation areas.
- b. If a wildfire is threatening the area, contact the main office and make sure they are aware of the fire and find out if a response is needed.
- c. The school may decide to remain in place, perform an early dismissal, or perform a non-fire evacuation.
- d. If an evacuation is called, follow the Non-Fire Evacuation protocol. Bring emergency backpack and student kits. Take roll to be sure all students are present before you leave the building site. Report any missing or injured students to the administrator.
- e. Maintain control of the students a safe distance from the fire and firefighting equipment.
- f. Implement the Injury/Illness Protocol if needed.
- g. Prepare to implement the Remote Evacuation and Family Reunification Protocol if directed to do so.
- h. Implement the Media Protocol.

# Earthquake Protocol

## Definition

This protocol is used for an earthquake incident.

## Faculty & Staff Response

### If outdoors:

Instruct nearby staff and students to move away from buildings, gas, electrical lines or anything that might fall. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.

- Remember that Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in emergency backpack) to alert rescuers.
- Use the buddy teacher system if a teacher is injured. The uninjured teacher should evacuate both classes according to the earthquake evacuation procedure.
- Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
- If a fire alarm goes off, scan your surroundings to see if there is smoke or fire before considering evacuation.

### If you are indoors: Instruct nearby staff and students to:

1. Stay inside, move away from windows, shelves, heavy objects or furniture that could fall over.
2. Instruct everyone to **DUCK-COVER-HOLD**:
  1. Move to an interior wall if cover is not available. Move away from windows and bookshelves.
  2. Drop down onto hands and knees and protect head and neck with arms, a book, or whatever is available.
  3. Seek cover under sturdy furniture or against a wall or corner nearby.
  4. Do not evacuate during an earthquake.

### After the shaking stops:

### If you are trapped:

- Do not move about or kick up dust.
- If you have a cell phone with you, use it to call or text for help.
- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.

### If you are not trapped:

1. **Look around.** If there is a clear path to safety, instruct nearby staff and students to follow Non-fire Evacuation procedures to exit the building and go to an open space away from damaged areas.
2. If it is safe to do so, as you leave tag the room with a green search and rescue tag if everyone is accounted for and able to evacuate the room. If there are trapped or injured persons, tag the room with a red search and rescue tag to alert search and rescue teams.
3. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
4. Be prepared to “Drop, Cover, and Hold on” in the likely event of aftershocks.
5. Take class roster, emergency backpack and student kits.
6. Upon arrival at a prearranged site or a safe site, take roll and report attendance and any missing or injured students to the principal as soon as it is safe to do so.
7. Implement the Injury or Illness Protocol if appropriate.
8. Be prepared to implement the Remote Evacuation and Family Reunification Protocol.
9. Follow the Media Protocol.

#### **ADDITIONAL CONSIDERATIONS FOR POST-EARTHQUAKE EVACUATION OF A SCHOOL BUILDING**

1. There may be dangers outside of the building, which you must consider before evacuating the students.
2. There may be no safe assembly area in the immediate vicinity.
3. There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
4. The lighting inside the building will probably be out; it will be dark.
5. Always assess the situation. Coordinate with your Buddy teacher as much as the situation allows.
6. Determine if the primary or alternate building evacuation routes (refer to site plans) are clear. If not, coordinate with other staff to have them cleared of dangers.
7. Determine if the assembly site is safe. If not, select an alternative assembly site.
8. If wires are down, or utilities appear damaged, they should be avoided.
9. Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
10. Remember students with disabilities as you determine your evacuation routes.

References: Ready.gov and existing emergency procedures.

## Severe Weather/Windstorm Protocol

### Definition

This protocol is used for severe weather, a windstorm or other situations that make it unsafe or impractical for the operation of the school. Severe weather is often accompanied by high winds. If this type of weather poses any risk to staff or students the following shall be accomplished. Typically an alert message will be broadcast over the weather radio located in school office, though some severe weather incidents will require staff to take independent action to developing weather conditions.

**Faculty & Staff Response** If you are notified of Severe Weather, or if you experience a situation that you feel it is appropriate to do so:

1. Perform a Reverse Evacuation to your classroom or the nearest safe area as dictated by the situation.
2. Once reaching a safe area, take cover away from windows in shielded areas within the building (refer to shelter maps in School Site Plan documents). Avoid auditoriums, gymnasiums and other structures with large roof spans.
3. Perform a Room Clear for any areas bearing full force of wind, for example classrooms with exterior windows.
4. Close all blinds and curtains.
5. Remain with students near an inside wall or on lower floors of the building.
6. As soon as it is safe to do so (during reverse evacuation if possible) notify the main office of the situation and that you are performing a reverse evacuation and that there is a severe weather event.
7. Take roll and report any missing students to Principal/designee
8. Be prepared for the school to cancel outdoor activities such as athletic practice and competitions, marching band, pep squads, etc., as well as any events that require the use of vehicles.
9. Monitor weather radio and AM radio stations for updates if it is safe to do so and wait for instructions from the principal.
10. As with any emergency situation, you may deviate from these action steps if you feel it is the best course of action based on the situation.

## Fire Protocol

### Definition

This protocol is used for a fire incident at a school.

### Faculty & Staff Response

[REDACTED]



## Utility Failure/Damage Protocol

### Definition

This protocol is used for situations where there is interruption in the supply of electricity, telephone service, natural gas, sewage, or water services to the facility. **Note:** [REDACTED]

### Faculty & Staff Response

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## **Arrest or Criminal Indictment of Staff Member/Volunteer Protocol**

### **Definition**

This protocol is intended for situations where a school staff member or volunteer has been taken into custody by law enforcement officials for a criminal offense or indicted by a grand jury for a criminal offense.

### **Faculty & Staff Response**

1. Follow the Media Protocol.
2. As a professional, you should not engage in spreading rumors about other employees, particularly if there is an active criminal investigation and/or prosecution.

## Report of Sexual Misconduct of Employee Protocol

### Definition

This protocol is used for situations where anyone makes a report or an allegation that a school employee, contractor, or school volunteer has engaged or attempted to engage in a sexual relationship with a student.

### Faculty & Staff Response

Employees and volunteers of the Albany Unified School District should follow the same reporting protocols outlined in the District's policy on mandated reporting for these situations.

The employee or volunteer shall orally notify the Building Administrator or their supervisor promptly but in no event less than **one hour** after they witness an indication that an employee, contractor, or volunteer may have engaged in this type of conduct. In the event that the person who may have committed this type of action is an administrator, the person reporting shall notify the Director of Human Resources for the School instead.

**If a crime appears to have been committed, or there is any immediate danger, call 911 to report the incident to law enforcement. In most cases, this type of incident should be reported to law enforcement immediately along with a supervisor as noted above.**

The reporting of an allegation or suspicion of this nature does not deem the accused person as guilty.

# School Closure Protocol

## Definition

This protocol is used for severe weather, utility failures and other situations that make it unsafe or impractical for the operation of the school.

## Faculty & Staff Response

Refer to the District's school closure policy below.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code [41422](#) or [46392](#), thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction the necessary forms for obtaining approval of the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

**The Superintendent shall notify the AUSD Board of Education President prior to making any decision to close district schools. The Superintendent shall also notify the Superintendent of the Alameda County Office of Education.**

The Superintendent or designee shall establish a system for informing students and parents/guardians when the school day schedule is changed or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

*Summarized from BP 3516.5 Business and Noninstructional Operations, Emergency Schedules*

## IV. Procedures for use of schools as shelter sites

## Albany Unified School District Facilities Shelter Use Information

***See pages 4 and 5 for shelter forms; additional forms available in digital form***

Any school can be designated a shelter site under the Katz bill. The Red Cross tends to favor high schools in their selection of sites, but keep in mind that other local entities such as local governmental bodies may also have the authority to set up shelters on your school site. If your school is chosen as a Red Cross shelter, the Red Cross will take care of all shelter set-up. It would be helpful if the school staff coordinates with the Red Cross when they arrive.

After an earthquake, all potential shelter locations are inspected by a local building inspector empowered by the local government authorities before a determination is made regarding the site becoming a shelter. The Red Cross offers shelter operations workshops several times a year which they encourage members of the community to take.

The following laws pertain to school safety and school disaster preparedness. Check with your school or school district's legal counsel for complete wording of applicable laws and regulations.

- The "Katz Bill" (Education Code 35295, 35296, 35297) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system". Specifically, the code requires a school building disaster plan, periodic "DUCK-COVER-HOLD" drills, preparedness and mitigation measures, and educational and training programs for students and staff.
- Education Code 40041.5, 40042 (part of the "Katz Bill") requires that schools be prepared to serve as public shelters for the community during disasters or emergencies.
- Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees can be declared "disaster service workers" and that school districts have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, City and County, or Public District.

### *Source materials:*

- American Red Cross Shelter forms, accessed at:  
<https://nationalmasscarestrategv.org/american-red-cross-shelter-forms/>
- "School as Post Disaster Shelters", CalOES, accessed at:  
<http://www.caloes.ca.gov/PlanningPreparednessSite/Documents/Schools as Post Disaster Shelters 19 95.pdf>
- "A Guide for Local Jurisdictions In Care and Shelter Planning", Alameda County Operational Area Emergency Management Organization, accessed at:  
<http://www.cdsscounties.ca.gov/coplanners/res/pdf/doc16.pdf>

## **General ARC Shelter guidelines**

### **Source: American Red Cross Shelter forms**

**Everyone is Welcome** Everyone is welcome at a Red Cross shelter. The Red Cross does not discriminate based on nationality, race, religious beliefs, class, disability, political opinions, sexual orientation, or gender identity.

**Service Animals** Service animals are welcome in Red Cross shelters. Service animals are trained to do work or perform tasks for an individual with access and functional needs, including those with disabilities. Service and assistance animals are not pets. Please speak with a shelter worker if your service animal is in need of food or supplies.

**Pets** We understand that your pets are very important to you. To maintain a safe and healthy environment for all residents, however, pets are not allowed in this shelter. Please make arrangements for your pet before entering the shelter, and ask a shelter worker if you need assistance finding shelter for your pet.

**Specific Needs** Please tell a shelter worker as soon as possible if you have any specific needs or requests for equipment, supplies, food, or cultural or religious requirements. Every effort will be made to accommodate your needs.

**Reunification with Family and Friends** Let your family and friends know you are Safe and Well by registering on [www.redcross.org/safeandwell](http://www.redcross.org/safeandwell). You can also re-register when you leave the shelter to let your family and friends know that you have moved on. Ask a shelter worker if you need assistance.

**Food** Snacks and refreshments are available in the feeding area throughout the day. Meals will be served in the feeding area at the times posted on the schedule. If you have specific dietary needs, please let a shelter worker know as soon as possible. To avoid spills or attracting bugs, please keep all food and drinks out of the sleeping area. Water and baby bottles are permitted.

**Medical Problems and Injuries** Please notify a shelter worker if you or a family member are taking medication or have a medical condition with which you need assistance or if you are not feeling well. Please notify a shelter worker if you observe anyone needing medical attention. Workers from Disaster Health Services are available to assist everyone in the shelter.

**Emotional Support** Staying in a shelter following a disaster can be stressful. If you, your children, or any other family members are feeling stress, anxiety or the need to talk to someone, trained professional counselors are available to assist you 24 hours a day. Please ask a shelter worker to put you in touch with a Disaster Mental Health counselor.

**Schedules** There will be a schedule posted to make sure you are aware of meal times, shower times, quiet hours, etc. Ask a shelter worker if you are unsure where the schedule is posted.

**Children** Parents are responsible for supervising their children while in and around the shelter. Children should not be left unattended. In some cases, supervised areas for children may be provided. Ask a shelter worker if this service is available.

**Check In/Out** We appreciate you checking in and out of the shelter every time you enter or leave the shelter. This helps us maintain a safe and secure shelter environment.

**Dormitory Registration** Please register at the dormitory if you will be sleeping at the shelter. Registration allows us to gather the information we need to help you. All registration information is kept confidential.

**Photographs** Your privacy and the privacy of all shelter clients are very important to us. Therefore, we do not allow photos to be taken of shelter clients without their written permission—including with cell phones or personal cameras. If you feel that your privacy has been violated, please inform a shelter worker immediately.

**Housekeeping** Thank you for helping us to keep the shelter as clean as possible. We appreciate you picking up after yourself and following the bathroom courtesy guidelines that are posted in the restrooms. Please let a shelter worker know immediately if the restroom is in need of cleaning or supplies.

**Quiet Hours** To ensure all residents can get the rest they need, quiet hours will be in effect each night during specified hours (usually 10:00 p.m.-7:00 a.m.). Please see the posted schedule or ask a shelter worker to confirm these times. Please keep the sleeping areas as quiet as possible during the day, as well, for residents who may want to sleep or rest.

**Be Respectful** Be respectful to fellow clients and workers. Negative behavior, including foul language, abusive behavior, stealing, destruction of property, or other behavior that is disruptive to others, will not be tolerated.

**Personal Belongings** Unfortunately, we cannot assume responsibility for your personal belongings. We recommend you lock your personal belongings in your car and out of sight. If that is not possible, keep valuable items with you.

**Smoking** Smoking of any kind, including e-cigarettes and other smoking devices, is permitted outside the building in designated smoking areas only. For safety purposes, matches and lighters may only be used outside the building as well. Please dispose of cigarette butts and matches properly. Note: schools and some public buildings do not allow smoking on their campus. Please ask a shelter worker where smoking is allowed.

**Alcohol, Illegal Drugs, and Weapons** To maintain a safe and welcoming environment for everyone, alcoholic beverages, illegal drugs, and weapons (including concealed weapons) are not allowed in the shelter or on the shelter grounds.



## *ARC Shelter Opening Form*

Plan Creation Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_

<b>Shelter Name:</b> <b>Address:</b>	<input type="checkbox"/> Red Cross Managed <input type="checkbox"/> Partner-managed <input type="checkbox"/> Independently Managed  by _____
<b>Opening Date/Time:</b>	
<b>Reason for Opening:</b>	

<b>Shelter Manager Name/Phone:</b>
<b>Facility POC Name/Phone:</b>
<b>AUSD point of contact:</b>

## *Shelter Closure Form*

Plan Creation Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_

<b>Shelter Name:</b> <b>Address:</b>	<input type="checkbox"/> Red Cross Managed <input type="checkbox"/> Partner-managed <input type="checkbox"/> Independently Managed  by _____
<b>Closure Date/Time:</b>	
<b>Reason for Closure:</b>	

<b>Shelter Manager Name/Phone:</b>
<b>Facility POC Name/Phone:</b>
<b>AUSD Point of contact:</b>



## V. Site safety plans

# Albany Children's Center

Albany Unified School District



720 Jackson St, Albany, CA 94706

Phone: (510) 559-6590 Fax: (510) 559-6593

<https://acc.ausdk12.org/>

## Site Plan for Emergencies 2018-2019

Anna Mansker

January 24, 2019

Prepared by

Date

Principal Signature

Date

Human Resources Director

Date

Superintendent

Date

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## Distribution List

Organization/Location	Last distribution date
Albany Fire Department	1/31/2019
Albany Police Department	1/31/2019
Alameda County Sheriff's Office	1/31/2019
California State Highway Patrol (Oakland Office)	1/31/2019
Albany Emergency Operations Center	1/31/2019
Alta Bates Hospital Emergency Department	1/31/2019
Oakland Children's Hospital Emergency Department	1/31/2019
CA Office of Emergency Services (CalOES)	1/31/2019
AUSD District Office	1/31/2019
School front office	1/31/2019

## **Purpose of this Plan Component**

This component of the overall Emergency Preparedness Plan is to develop site specific strategies and plans for potential emergencies. **Please store in a secure but readily accessible location.** As with other emergency plan components, security of this plan component is important.

**This plan component should be reviewed, revised and updated by the building principal and AUSD Superintendent annually.**

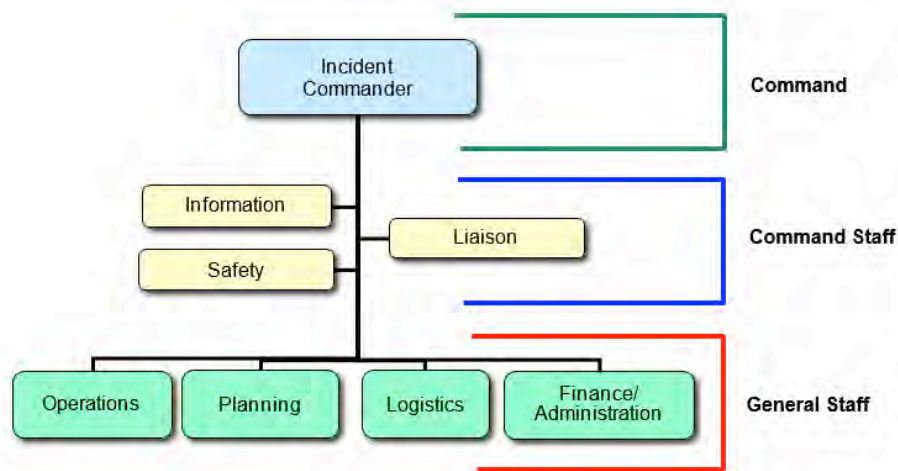






## Incident Command System (ICS)/NIMS Protocol

Incident Command System (ICS) or National Incident Management System (NIMS) is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organized structure. ICS is organized around five functional areas:



**Incident Commander:** sets objectives and priorities, has overall responsibility at the incident or event, appoints command and general staff, conducts incident briefings for staff, scales back personnel as necessary.

### Incident Command Staff:

- **Public Relations Director (PRD):** Point of contact for the media and other people or organizations seeking information.
- **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
- **Liaison Officer:** Point of contact for other agency representatives involved in the incident or event, aids in coordinating their involvement.

### General Staff:

- **Operations Chief:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
- **Planning Chief:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
- **Logistics Chief:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
- **Finance/Administration Chief:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

*Note: Depending on the size of the event, all or some of the above positions may be activated. However, any task not assigned is the responsibility of the Incident Commander.*

**School Specific ICS Structure**  
(Complete expanded roles as needed per incident)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



## School Incident Management Teams - Develops Site Safety Plan

Name	Position
Anna Mansker	Principal
Felicia Lien	Secretary
Jamie Shepherd, Virginia Plott, Kari Shepherd	Preschool Lead Teachers
Kristina Finnegan, Sylvia Jaciunde	TK Lead Teachers
Mazzy Howard	Custodian
Nikki Porter	Food Services Representative

### Meeting Dates

The school team should meet at least once each school year to review the site plan and discuss overall emergency procedures. It is also suggested that the team consider meeting **as needed** after any of the following occur: 1) a major administrative change at the school 2) a major incident in the district or national media i.e. the Columbine attack) or 3) any time the overall quality or fidelity of the plan are in question.

Purpose	Timeline
<b>Annual plan review and updating</b>	By February of each school year
<b>General review and feedback</b>	As needed, school staff members on the team should convene to review feedback
<b>Drill debriefs</b>	Staff team members should debrief after each drill (can be in staff meeting)

### Drill Evaluation

After each drill, the principal or designee should complete a drill evaluation form to be kept on file with safety records.

**Note: Albany Children's Center conducts regular drills. The drill evaluation forms are located [REDACTED]. A copy of our annual drill schedule is included in this safety plan.**

[illegible][illegible]

## Demographics

### Approximate Number of Students

Grade Level	# of Students
Preschool	72
SDC Preschool	6
Transitional Kindergarten	51

### Number of Staff

Designation	# of Employees	Designation	# of Employees
Administrators	1	School Food Services	1
Clerical	2	Custodial	1
Teachers	8	Paraprofessionals	14
		Speech and Language	1
<b>Total Number of Staff in Building: 28</b>			

### Number of Rooms

Interior Classrooms	5
Portable Classrooms	3
Miscellaneous Rooms (office, gym, cafeteria, closets)	4
Total Number of Rooms	12
Outdoor portable storage buildings	4 (excluding small storage bins)

### Shelter Information

Does this school have special needs capacity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
What is the shelter capacity of this school?	Unknown total capacity for shelter use
Emergency Kit Locations?	Classrooms and outdoor portable storage shed
First Aid Kit Locations?	Classrooms and office

State law requires that each school prepare to be used as an emergency shelter by outside groups such as the American Red Cross. Refer to the AUSD Facilities Shelter Use Procedures for more information.

## Emergency Evacuation Kits

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input checked="" type="checkbox"/>	A copy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies
<input checked="" type="checkbox"/>	Student release/sign-out sheets (each homeroom teacher should have sign-out form/current roll)
<input checked="" type="checkbox"/>	A copy of the school's most recent safety, security and emergency preparedness report.
<input checked="" type="checkbox"/>	Building floor plan with utility shut offs and detailed instructions on disablement
<input type="checkbox"/>	Bus routes and driver contact information
<input type="checkbox"/>	Recent lists of students who ride buses, given by bus/route number
<input type="checkbox"/>	A copy of the most recent picture directory
<input checked="" type="checkbox"/>	Special needs students' information
<input checked="" type="checkbox"/>	Flashlight and extra batteries
<input checked="" type="checkbox"/>	Bullhorn and appropriate batteries
<input type="checkbox"/>	School response team vests and/or badges
<input checked="" type="checkbox"/>	AM/FM Radio with extra batteries
<input checked="" type="checkbox"/>	Extra communications devices (walkie talkies)
<input type="checkbox"/>	City/County maps
<input checked="" type="checkbox"/>	First Aid Kit
<input checked="" type="checkbox"/>	Light Sticks
<input checked="" type="checkbox"/>	(10) Legal pads
<input checked="" type="checkbox"/>	(10) Ballpoint pens
<input type="checkbox"/>	(10) Felt tip markers
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

## First Aid/Clinic Kit

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/>	Map of building and neighboring streets, class lists,
<input checked="" type="checkbox"/>	Pad of paper/pen/waterproof marker, blank name tags,
<input checked="" type="checkbox"/>	Flashlights/ extra batteries, or shake to charge/LED zipper pulls
<input checked="" type="checkbox"/>	Gauze rolls: 2", 3", 4"
<input checked="" type="checkbox"/>	Compression bandages 2", 3", 4", 6"
<input checked="" type="checkbox"/>	Muslin Slings large and medium
<input checked="" type="checkbox"/>	Vinyl gloves L and M
<input checked="" type="checkbox"/>	Gauze 4X4, 2X2 sterile individual, and bulk
<input checked="" type="checkbox"/>	Paper tape 1", Adhesive tape 1"
<input checked="" type="checkbox"/>	Benzalkonium wound wipes, individually wrapped
<input checked="" type="checkbox"/>	Alcohol wipes, individually wrapped
<input checked="" type="checkbox"/>	Emergency scissors
<input type="checkbox"/>	Sammy Splints
<input type="checkbox"/>	Cervical Collar 1adult/ one pediatric
<input checked="" type="checkbox"/>	Band aids, various sizes
<input checked="" type="checkbox"/>	Two way radios for MERTT with batteries for all
<input type="checkbox"/>	Electrical tape ½" red, yellow, green, black for each MERTT member
<input checked="" type="checkbox"/>	Rescue whistles
<input checked="" type="checkbox"/>	Light sticks
<input checked="" type="checkbox"/>	Emergency blankets
<input checked="" type="checkbox"/>	Water bottles
<input type="checkbox"/>	Small cups
<input type="checkbox"/>	Medication: Benadryl, albuterol, epinephrine from clinic
<input checked="" type="checkbox"/>	CPR breathing barriers
<input checked="" type="checkbox"/>	Twine/string
<input checked="" type="checkbox"/>	Caution tape
<input checked="" type="checkbox"/>	Eye pads
<input checked="" type="checkbox"/>	Eye Wash



<input checked="" type="checkbox"/>	Saline irrigation
<input type="checkbox"/>	Rain ponchos
<input checked="" type="checkbox"/>	Face shields with splatter shield
<input type="checkbox"/>	Goggles
<input type="checkbox"/>	Protective gowns
<input type="checkbox"/>	N-95 face shields
<input type="checkbox"/>	Blood stop dressings
<input type="checkbox"/>	ABD pads
<input checked="" type="checkbox"/>	Ziplock bags (various sizes)
<input type="checkbox"/>	Suture removal kits
<input checked="" type="checkbox"/>	Hand sanitizer
<input checked="" type="checkbox"/>	Cold compresses
<input checked="" type="checkbox"/>	Q-tips
<input checked="" type="checkbox"/>	clipboard
<input type="checkbox"/>	Glucose tablets
<input checked="" type="checkbox"/>	Protein bars for responders
<input checked="" type="checkbox"/>	Facial tissues
<input checked="" type="checkbox"/>	Small bags
<input type="checkbox"/>	Sunscreen
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

## Emergency Utilities Checklist

## AED

The Albany Unified School District has equipped every school in the district with at least one AED. Federal regulations require that all AEDs be placed in a location with public access inside the building. This means that all AEDs be readily accessible at all times when the building is occupied.

AED Locations are listed below. When possible, at least one AED should be transported to evacuation or shelter sites during all emergency drills or actual emergency situations.

### **AED Location:**

**In the main hallway inside the school, next to the staff bathroom, near the speech and language room.**



## Staff Certified to Perform CPR/First Aid/AED

How many: **15** (full list of certificated staff members located in the school hallway – displayed in school first aid cabinet, picture below)

Name: **Anna Mansker**

Position/Location: Director/ Office

Type of Instructor Certification: Pediatric First Aid, CPR, and AED certification

Name: **Felicia Lien**

Position/Location: Secretary/ Office

Type of Instructor Certification: Pediatric First Aid, CPR, and AED certification

Name: **Jamie Shepherd**

Position/Location: Preschool Teacher/ Room 1

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Virginia Plott**

Position/Location: Preschool Teacher/ Room 8

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Kari Shepherd**

Position/Location: Preschool Teacher/ Room 10

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Mitra Erami**

Position/Location: Preschool Instructor/ Room 11

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Mary Rhodes**

Position/Location: Preschool Instructor/ Room 13

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Pat Jefferson**

Position/Location: Preschool Para-educator/ Room 8

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Samjhana Chaulagain**

Position/Location: Preschool Lead para-educator/ Room 1

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Anna Nevel**

Position/Location: Preschool Para-educator/ Room 10

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Steve Pacheco**

Position/Location: Preschool Para-educator/ Room 11

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Delma Yee**

Position/Location: Preschool Para-educator/ Room 10

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Andia Rasmussen**

Position/Location: Preschool Para-educator/ Room 8

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Kimberly Feng**

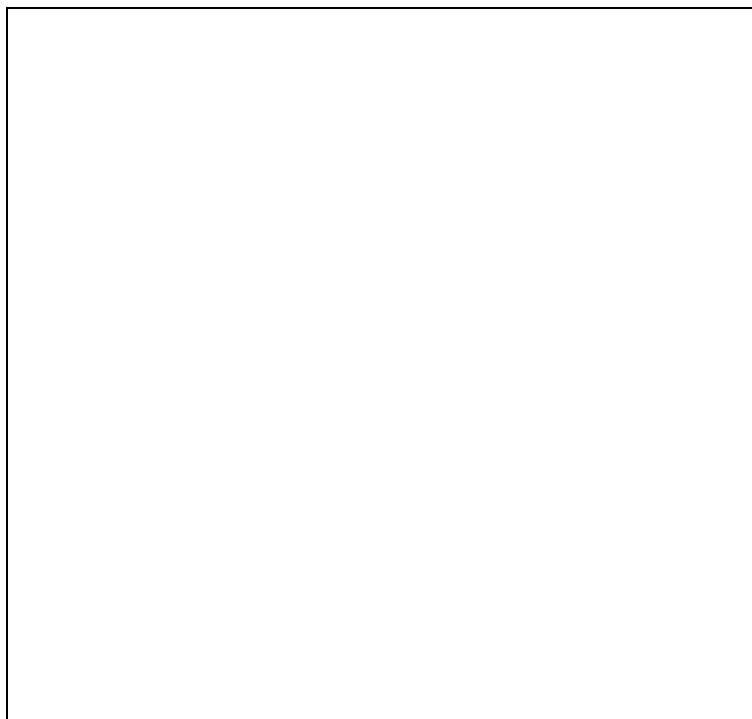
Position/Location: Preschool Lead para-educator/ Room 10

Type of Certification: Pediatric First Aid, CPR, and AED certification

Name: **Shabnam Safaie**

Position/Location: Preschool Lead para-educator/ Room 8

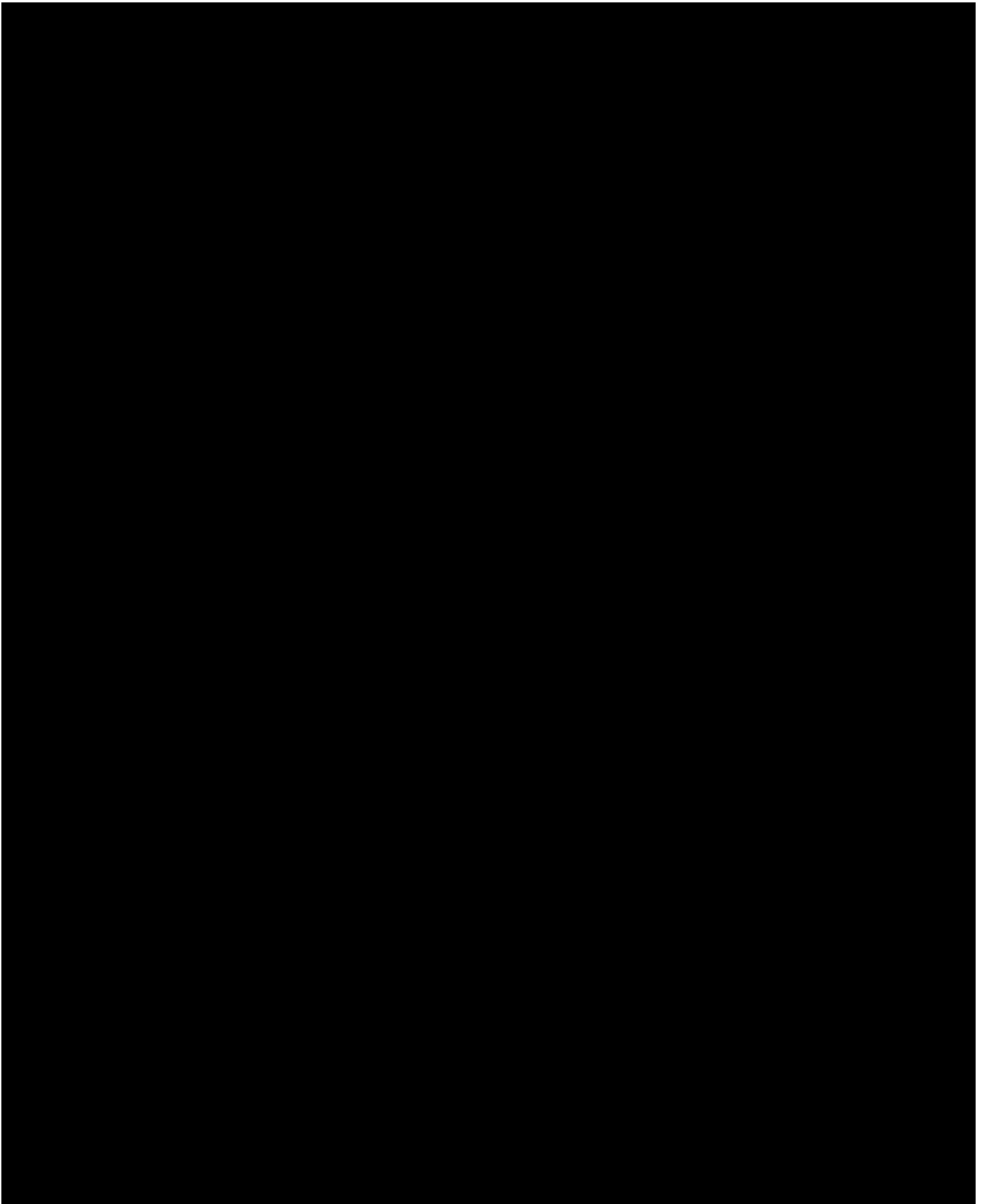
Type of Certification: Pediatric First Aid, CPR, and AED certification



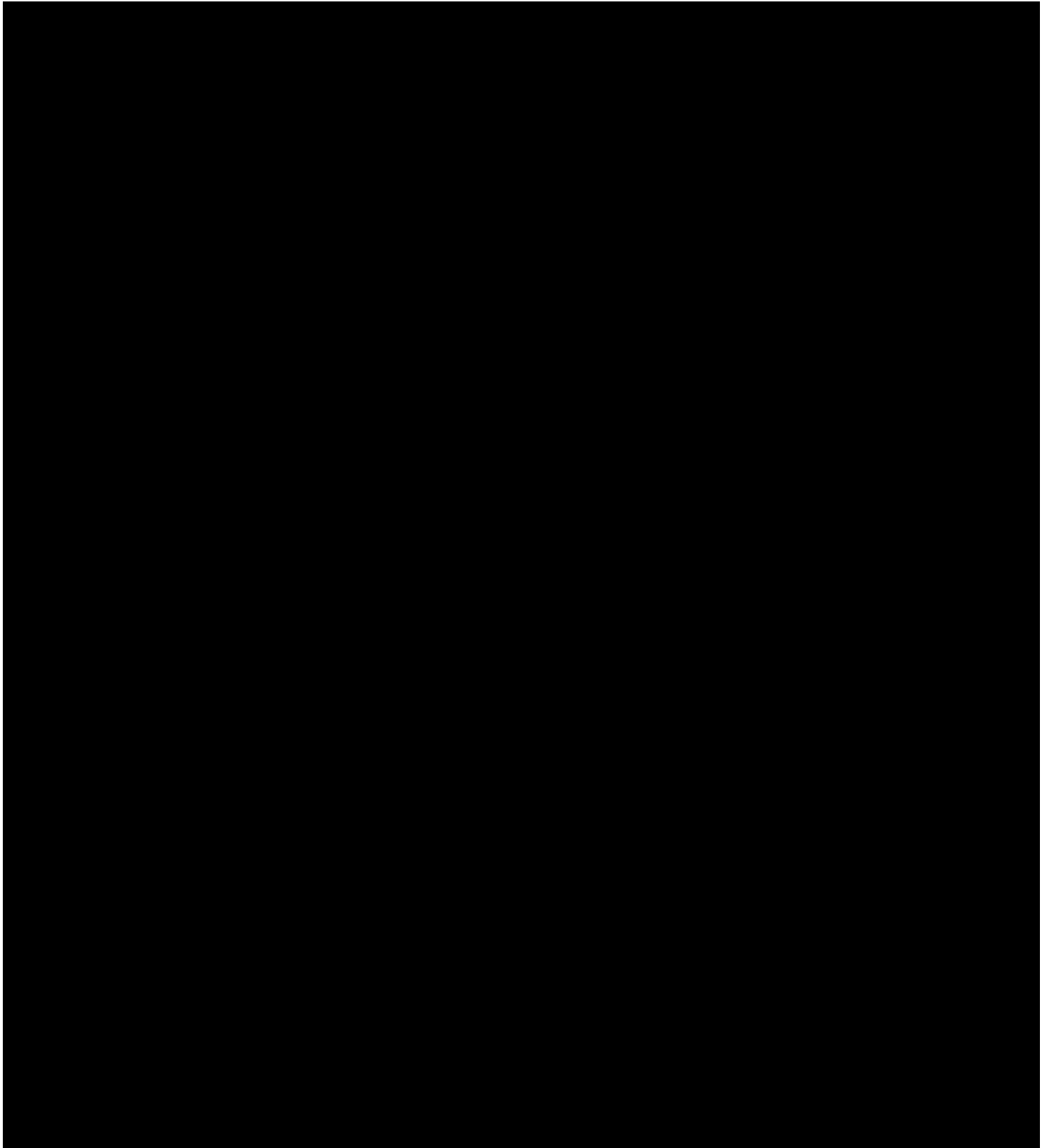
### Shelter Information

Is this an approved Red Cross Shelter?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does this school have special needs capacity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
What is the shelter capacity of this school?	
Emergency Kit Locations?	Classrooms & office
First Aid Kit Locations?	Classrooms & office

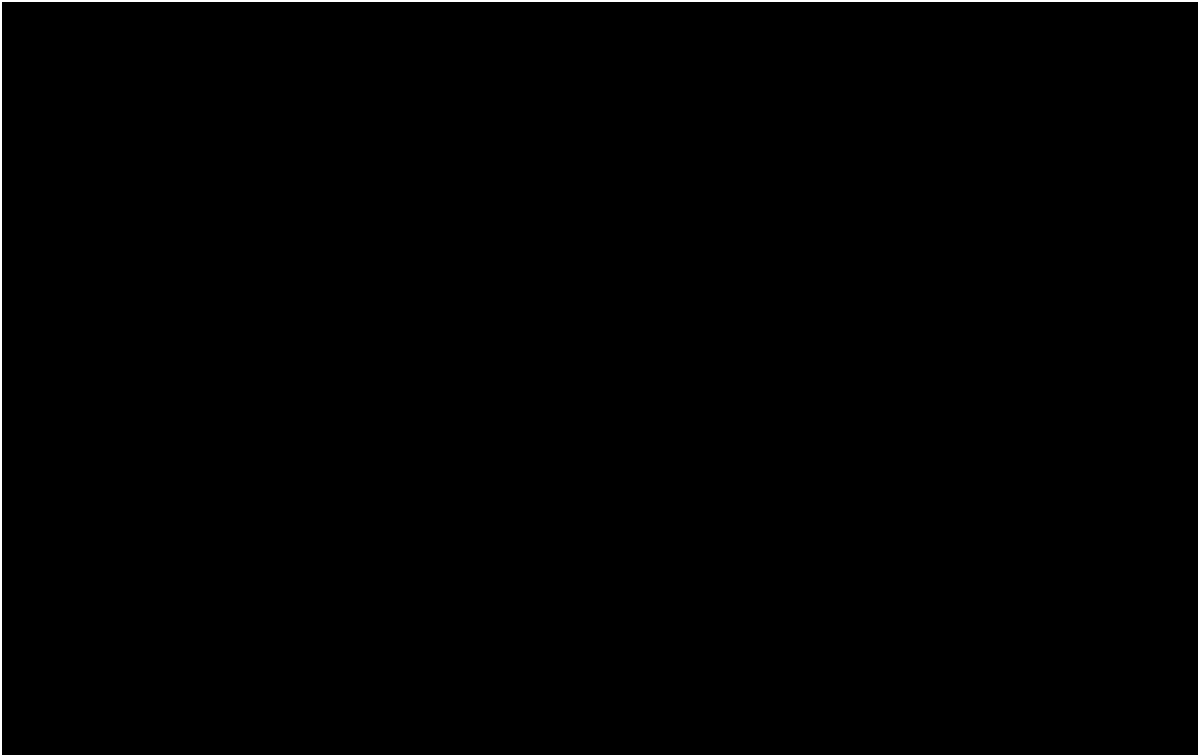
## Fire Evacuation Route



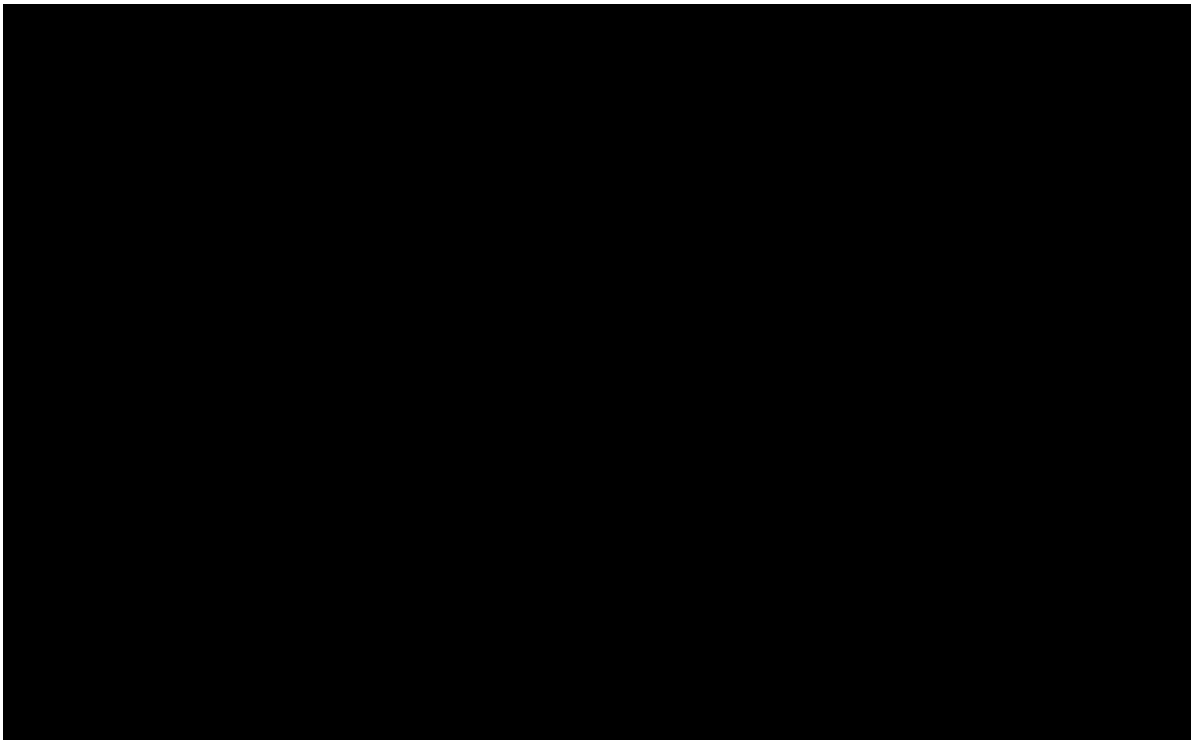
## School Access Points/Roadways/Aerial Maps







**Natural Gas shut off & Water shut off**



**Power- Electric shut off**



# Albany High School/MacGregor High School

Albany Unified School District

603 Key Route Blvd., Albany, CA 94706  
Phone: (510) 558-2500 Fax: 510-559-6584  
<https://ahs.ausdk12.org/>

## Site Plan for Emergencies 2018-2019

AHS Administration

Prepared by

Date

Principal Signature

Date

Human Resources Director

Date

Superintendent

Date

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## Distribution List

Organization/Location	Last distribution date
Albany Fire Department	TBD
Albany Police Department	TBD
Alameda County Sheriff's Office	TBD
California State Highway Patrol (Oakland Office)	TBD
Albany Emergency Operations Center	TBD
Alta Bates Hospital Emergency Department	TBD
Oakland Children's Hospital Emergency Department	TBD
CA Office of Emergency Services (CalOES)	TBD
AUSD District Office	TBD
School front office	
Other	

## External Emergency Contact List

(Update annually based on the top level plan)

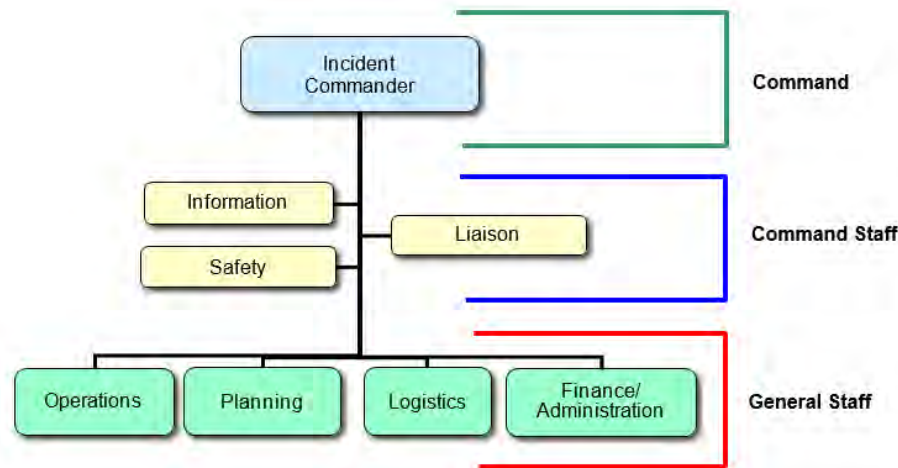


## Emergency Call List – School Incident Command Team

Title	Phone number
<div data-bbox="155 373 285 415">[REDACTED]</div> <div data-bbox="155 422 345 468">[REDACTED]</div>	<div data-bbox="992 373 1382 415">[REDACTED]</div> <div data-bbox="992 422 1227 468">[REDACTED]</div>
<div data-bbox="155 478 407 520">[REDACTED]</div> <div data-bbox="155 527 297 573">[REDACTED]</div>	<div data-bbox="992 478 1382 520">[REDACTED]</div> <div data-bbox="992 527 1227 573">[REDACTED]</div>
<div data-bbox="155 583 407 625">[REDACTED]</div> <div data-bbox="155 632 415 678">[REDACTED]</div>	<div data-bbox="992 583 1382 625">[REDACTED]</div> <div data-bbox="992 632 1227 678">[REDACTED]</div>
<div data-bbox="155 688 370 730">[REDACTED]</div> <div data-bbox="155 737 326 783">[REDACTED]</div>	<div data-bbox="992 688 1300 730">[REDACTED]</div> <div data-bbox="992 737 1227 783">[REDACTED]</div>
<div data-bbox="155 793 440 835">[REDACTED]</div> <div data-bbox="155 842 367 888">[REDACTED]</div>	<div data-bbox="992 793 1052 835">[REDACTED]</div>
<div data-bbox="155 951 407 1035">[REDACTED]</div>	<div data-bbox="992 905 1052 947">[REDACTED]</div>
<div data-bbox="155 1077 337 1119">[REDACTED]</div> <div data-bbox="155 1125 367 1171">[REDACTED]</div>	<div data-bbox="992 1035 1325 1077">[REDACTED]</div> <div data-bbox="992 1083 1227 1125">[REDACTED]</div>

## Incident Command System (ICS)/NIMS Protocol

Incident Command System (ICS) or National Incident Management System (NIMS) is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organized structure. ICS is organized around five functional areas:



**Incident Commander:** sets objectives and priorities, has overall responsibility at the incident or event, appoints command and general staff, conducts incident briefings for staff, scales back personnel as necessary.

### Incident Command Staff:

- **Public Relations Director (PRD):** Point of contact for the media and other people or organizations seeking information.
- **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
- **Liaison Officer:** Point of contact for other agency representatives involved in the incident or event, aids in coordinating their involvement.

### General Staff:

- **Operations Chief:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
- **Planning Chief:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
- **Logistics Chief:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
- **Finance/Administration Chief:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

*Note: Depending on the size of the event, all or some of the above positions may be activated. However, any task not assigned is the responsibility of the Incident Commander.*

## Albany High School ICS Structure

### General Chain of Command



### ICS Command Staff and General Staff worksheet (Use names below to complete worksheet per incident as needed)

[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

### ICS Command Staff and General Staff personnel:



## District Emergency Operations Command (EOC) Team

[illegible]



## School Incident Management Teams - Develops Site Safety Plan

Name	Position
Alexia Ritchie	Principal
Larry Pratt	Assistant Principal
Elizabeth Reimuller	Interim Assistant Principal
Melina Landry <sup>SEP</sup>	Secretary
Tedra Grogans <sup>SEP</sup>	Counselor
Richard Betz <sup>SEP</sup>	Head Custodian
Iris Miranda	Parent representative
Kevin James	Teacher

## Meeting Dates

Purpose	Timeline
<b>Annual plan review and updating</b>	By February of each school year
<b>General review and feedback</b>	As needed, school staff members on the team should convene to review feedback
<b>Drill debriefs</b>	Staff team members should debrief after each drill (can be in staff meeting)

## Drill Evaluation

After each drill, the principal or designee should complete a drill evaluation form to be kept on file with safety records.

## Demographics

### Approximate Number of Students

Grade Level	# of Students
9 <sup>th</sup> Grade	321
10 <sup>th</sup> Grade	290
11 <sup>th</sup> Grade	262
12 <sup>th</sup> Grade	293
Total number of students: 1166	

### Number of Staff

Designation	# of Employees	Designation	# of Employees
Administrators	4	School Food Services	9
Clerical	9	Custodial	6
Teachers	64	Paraprofessionals	16
Guidance	5	Others	
Total Number of Staff in Building:			

### Number of Rooms

Interior Classrooms	54
Portable Classrooms	4
Miscellaneous Rooms (office, gym, cafeteria, closets)	48
Total Number of Rooms	107
Outdoor portable storage buildings	1

### Shelter Information

Does this school have special needs capacity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What is the shelter capacity of this school?	
Emergency Kit Locations?	
First Aid Kit Locations?	Attendance Office/Conference Room

### Emergency Evacuation Kits

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/> x	A copy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies
<input type="checkbox"/> x	Student release/sign-out sheets (each homeroom teacher should have sign-out form/current roll)
<input type="checkbox"/> x	A copy of the school's most recent safety, security and emergency preparedness report.
<input type="checkbox"/> x	Building floor plan with utility shut offs and detailed instructions on disablement
<input type="checkbox"/> x	Recent lists of students who ride buses, given by bus/route number
<input type="checkbox"/> x	A copy of the most recent picture directory
<input type="checkbox"/> x	Special needs students' information
<input type="checkbox"/> x	Flashlight and extra batteries
<input type="checkbox"/> x	Bullhorn and appropriate batteries
<input type="checkbox"/> x	First Aid Kit
<input type="checkbox"/> x	Light Sticks
<input type="checkbox"/> x	(10) Legal pads
<input type="checkbox"/> x	(10) Ballpoint pens
<input type="checkbox"/> x	(10) Felt tip markers
<input type="checkbox"/> x	Emergency Food
<input type="checkbox"/> x	55 Gallon water Container
<input type="checkbox"/> x	Pop-up tent

## First Aid/Clinic Kit

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/> x	Map of building and neighboring streets, class lists,
<input type="checkbox"/> x	Pad of paper/pen/waterproof marker, blank name tags,
<input type="checkbox"/> x	Flashlights/ extra batteries, or shake to charge/LED zipper pulls
<input type="checkbox"/> x	Gauze rolls: 2", 3", 4"
<input type="checkbox"/> x	Compression bandages 2", 3", 4", 6"
<input type="checkbox"/> x	Muslin Slings large and medium
<input type="checkbox"/> x	Vinyl gloves L and M
<input type="checkbox"/> x	Gauze 4X4, 2X2 sterile individual, and bulk
<input type="checkbox"/> x	Paper tape 1", Adhesive tape 1"
<input type="checkbox"/> x	Benzalkonium wound wipes, individually wrapped
<input type="checkbox"/> x	Alcohol wipes, individually wrapped
<input type="checkbox"/> x	Emergency scissors
<input type="checkbox"/> x	Band aids, various sizes
<input type="checkbox"/> x	Two way radios for MERTT with batteries for all
<input type="checkbox"/> x	Electrical tape ½" red, yellow, green, black for each MERTT member
<input type="checkbox"/> x	Rescue whistles
<input type="checkbox"/> x	Light sticks
<input type="checkbox"/> x	Emergency blankets
<input type="checkbox"/> x	Water bags
<input type="checkbox"/> x	small cups
<input type="checkbox"/> x	Rain ponchos
<input type="checkbox"/> x	Blood stop dressings
<input type="checkbox"/> x	Ziplock bags (various sizes)
<input type="checkbox"/> x	Hand sanitizer
<input type="checkbox"/> x	Ice bag for cold compresses

<input type="checkbox"/> x	Q-tips
<input type="checkbox"/> x	clipboard
<input type="checkbox"/> x	Glucose tablets (As needed for specific individuals)
<input type="checkbox"/> x	clipboard
<input type="checkbox"/> x	Glucose tablets (As needed for specific individuals)
<input type="checkbox"/> x	Facial tissues
<input type="checkbox"/> x	Small bags

## AED

The Albany Unified School District has equipped every school in the district with at least one AED. Federal regulations require that all AEDs be placed in a location with public access inside the building. This means that all AEDs be readily accessible at all times when the building is occupied.

AED Locations are listed below. When possible, at least one AED should be transported to evacuation or shelter sites during all emergency drills or actual emergency situations.

### AED Location 1: Gym

### AED Location 2: Trainer's room (Travel AED)

## Emergency Utilities Checklist

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

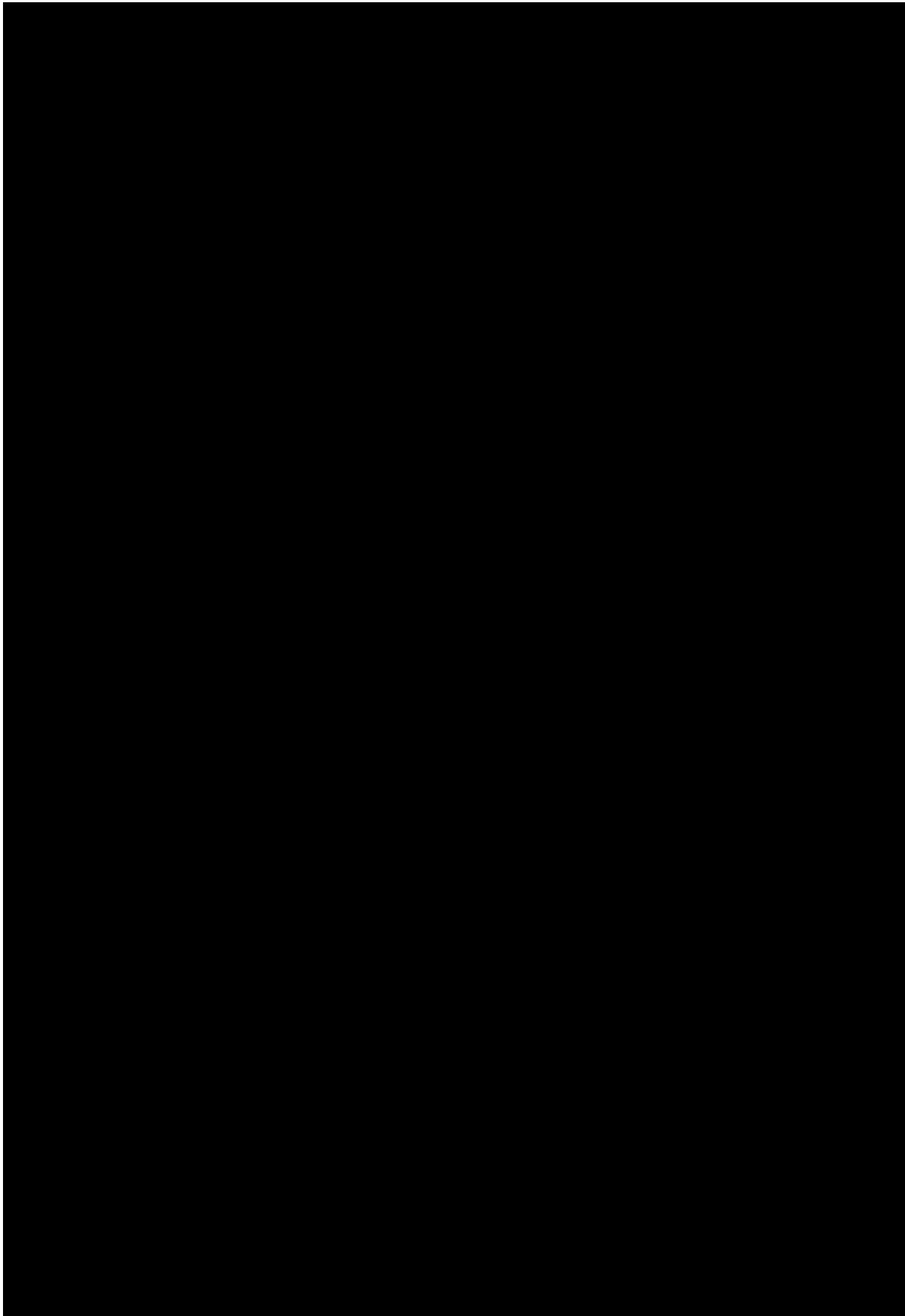
[REDACTED]

[REDACTED] [REDACTED]

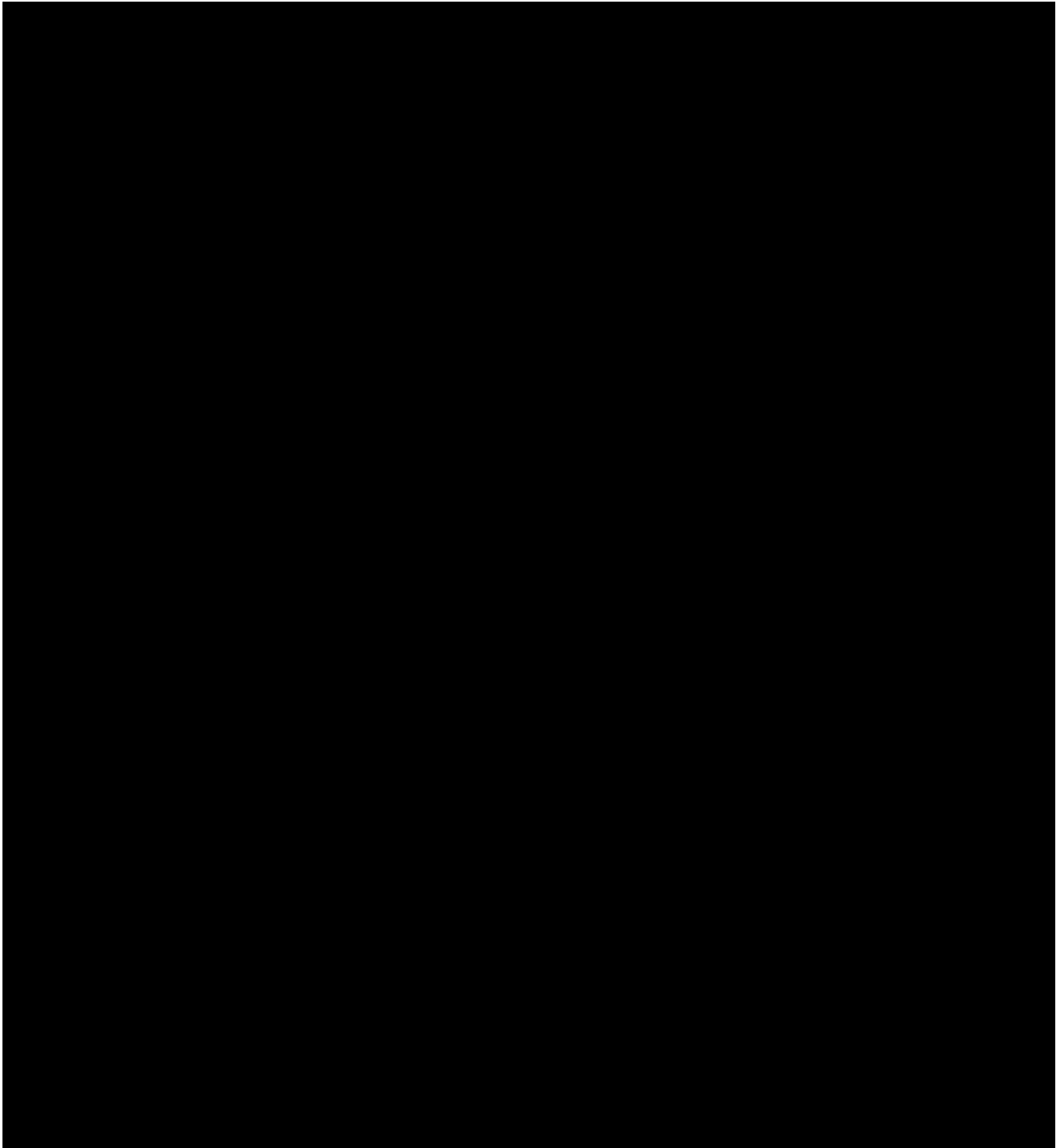
[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]



## **Fire Evacuation Routes and Sites/Aerial Maps (SEE Below)**







## First Aid Emergency Team

## Parent Check-in Team

The Parent Check-in Team is responsible for the orderly release of students to parent/guardians

[illegible]

## Student Release Team

The Student Release Team is the relay between the Parent Check-in, First Aid Teams and the Student Supervision Area

[illegible]

## Safety and Security Team

Safety and Security members are responsible for the security of the facility working with the Command Post and the Site Manager.

## Student Supervision Team

Teachers supervising students shall keep track of all students under their care. Note on the roster any students who leave, giving reasons, time and destination.

[illegible][illegible]

## Buddy Rooms for Emergencies

MAIN BUILDING FIRST FLOOR		


MAIN BUILDING SECOND FLOOR		

ARTS BUILDING		

MAIN BUILDING THIRD FLOOR		

Modules (M buildings)		

# Albany Middle School

Albany Unified School District



## ALBANY

### Middle School

1259 Brighton Ave., Albany, CA 94706  
 Phone: (510) 558-3600 Fax: (510) 559-6547  
<https://ams.ausdk12.org/>

# Site Plan for Emergencies 2018-2019

---

Prepared by

Date

---

Principal Signature

Date

---

Human Resources Director

Date

---

Superintendent

Date

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## Distribution List

Organization/Location	Last distribution date
Albany Fire Department	
Albany Police Department	
Alameda County Sheriff's Office	
California State Highway Patrol (Oakland Office)	
Albany Emergency Operations Center	
Alta Bates Hospital Emergency Department	
Oakland Children's Hospital Emergency Department	
CA Office of Emergency Services (CalOES)	
AUSD District Office	02/2019
School front office	02/2019
Other	

## **Purpose of this Plan Component**

This component of the overall Emergency Preparedness Plan is to develop site specific strategies and plans for potential emergencies. **Please store in a secure but readily accessible location.** As with other emergency plan components, security of this plan component is important.

**This plan component should be reviewed, revised and updated by the building principal and AUSD Superintendent annually.**

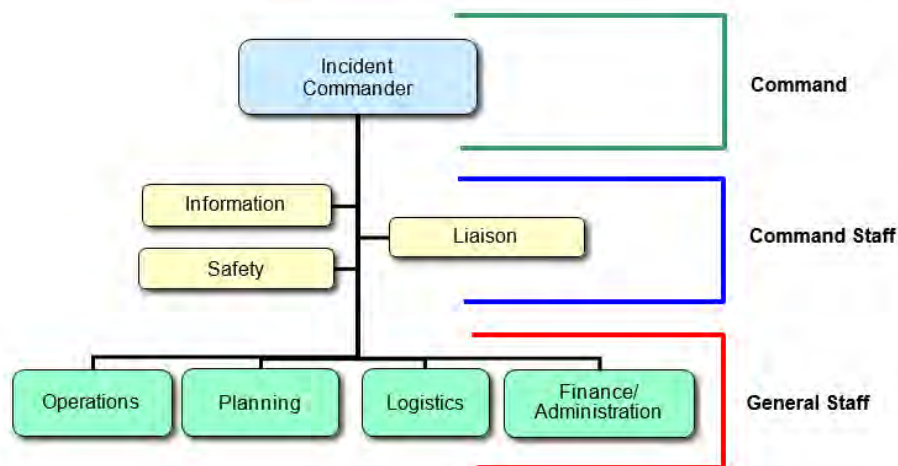
[illegible]

## Emergency Call List – School Incident Command Team

[illegible]

## Incident Command System (ICS)/NIMS Protocol

Incident Command System (ICS) or National Incident Management System (NIMS) is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organized structure. ICS is organized around five functional areas:



**Incident Commander:** sets objectives and priorities, has overall responsibility at the incident or event, appoints command and general staff, conducts incident briefings for staff, scales back personnel as necessary.

### Incident Command Staff:

- **Public Relations Director (PRD):** Point of contact for the media and other people or organizations seeking information.
- **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
- **Liaison Officer:** Point of contact for other agency representatives involved in the incident or event, aids in coordinating their involvement.

### General Staff:

- **Operations Chief:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
- **Planning Chief:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
- **Logistics Chief:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
- **Finance/Administration Chief:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

*Note: Depending on the size of the event, all or some of the above positions may be activated. However, any task not assigned is the responsibility of the Incident Commander.*

## School Specific ICS Structure

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The Site Emergency Teams and Incident Command Staff Assignments are:

Command Center Staff - The Command Center is responsible for the organization and communication of emergency procedures. The Principal or designee is the final authority at each school during an emergency.

Light Search and Rescue Emergency Team - Search/Rescue Team members must search all areas of campus (buildings and grounds), in a predetermined pattern shortly after the emergency has occurred and when is safe to do so. Water supplies in [REDACTED] are located [REDACTED]. Emergency supplies are located [REDACTED].

First Aid Team - The Purpose of the First Aid Team is to provide emergency and long-term first aid, to establish a First Aid Station near the Command Center away from possible hazards and to manage and utilize first aid supplies. First Aid supplies located [REDACTED] in courtyard outside of art room. Each classroom also has an Emergency Bag.

Student Supervision / Assembly Area Team - This team is responsible for supervising students in the area where students are assembled [REDACTED]. This team will be coordinated by staff without classroom assignments and comprised of all teachers and paraeducators who were teaching when disaster occurred.

Site Safety/Security Team - Inspect the facility, report damage, search and rescue. Maintain cleanliness of facility during the emergency and assure continued supply of health and sanitation supplies and equipment. Manage security of the site.

Student Release Team - A coordinated team that releases students to an authorized adult. This involves intercepting parents, checking emergency forms, releasing student. Parents will sign out their student.



All other available staff members

On Call Staff - Should report to the command center as soon as possible following emergency. This includes all non-teaching staff and adults on campus not assigned other duties.



**Albany Middle School Site Emergency Teams**

[REDACTED]
------------

[REDACTED]	[REDACTED]	[REDACTED]
------------	------------	------------

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		
[REDACTED]			
[REDACTED]			
[REDACTED]			



## School Incident Management Teams - Develops Site Safety Plan

Name	Position
Deborah Brill	Principal
Maria Santoyo	Secretary
Stacy Uyeda	SSA Teacher
Yasmin Rodriguez	Custodian/Food Services Representative
	Parent representative
	Student representative
David Hauptert	Assistant Principal

## Meeting Dates

The school team should meet at least once each school year to review the site plan and discuss overall emergency procedures. It is also suggested that the team consider meeting **as needed** after any of the following occur: 1) a major administrative change at the school 2) a major incident in the district or national media i.e. the Columbine attack) or 3) any time the overall quality or fidelity of the plan are in question.

Purpose	Timeline
<b>Annual plan review and updating</b>	By February of each school year
<b>General review and feedback</b>	As needed, school staff members on the team should convene to review feedback
<b>Drill debriefs</b>	Staff team members should debrief after each drill (can be in staff meeting)

## Drill Evaluation

After each drill, the principal or designee should complete a drill evaluation form to be kept on file with safety records.

## Demographics

### Approximate Number of Students

Grade Level	# of Students
6 <sup>th</sup> Grade	292
7 <sup>th</sup> Grade	271
8 <sup>th</sup> Grade	299
Total enrollment: 862	

### Number of Staff

Designation	# of Employees	Designation	# of Employees
Administrators	2	School Food Services	4
Clerical	5	Custodial	3
Teachers	54	Paraprofessionals	20
		Others	2
Total Number of Staff in Building: 90			

### Number of Rooms

Interior Classrooms	29
Portable Classrooms	5
Miscellaneous Rooms (office, gym, cafeteria, closets)	13
Total Number of Rooms	47
Outdoor portable storage buildings	0

### Shelter Information

Does this school have special needs capacity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
What is the shelter capacity of this school?	600
Emergency Kit Locations?	

State law requires that each school prepare to be used as an emergency shelter by outside groups such as the American Red Cross. Refer to the Facilities Shelter Use Procedures for more information.

## Emergency Evacuation Kits

<b>Primary Kit Location:</b>	
<input type="checkbox"/>	A copy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies
<input type="checkbox"/>	Student release/sign-out sheets (each homeroom teacher should have sign-out form/current roll)
<input type="checkbox"/>	A copy of the school's most recent safety, security and emergency preparedness report.
<input type="checkbox"/>	Building floor plan with utility shut offs and detailed instructions on disablement
<input type="checkbox"/>	Recent lists of students who ride transportation
<input type="checkbox"/>	A copy of the most recent picture directory
<input type="checkbox"/>	Special needs students' information
<input type="checkbox"/>	Flashlight and extra batteries
<input type="checkbox"/>	Bullhorn and appropriate batteries
<input type="checkbox"/>	School response team vests and/or badges
<input type="checkbox"/>	AM/FM Radio with extra batteries
<input type="checkbox"/>	Extra communications devices (radios and/or prepaid cell phones)
<input type="checkbox"/>	City/County maps
<input type="checkbox"/>	(10) Legal pads
<input type="checkbox"/>	(10) Ballpoint pens
<input type="checkbox"/>	(10) Felt tip markers
	Antibiotic ointment
	Bandages, plastic strip approx. ¾"
	Bandages, triangle
	Drop-cloth, plastic
	First Aid Pamphlet
	Gauze pads, sterile, non-stick, 3"x3" or 4"x4"
	Gauze roll, sterile, conforming, 2"-3"
	Gauze roll, sterile, conforming, 4"
	Gloves, non-latex
	Hydrogen peroxide
	Ice pack, instant

Plastic zip freezer bags
Safety pins
Scissors
Sanitary napkins, ind. Wrapped
Tape, adhesive, 1" wide
Tweezers with alcohol swabs
Water, ind. 6-10 oz packets
Blankets, mylar
Flashlight, 2-D batteries
D batteries
Gloves, work
Goggles, safety
Lightstick, 8-12 hour
Tape, duct
Vest, colored
Whistle on cord
Sanitary napkins
Tissues, packet of 15
Toilet paper
Trash bags, 13 gal size, min .8 mil thick
Trash bags, large, 33 gal
Waterless hand sanitizer
Wet wipes or antiseptic wipes
Activities (cards, etc.)
Cups, paper, 5-oz
Folder with maps, emergency plan, etc.
Notebook, pen, pencil
Radio, portable, crank or 2-AA operated
AA batteries

## First Aid/Clinic Kit

<b>Primary Kit Location:</b> [REDACTED]
[REDACTED]
<b>Items</b>
Antibiotic ointment
Bandages, plastic strip approx. ¾"
Bandages, triangle
Drop-cloth, plastic
First Aid Pamphlet
Gauze pads, sterile, non-stick, 3"x3" or 4"x4"
Gauze roll, sterile, conforming, 2"-3"
Gauze roll, sterile, conforming, 4"
Gloves, non-latex
Hydrogen peroxide
Ice pack, instant
Plastic zip freezer bags
Safety pins
Scissors
Sanitary napkins, ind. Wrapped
Tape, adhesive, 1" wide
Tweezers with alcohol swabs
Water, ind. 6-10 oz packets
Blankets, mylar
Flashlight, 2-D batteries
D batteries
Gloves, work
Goggles, safety
Lightstick, 8-12 hour
Tape, duct
Vest, colored
Whistle on cord
Sanitary napkins

Tissues, packet of 15
Toilet paper
Trash bags, 13 gal size, min .8 mil thick
Trash bags, large, 33 gal
Waterless hand sanitizer
Wet wipes or antiseptic wipes
Activities (cards, etc.)
Cups, paper, 5-oz
Folder with maps, emergency plan, etc.
Notebook, pen, pencil
Radio, portable, crank or 2-AA operated
AA batteries

## Emergency Utilities Checklist




## AED

The Albany Unified School District has equipped every school in the district with at least one AED. Federal regulations require that all AEDs be placed in a location with public access inside the building. This means that all AEDs be readily accessible at all times when the building is occupied.

AED Locations are listed below. When possible, at least one AED should be transported to evacuation or shelter sites during all emergency drills or actual emergency situations.

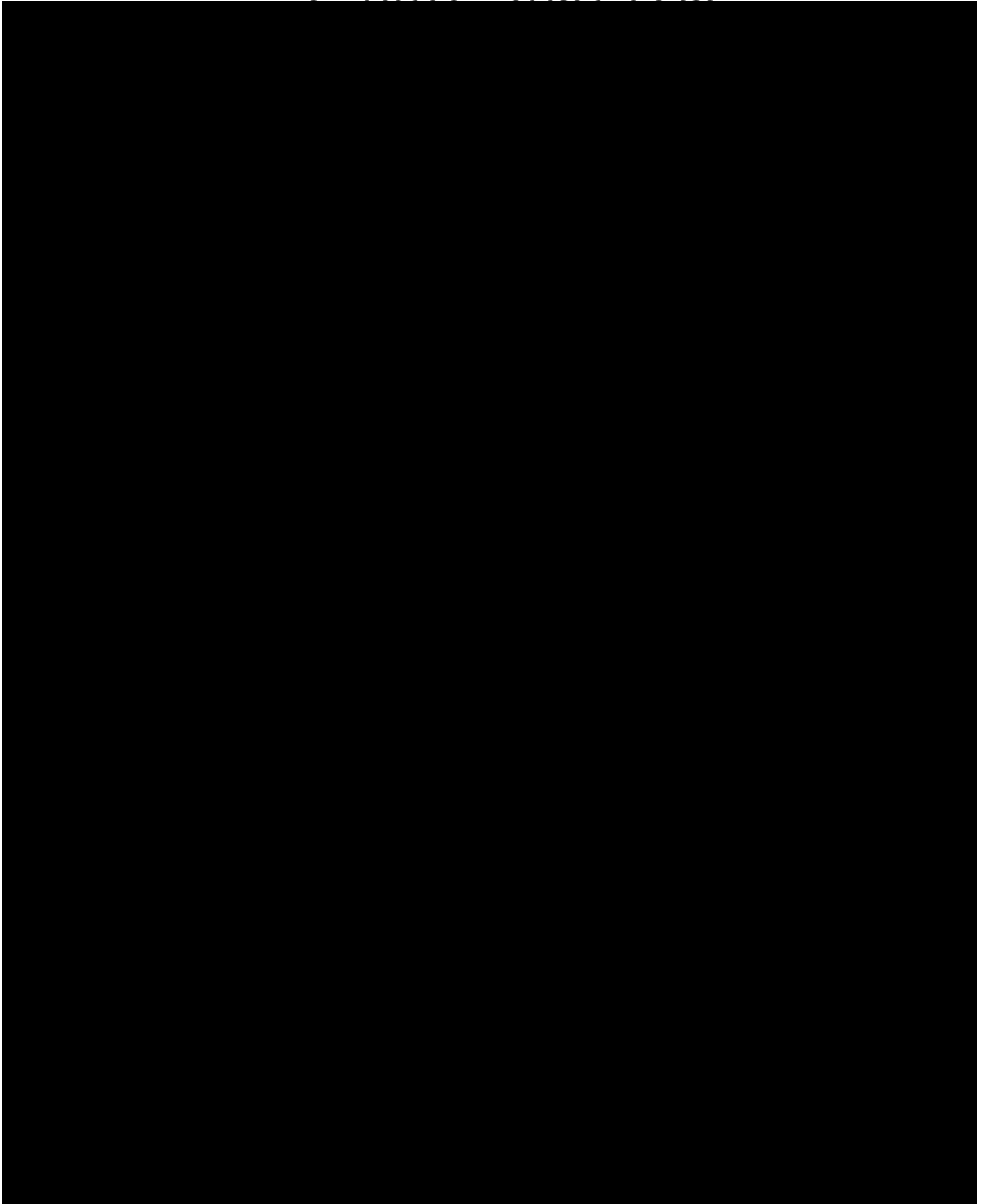
### AED Location 1: AMS Gym

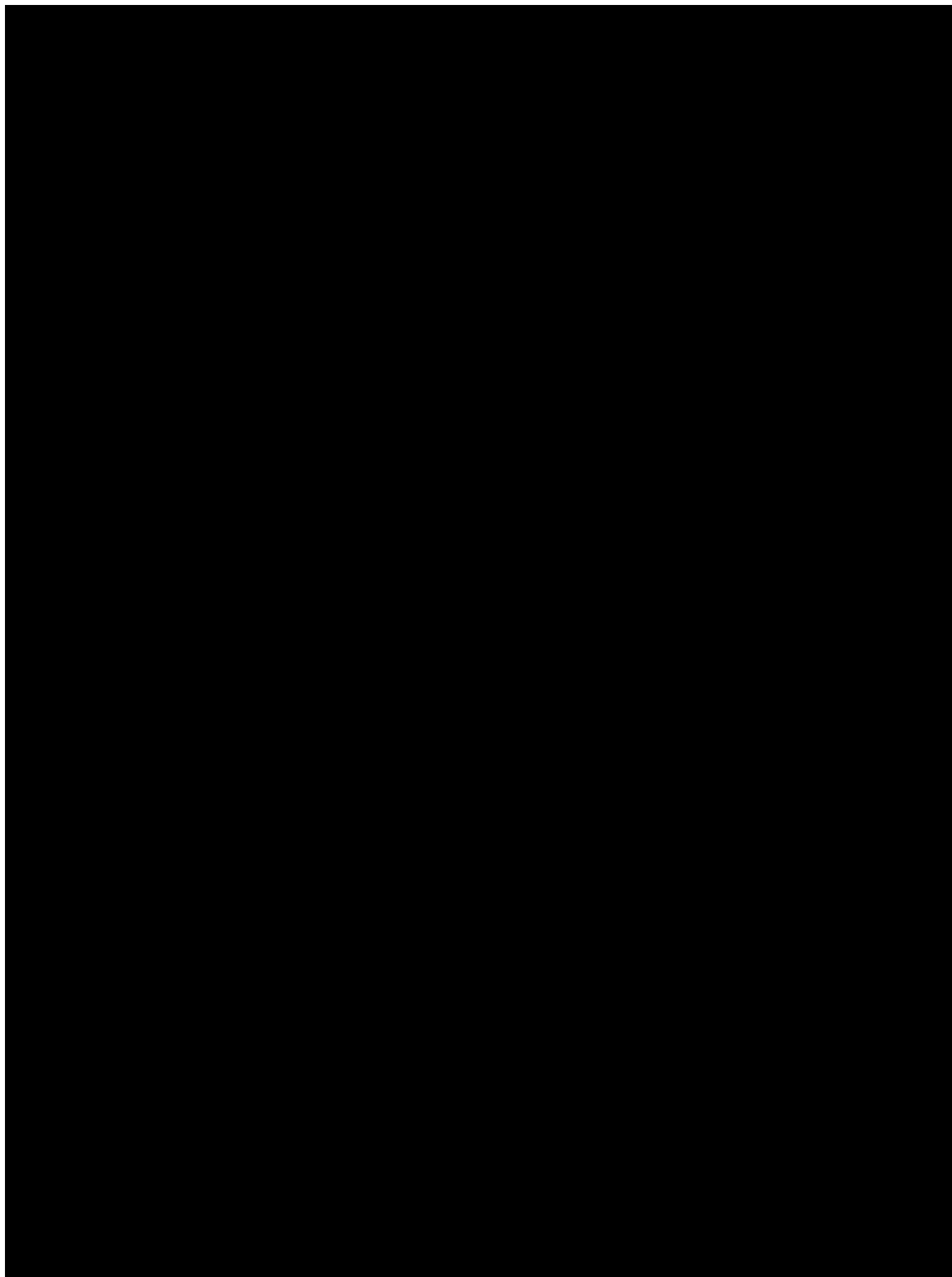
### AED Location 2: Cougar Field Snack Shack

## Staff Certified to Perform CPR/First Aid/AED

Sophie Chuang	Yes
Stephany Joffe	Yes
Lackey, Penelope	Yes
Tutass, Jennifer	Yes
Scott Zablackis	Yes
Hauptert, David	Yes
Tonantzin Martinez Borgfeldt	Yes
Kim, Brian	Yes
Lauriks, Annie	Yes
Henderson, Nancy	Yes
Manorema, Remya	Yes
Pope, Pat	Yes
Leslie-Hayes, Sarah	Only First Aid
Haller, Sam	Only CPR
Spellwoman, Sheri	Only CPR
Vasarhely, Heidi	Only CPR

## Fire Evacuation Routes and Sites





# Cornell Elementary School

Albany Unified School District



920 Talbot Ave., Albany, CA 94706

Phone: (510) 558-3700 Fax: (510) 559-6516

<https://cornell.ausdk12.org/>

## Site Plan for Emergencies 2018-2019

Prepared by	Date
Principal Signature	Date
Human Resources Director	Date
Superintendent	Date

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## Distribution List

Organization/Location	Last distribution date
Albany Fire Department	
Albany Police Department	
Alameda County Sheriff's Office	
California State Highway Patrol (Oakland Office)	
Albany Emergency Operations Center	
Alta Bates Hospital Emergency Department	
Oakland Children's Hospital Emergency Department	
CA Office of Emergency Services (CalOES)	
AUSD District Office	
School front office	
Other	

## **Purpose of this Plan Component**

This component of the overall Emergency Preparedness Plan is to develop site specific strategies and plans for potential emergencies. **Please store in a secure but readily accessible location.** As with other emergency plan components, security of this plan component is important.

**This plan component should be reviewed, revised and updated by the building principal and  
AUSD Superintendent annually.**

(Update annually based on the top-level plan)

## Emergency Call List – School Incident Command Team

Title	Phone number
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]



## Cornell Elementary School Emergency Response Teams: 2018-2019

\*must have master key/walkie

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED] [REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED]

[REDACTED] [REDACTED]  
[REDACTED]

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED] [REDACTED]

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

**PARTNER CLASSES – IN BUILDING**

- Call each other following an emergency announcement to ensure both rooms are aware of announcement.
- Call to see if partner class needs any help. (Partner classes should have each other's cell phone numbers.)

[REDACTED]

[REDACTED]

[REDACTED]

**PARTNER CLASSES ON YARD (EMERGENCY LINE UP ORDER)**

- [REDACTED]
- [REDACTED]

Age Group	Percentage of Respondents
18-29	90%
30-49	85%
50-64	75%
65+	65%

## EMERGENCY RESPONSE TEAM RESPONSIBILITIES

### **First Aid Team**

Triages victims. Administers first aid. Records information about injuries and first aid administered. Determines need for medical assistance. Assures availability of necessary first aid supplies and equipment.

### **Search & Rescue Team**

Follows an orderly and pre-established sweep pattern. Checks each classroom, office, storage area, auditorium, bathroom, outdoor area, etc. Checks each area 3 ways, visually, vocally, and physically. Reports location of victims to First Aid Team as soon as possible. Triages victims. Records location of victims on checklist. Records nature and location of observed problems on checklist. Reports imminent danger to Operations Section Chief. Marks areas searched to avoid duplication of effort or oversight.

### **Utility/Fire Team**

Shuts off utilities (gas, electricity, and water) in areas where hazards may worsen. Helps suppress or isolate fires until help arrives. Manages shut-down and restoration of utilities

### **Safety & Security Team**

Upon evacuation and after Search & Rescue, secures all buildings, locks doors & gates. Cordons off areas with apparent structural damage or other danger. Stations team members at obvious school access points to direct parents, fire, rescue, police, and medical personnel. Prepares to receive neighbors who wish to volunteer.

### **Rapid Assessment Team**

Performs initial assessment of damage to buildings and structures. Coordinates with Search & Rescue Team. Checks perimeter of school site for damage such as downed wires. Surveys facilities and structures, oversees inspections, looks for obvious problems (structural damage, hazardous materials spills, fires, etc.).

### **Student Supervision Team**

Assesses ability of all to evacuate. Evacuates areas using assigned evacuation routes. Leads groups to assembly areas. Takes roll and reports status to Logistics Section Chief. Accounts for all. Reports missing students/staff to Logistics Section Chief.

### **Student Release Team**

Establishes reunion points at each access location. As soon as parents arrive, begins to process the release of students to their parents or other authorized guardians. Checks student identification to assure adult is authorized to take the child. Asks to see identification of person(s) wishing to take student. Obtains signature of person who assumes responsibility for student.

Establishes area for parents of missing or injured students.

### **Support Team**

Stays with students to supervise, inform, care and reassure students and staff, if necessary, throughout the duration of the emergency.

Name/Title	Phone Number(s) home and portable phone

[illegible][illegible]

## School Incident Management Teams - Develops Site Safety Plan

Name	Position
Heather Duncan	Principal
Janet Scaglione	Secretary
Mare Staton	Safety Team Coordinator
Pete Fosselius	Custodian
Tera Ritter	PTA President

### Meeting Dates

The school team should meet at least once each school year to review the site plan and discuss overall emergency procedures. It is also suggested that the team consider meeting **as needed** after any of the following occur: 1) a major administrative change at the school 2) a major incident in the district or national media i.e. the Columbine attack) or 3) any time the overall quality or fidelity of the plan are in question.

Purpose	Timeline
<b>Annual plan review and updating</b>	By February of each school year
<b>General review and feedback</b>	As needed, school staff members on the team should convene to review feedback
<b>Drill debriefs</b>	Staff team members should debrief after each drill (can be in staff meeting)

### Drill Evaluation

After each drill, the principal or designee should complete a drill evaluation form to be kept on file with safety records.

## Demographics

(Complete as needed)

### Approximate Number of Students

Grade Level	# of Students	Grade Level	# of Students
Kindergarten		Chinese language (ACC)	
1 <sup>st</sup> Grade		<b>Total Approximate Number of Students in Building:</b>	
2 <sup>nd</sup> Grade			
3 <sup>rd</sup> Grade			
4 <sup>th</sup> Grade			
5 <sup>th</sup> Grade			

### Number of Staff

Designation	# of Employees	Designation	# of Employees
Administrators	1	School Food Services	
Clerical	3	Custodial	2
Teachers		Paraprofessionals	
		Others	
<b>Total Number of Staff in Building:</b>			

### Number of Rooms

Interior Classrooms	20
Portable Classrooms	10
Exterior Classrooms	2
Miscellaneous Rooms (office, support offices, gym, cafeteria, closets)	15
Bathrooms	8
Total Number of Rooms	55
Outdoor portable storage buildings	2

### Shelter Information

What is the shelter capacity of this school?	Unknown shelter capacity
Emergency Kit Locations?	
First Aid Kit Locations?	

State law requires that each school prepare to be used as an emergency shelter by outside groups such as the American Red Cross. Refer to the Facilities Shelter Use Procedures for more information.

## Emergency Evacuation Kits

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/>	A copy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies BACKPACK
<input type="checkbox"/>	Student release/sign-out sheets (each homeroom teacher should have sign-out form/current roll) BACKPACK
<input type="checkbox"/>	A copy of the school's most recent safety, security and emergency preparedness report. BACKPACK
<input type="checkbox"/>	Building floor plan with utility shut offs and detailed instructions on disablement SAFETY/SECURITY TEAM
<input type="checkbox"/>	Special needs students' information BACKPACK
<input type="checkbox"/>	Flashlight and extra batteries BACKPACK
<input type="checkbox"/>	Bullhorn and appropriate batteries OFFICE-PRINCIPAL
<input type="checkbox"/>	School response team vests and/or badges BACKPACK
<input type="checkbox"/>	AM/FM Radio with extra batteries BACKPACK
<input type="checkbox"/>	Extra communications devices (radios and/or prepaid cell phones) PERSONAL DEVICES
<input type="checkbox"/>	First Aid Kit BACKPACKS AND CONTAINER

## First Aid/Clinic Kit

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/>	Map of building, class AND school lists

- \_\_\_\_\_ 1 crank flashlight – check that it turns on – circle if you need batteries
- \_\_\_\_\_ 1 box of 30 chewable non-aspirin tablets (check expiration date)
- \_\_\_\_\_ 1 box of band aids
- \_\_\_\_\_ 1 box of sterile pads



- \_\_\_\_\_ 1 box of antiseptic wipes
- \_\_\_\_\_ 4 disposable gloves
- \_\_\_\_\_ 1 roll of waterproof adhesive tape
- \_\_\_\_\_ 1 container of waterless hand sanitizer
- \_\_\_\_\_ 1 container of antibacterial soap
- \_\_\_\_\_ 1 cold pack minimum
- \_\_\_\_\_ 1 pair of safety scissors
- \_\_\_\_\_ Disposable gloves
- \_\_\_\_\_ 1 box of Kleenex
- \_\_\_\_\_ 1 container of baby wipes
- \_\_\_\_\_ Trash bags
- \_\_\_\_\_ Ink pens
- \_\_\_\_\_ Sharpies 2 minimum
- \_\_\_\_\_ current Cornell Emergency Plan packet (pink Injured card / yellow Missing card)
- \_\_\_\_\_ class list of students – 2 copies
- \_\_\_\_\_ class set of lanyards
- \_\_\_\_\_ 1 All out & Person Left classroom sign and 1 Green/Red sign

## Emergency Utilities Checklist

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## **AED**

The Albany Unified School District has equipped every school in the district with at least one AED. Federal regulations require that all AEDs be placed in a location with public access inside the building. This means that all AEDs be readily accessible at all times when the building is occupied.

AED Locations are listed below. When possible, at least one AED should be transported to evacuation or shelter sites during all emergency drills or actual emergency situations.

**AED Location: Multi-purpose room (NOT YET PLACED)**

## **CPR/First Aid/AED Instructor on Staff (If applicable)**

Name: Amanda Garcia

Position/Location: Pool Director/Albany Pool

## **Staff Certified to Perform CPR/First Aid/AED Fire Evacuation Routes and Sites**

CPR/First Aid/AED training is offered annually to staff. It is recommended that they attend here or elsewhere within each 2-year period.

# Marin Elementary School

Albany Unified School District



1001 Santa Fe Ave., Albany, CA 94706  
 Phone: (510) 558-4740 Fax: (510) 559-6509  
<https://marin.ausdk12.org/>

## Site Plan for Emergencies 2018-2019

Melisa Pfohl

January, 2019

Prepared by

Date

Principal Signature

Date

Human Resources Director

Date

Superintendent

Date

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## Distribution List

Organization/Location	Last distribution date
Albany Fire Department	Anticipated Spring, 2019
Albany Police Department	Anticipated Spring, 2019
Alameda County Sheriff's Office	Anticipated Spring, 2019
California State Highway Patrol (Oakland Office)	Anticipated Spring, 2019
Albany Emergency Operations Center	Anticipated Spring, 2019
Alta Bates Hospital Emergency Department	Anticipated Spring, 2019
Oakland Children's Hospital Emergency Department	Anticipated Spring, 2019
CA Office of Emergency Services (CalOES)	Anticipated Spring, 2019
AUSD District Office	Anticipated Spring, 2019
School front office	Anticipated Spring, 2019
Other	

## **Purpose of this Plan Component**

This component of the overall Emergency Preparedness Plan is to develop site specific strategies and plans for potential emergencies. **Please store in a secure but readily accessible location.** As with other emergency plan components, security of this plan component is important.

**This plan component should be reviewed, revised and updated by the building principal and AUSD Superintendent annually.**

## **External Emergency Contact List**

(Update annually based on the top level plan)

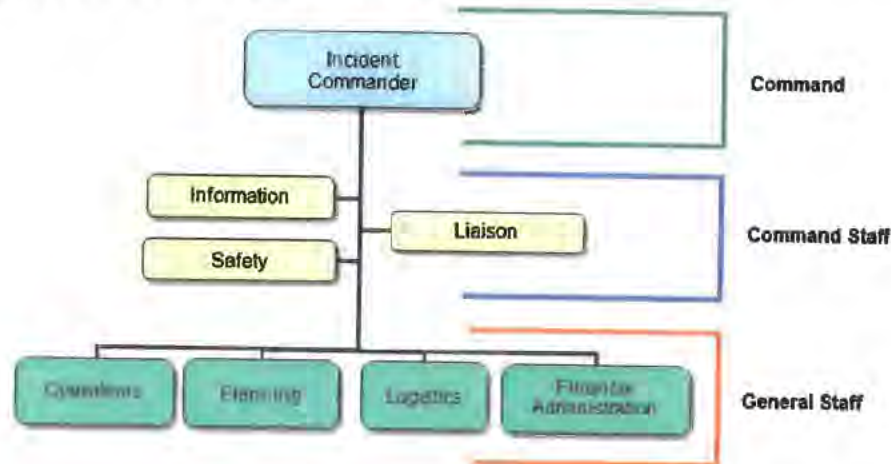


## Emergency Call List – School Incident Command Team




## Incident Command System (ICS)/NIMS Protocol

Incident Command System (ICS) or National Incident Management System (NIMS) is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organized structure. ICS is organized around five functional areas:



**Incident Commander:** sets objectives and priorities, has overall responsibility at the incident or event, appoints command and general staff, conducts incident briefings for staff, scales back personnel as necessary.

### Incident Command Staff:

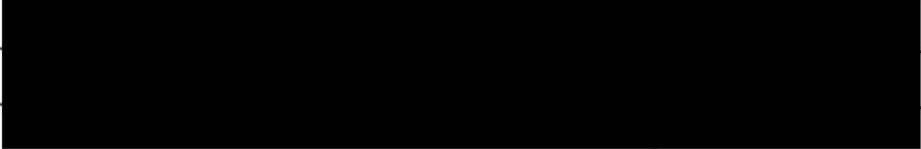
- **Public Relations Director (PRD):** Point of contact for the media and other people or organizations seeking information.
- **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
- **Liaison Officer:** Point of contact for other agency representatives involved in the incident or event, aids in coordinating their involvement.

### General Staff:

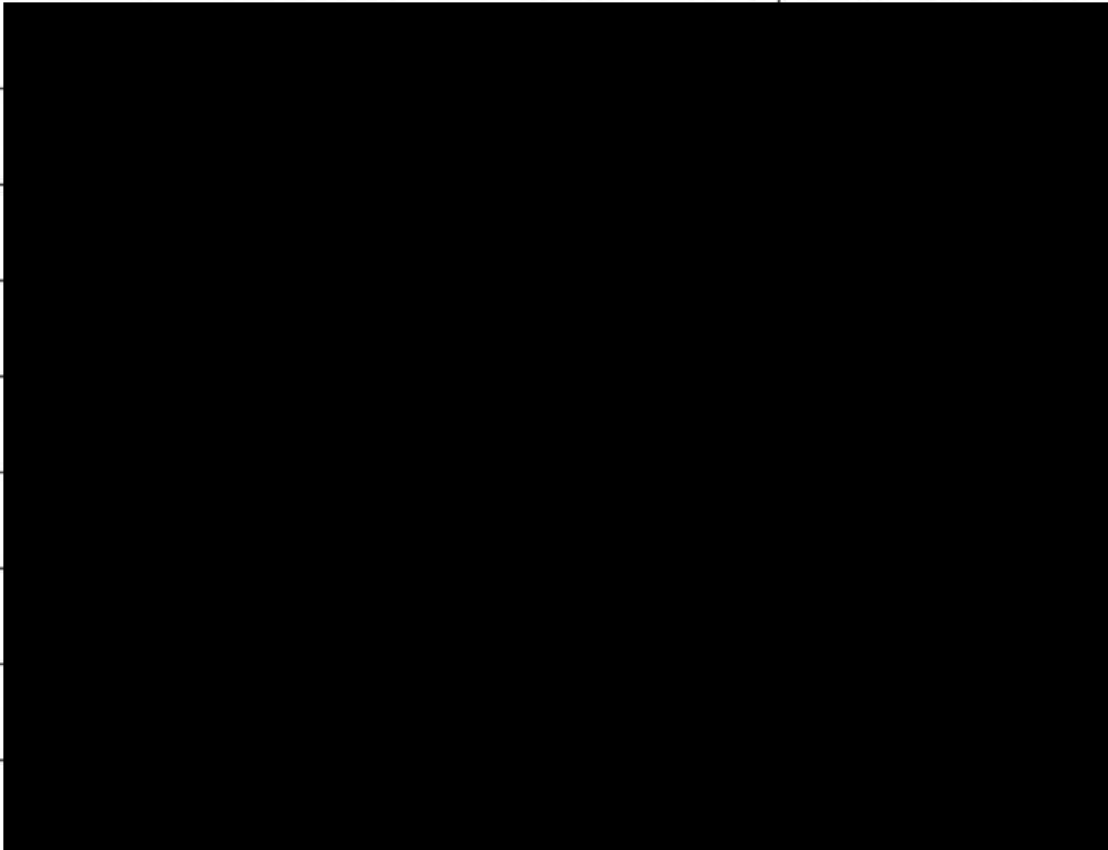
- **Operations Chief:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
- **Planning Chief:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
- **Logistics Chief:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
- **Finance/Administration Chief:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

*Note: Depending on the size of the event, all or some of the above positions may be activated. However, any task not assigned is the responsibility of the Incident Commander.*

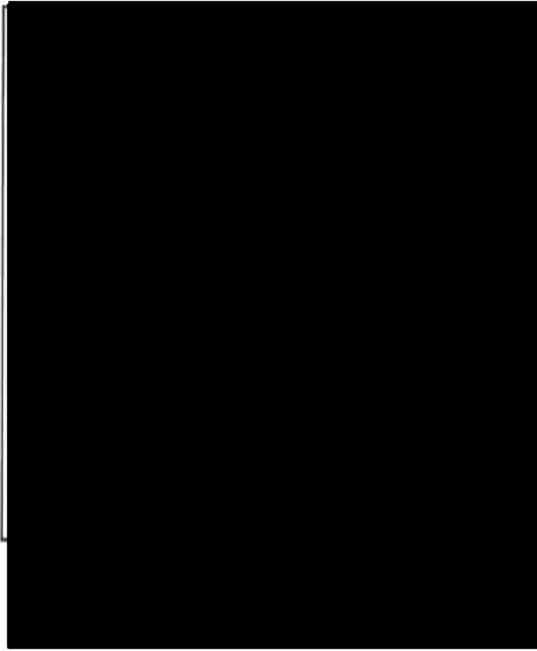
**School Specific ICS Structure**  
**(Complete expanded roles as needed per incident)**  
**After-Hours Contacts**

Name/Title	Phone Number(s) home and portable phone
	

**District Emergency Operations Command (EOC) Team**

Title	Phone number
	

Site Emergency Team Roster**MARIN ELEMENTARY SCHOOL SITE EMERGENCY TEAMS**

## School Incident Management Teams - Develops Site Safety Plan

<b>Name</b>	<b>Position</b>
Melisa Pfohl	Principal
Janet Nichols	Secretary
Rochelle Donovan	Lead Teacher
Rick Santos	Custodian
Stephanie Best	Parent representative

### Meeting Dates

The school team should meet at least once each school year to review the site plan and discuss overall emergency procedures. It is also suggested that the team consider meeting **as needed** after any of the following occur: 1) a major administrative change at the school 2) a major incident in the district or national media i.e. the Columbine attack) or 3) any time the overall quality or fidelity of the plan are in question.

<b>Purpose</b>	<b>Timeline</b>
<b>Annual plan review and updating</b>	By February of each school year
<b>General review and feedback</b>	As needed, school staff members on the team should convene to review feedback
<b>Drill debriefs</b>	Staff team members should debrief after each drill (can be in staff meeting)

### Drill Evaluation

After each drill, the principal or designee should complete a drill evaluation form to be kept on file with safety records.

## Demographics

### Approximate Number of Students

Grade Level	# of Students	Grade Level	# of Students
Pre-Kindergarten	0	6 <sup>th</sup> Grade	0
Kindergarten	94	Tupelo – School Age (ACC)	
1 <sup>st</sup> Grade	90	Total approximate number of students in the building: 506	
2 <sup>nd</sup> Grade	73		
3 <sup>rd</sup> Grade	91		
4 <sup>th</sup> Grade	79		
5 <sup>th</sup> Grade	79		

### Number of Staff

Designation	# of Employees	Designation	# of Employees
Administrators	1	School Food Services	3
Clerical	2	Custodial	2
Teachers	24	Paraprofessionals	7
		Others	24
<b>Total Number of Staff in Building: 63</b>			

### Number of Rooms

Interior Classrooms	15
Portable Classrooms	8
Miscellaneous Rooms (office, gym, cafeteria, closets)	18
Total Number of Rooms	41
Outdoor portable storage buildings	3

### Shelter Information

Does this school have special needs capacity?	XX Yes <input type="checkbox"/> No
What is the shelter capacity of this school?	
Emergency Kit Locations?	
First Aid Kit Locations?	

State law requires that each school prepare to be used as an emergency shelter by outside groups such as the American Red Cross. Refer to the Facilities Shelter Use Procedures for more information.

## Light Search and Rescue Emergency Team

Search/Rescue Team members must search all areas of campus (buildings and grounds), in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. Emergency equipment is located [REDACTED]

## Emergency Evacuation Kits

<b>Kit Location:</b>	[REDACTED]
<input type="checkbox"/>	A copy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies
<input type="checkbox"/>	Student release/sign-out sheets (each homeroom teacher should have sign-out form/current roll)
<input type="checkbox"/>	A copy of the school's most recent safety, security and emergency preparedness report.
<input type="checkbox"/>	Building floor plan with utility shut offs and detailed instructions on disablement
<input type="checkbox"/>	Bus routes and driver contact information
<input type="checkbox"/>	Recent lists of students who ride buses, given by bus/route number
<input type="checkbox"/>	A copy of the most recent picture directory
<input type="checkbox"/>	Special needs students' information
<input type="checkbox"/>	Flashlight and extra batteries
<input type="checkbox"/>	Bullhorn and appropriate batteries
<input type="checkbox"/>	School response team vests and/or badges
<input type="checkbox"/>	AM/FM Radio with extra batteries
<input type="checkbox"/>	Extra communications devices (radios and/or prepaid cell phones)
<input type="checkbox"/>	City/County maps
<input type="checkbox"/>	First Aid Kit
<input type="checkbox"/>	Light Sticks
<input type="checkbox"/>	(10) Legal pads
<input type="checkbox"/>	(10) Ballpoint pens
<input type="checkbox"/>	(10) Felt tip markers

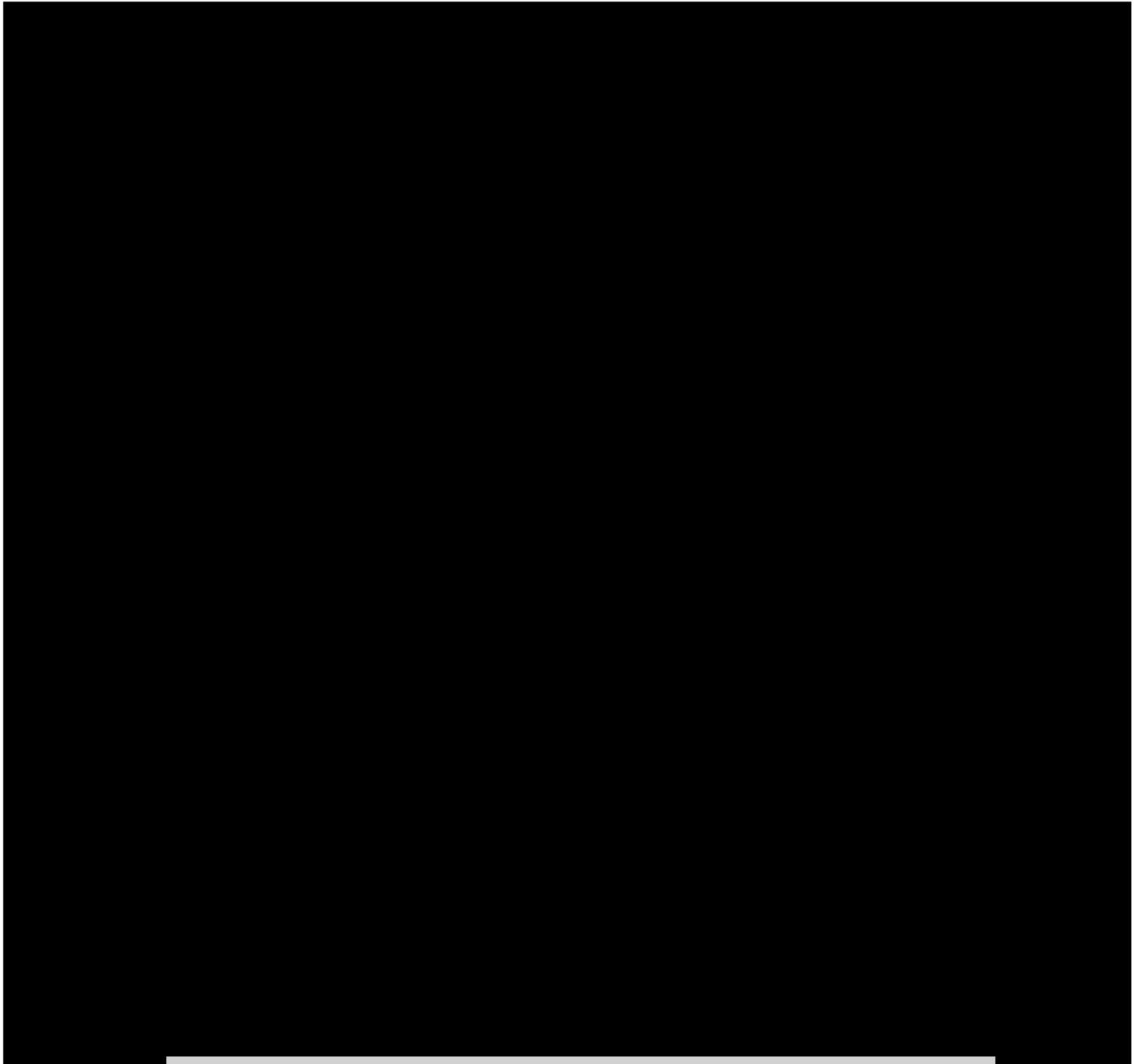
### First Aid/Clinic Kit

<b>Kit Location:</b> <span style="background-color: black; color: black;">XXXXXXXXXX</span>	
<input type="checkbox"/>	Map of building and neighboring streets, class lists,
<input type="checkbox"/>	Pad of paper/pen/waterproof marker, blank name tags,
<input type="checkbox"/>	Flashlights/ extra batteries, or shake to charge/LED zipper pulls
<input type="checkbox"/>	Gauze rolls: 2", 3", 4"
<input type="checkbox"/>	Compression bandages 2", 3", 4", 6"
<input type="checkbox"/>	Muslin Slings large and medium
<input type="checkbox"/>	Vinyl gloves L and M
<input type="checkbox"/>	Gauze 4X4, 2X2 sterile individual, and bulk
<input type="checkbox"/>	Paper tape 1", Adhesive tape 1"
<input type="checkbox"/>	Benzalkonium wound wipes, individually wrapped
<input type="checkbox"/>	Alcohol wipes, individually wrapped
<input type="checkbox"/>	Emergency scissors
<input type="checkbox"/>	Sammy Splints
<input type="checkbox"/>	Cervical Collar 1adult/ one pediatric
<input type="checkbox"/>	Band aids, various sizes
<input type="checkbox"/>	Two way radios for MERTT with batteries for all
<input type="checkbox"/>	Electrical tape ½" red, yellow, green, black for each MERTT member
<input type="checkbox"/>	Rescue whistles
<input type="checkbox"/>	Light sticks
<input type="checkbox"/>	Emergency blankets
<input type="checkbox"/>	Water bottles
<input type="checkbox"/>	Small cups
<input type="checkbox"/>	Medication: Benadryl, albuterol, epinephrine from clinic
<input type="checkbox"/>	CPR breathing barriers
<input type="checkbox"/>	Twine/string
<input type="checkbox"/>	Caution tape
<input type="checkbox"/>	Eye pads
<input type="checkbox"/>	Eye Wash



<input type="checkbox"/>	Saline irrigation
<input type="checkbox"/>	Rain ponchos
<input type="checkbox"/>	Face shields with splatter shield
<input type="checkbox"/>	Goggles
<input type="checkbox"/>	Protective gowns
<input type="checkbox"/>	N-95 face shields
<input type="checkbox"/>	Blood stop dressings
<input type="checkbox"/>	ABD pads
<input type="checkbox"/>	Ziplock bags (various sizes)
<input type="checkbox"/>	Suture removal kits
<input type="checkbox"/>	Hand sanitizer
<input type="checkbox"/>	Cold compresses
<input type="checkbox"/>	Q-tips
<input type="checkbox"/>	clipboard
<input type="checkbox"/>	Glucose tablets
<input type="checkbox"/>	Protein bars for responders
<input type="checkbox"/>	Facial tissues
<input type="checkbox"/>	Small bags
<input type="checkbox"/>	Sunscreen
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

## Emergency Utilities Checklist

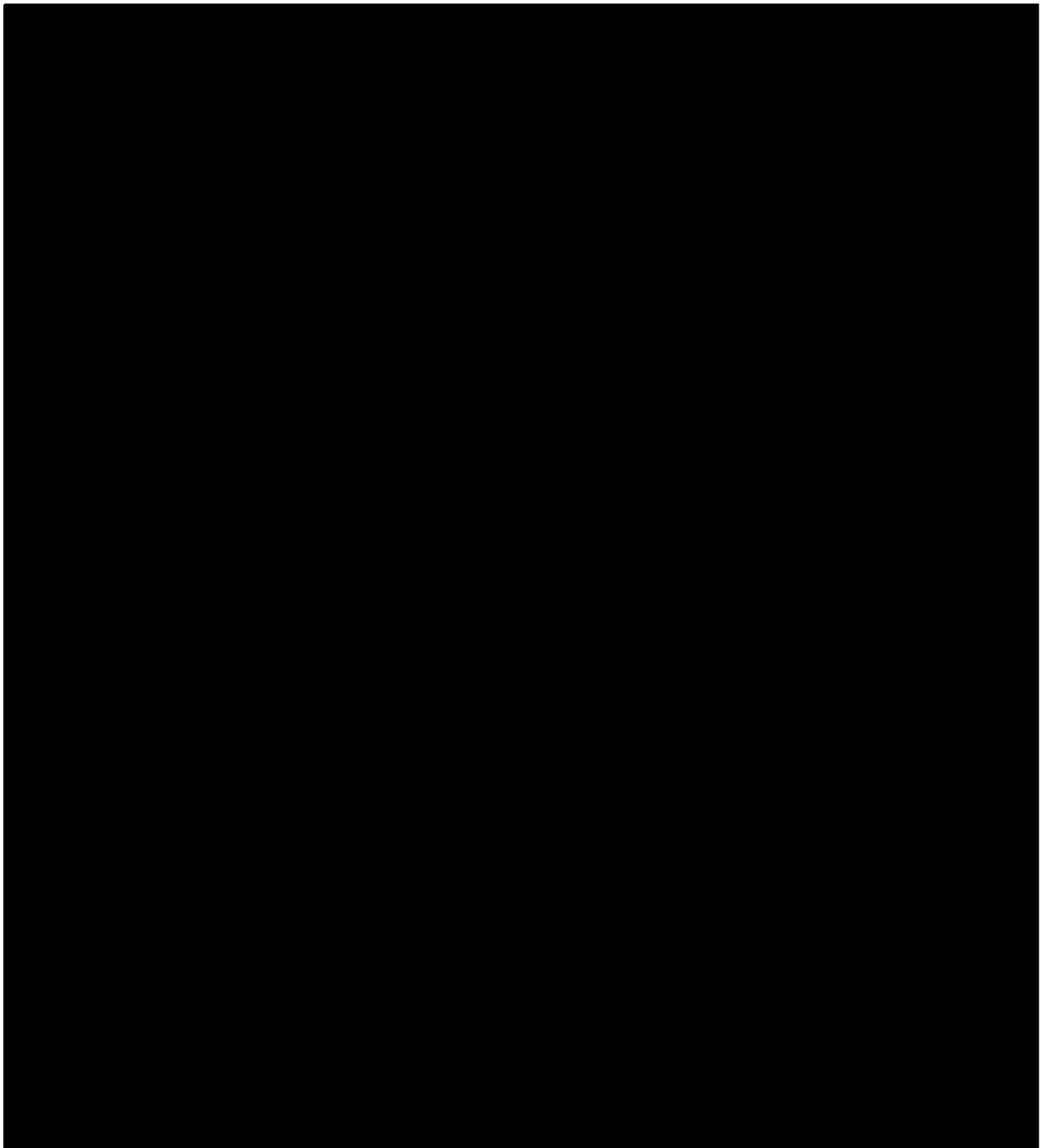


## AED

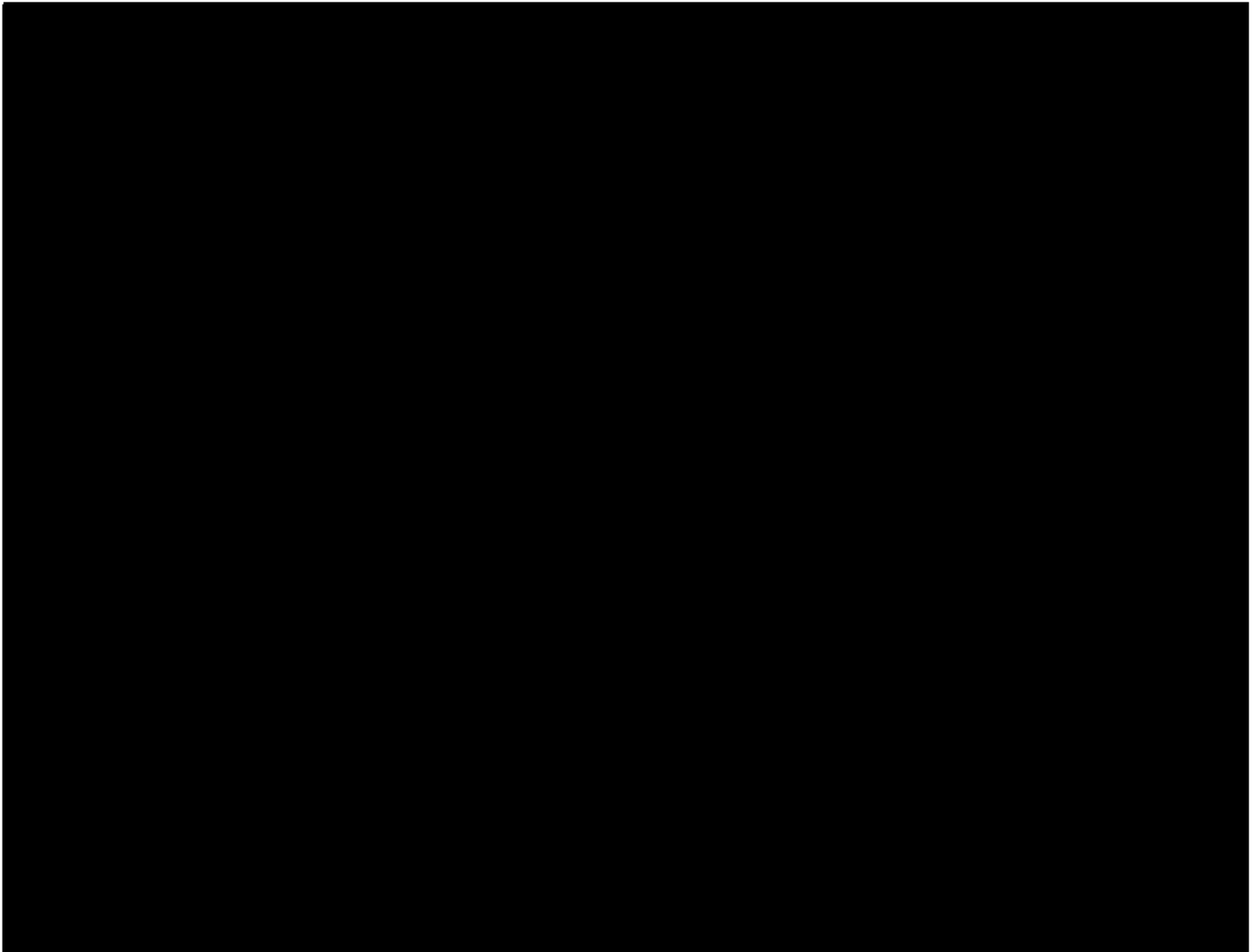
The Albany Unified School District has equipped every school in the district with at least **one** AED. Federal regulations require that all AEDs be placed in a location with public access inside the building. This means that all AEDs be readily accessible at all times when the building is occupied.

AED Locations are listed below. In addition, at least **one** AED should be transported to evacuation or shelter sites during all emergency drills or actual emergency situations.

### Main Office



## **School Access Points/Roadways/Aerial Maps**



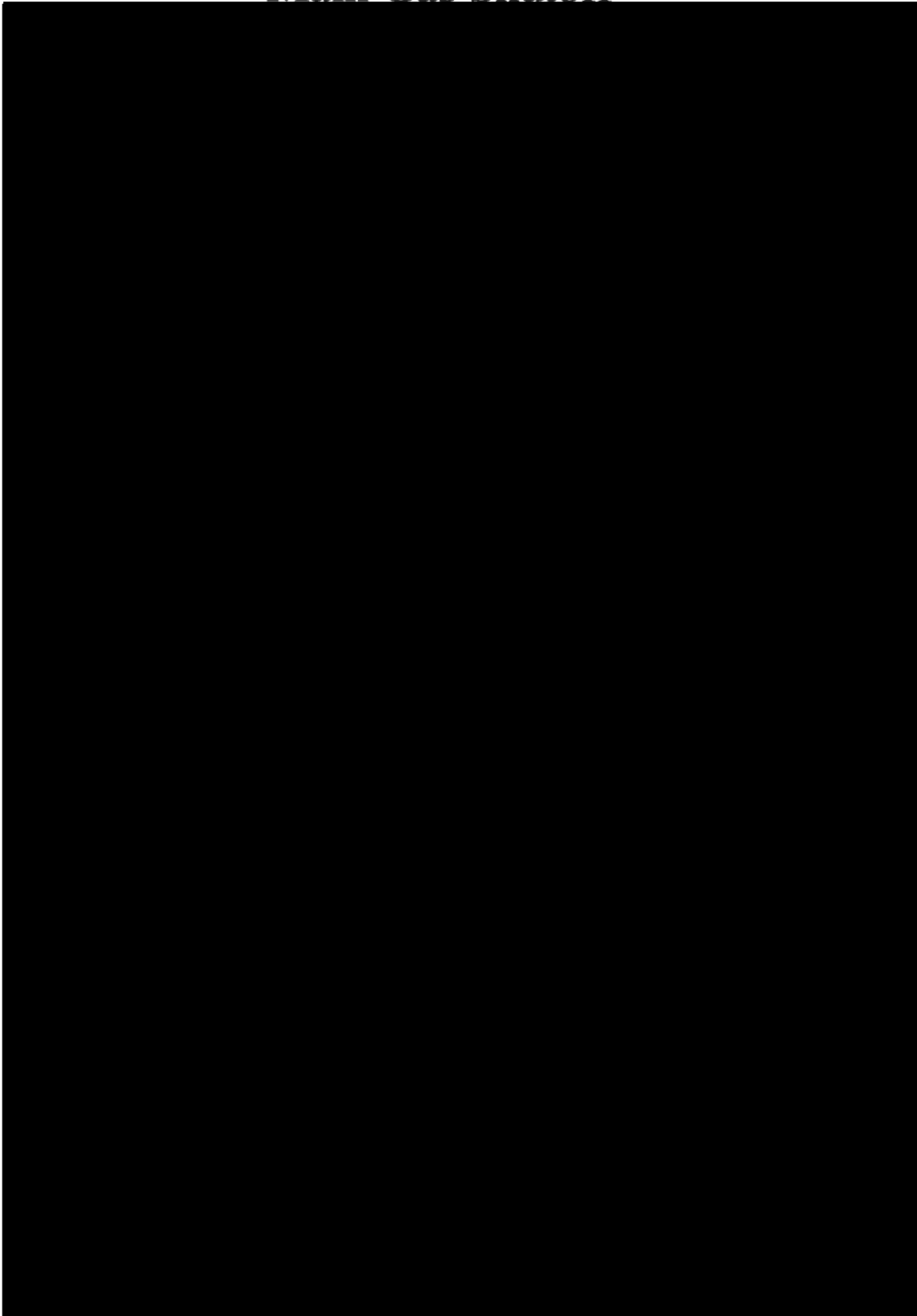
## Fire Evacuation Routes and Sites



## Bomb Threat Evacuation Routes and Sites

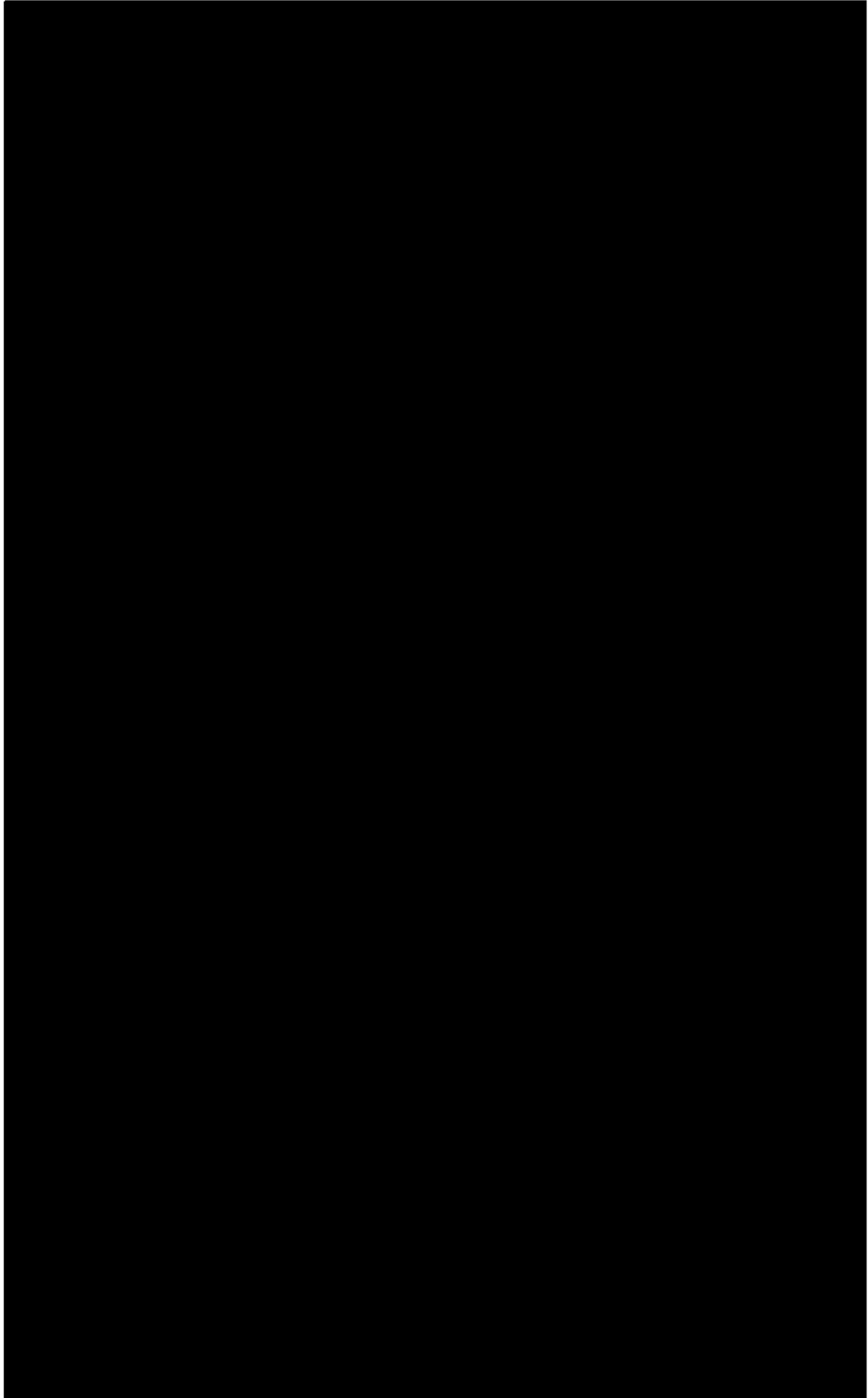


## Main Gas Shutoff





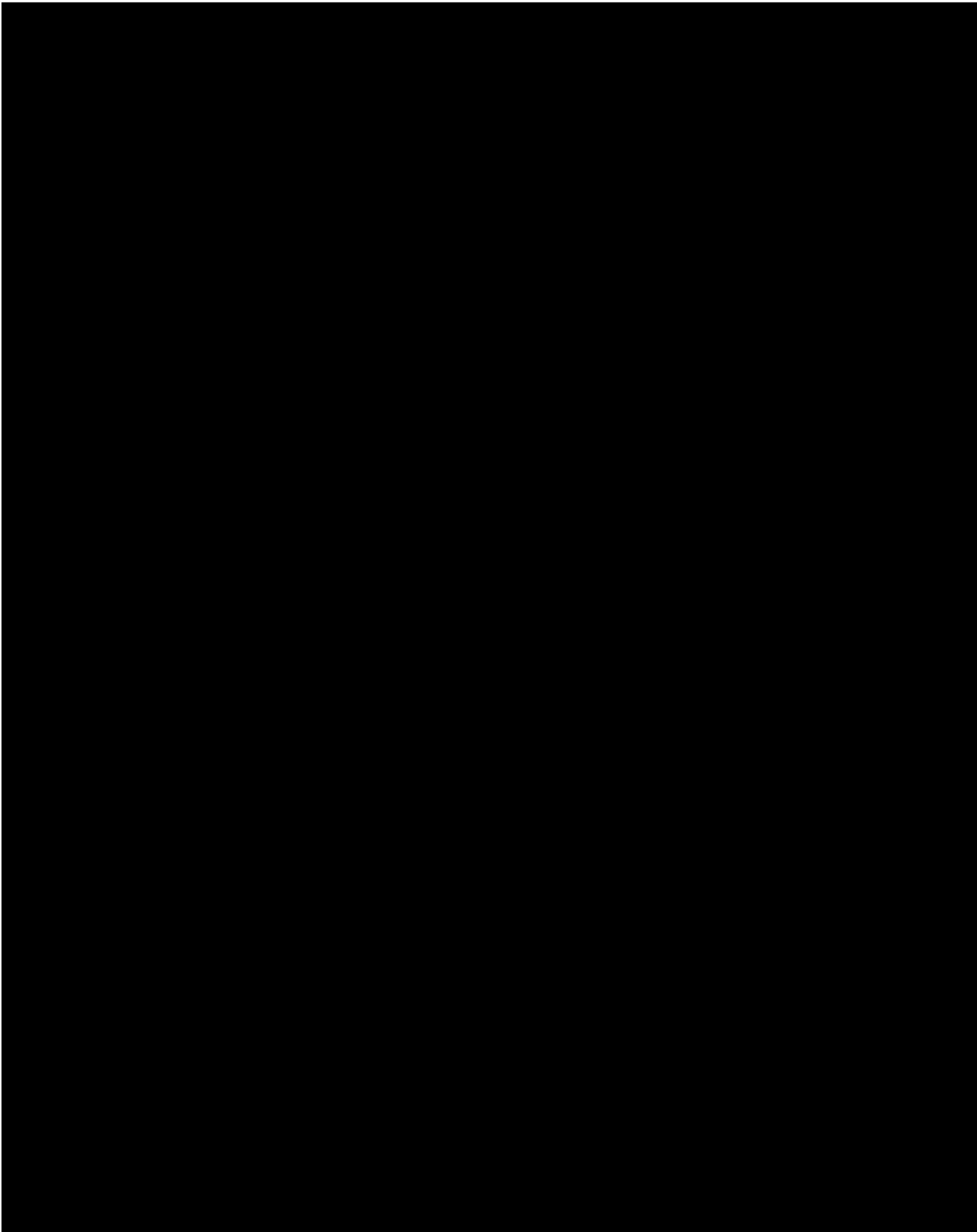
## Main Water Shutoff



MARIN ELEMENTARY SCHOOL

**MARIN STAFF****Room Numbers****9/27/2018**

---



# Ocean View Elementary School

Albany Unified School District



OCEAN  
VIEW

Elementary School

1000 Jackson St., Albany, CA 94706

Phone: (510) 558-4800 Fax: (510) 528-6486

<https://ov.ausdk12.org/>

## Site Plan for Emergencies 2018-2019

Terry Georgeson (Principal)

2-14-19

Prepared by

Date

Principal Signature

Date

Human Resources Director

Date

Superintendent

Date

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## Distribution List

Organization/Location	Last distribution date
Albany Fire Department	Spring 2019
Albany Police Department	Spring 2019
Alameda County Sheriff's Office	Spring 2019
California State Highway Patrol (Oakland Office)	Spring 2019
Albany Emergency Operations Center	Spring 2019
Alta Bates Hospital Emergency Department	Spring 2019
Oakland Children's Hospital Emergency Department	Spring 2019
CA Office of Emergency Services (CalOES)	Spring 2019
AUSD District Office	Spring 2019
School front office	Spring 2019
Other	Spring 2019

component of the overall Emergency Preparedness Plan is to develop site specific strategies and plans for potential emergencies. **Please store in a secure but readily accessible location.** As with

**his plan component should be reviewed, revised and updated by the building principal and**

(Update annually based on the top level plan)

	[REDACTED]		[REDACTED]	
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

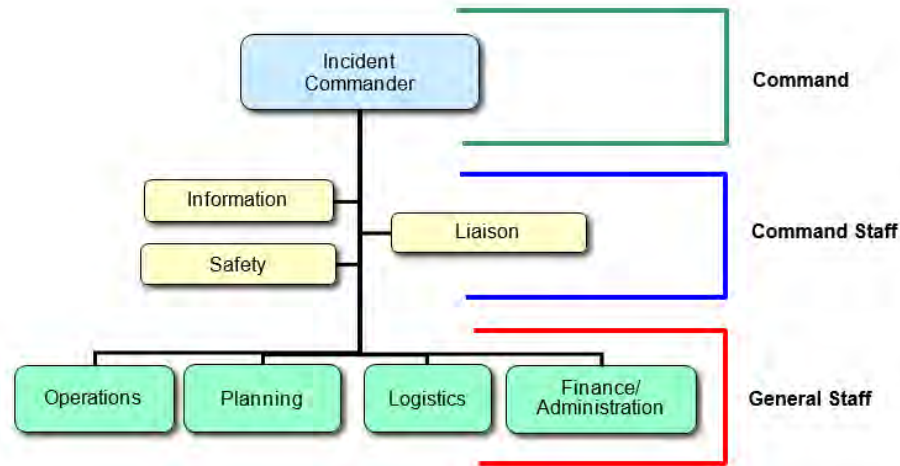
[illegible]

## Emergency Call List – School Incident Command Team

[illegible]

## Incident Command System (ICS)/NIMS Protocol

Incident Command System (ICS) or National Incident Management System (NIMS) is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organized structure. ICS is organized around five functional areas:



**Incident Commander:** sets objectives and priorities, has overall responsibility at the incident or event, appoints command and general staff, conducts incident briefings for staff, scales back personnel as necessary.

### Incident Command Staff:

- **Public Relations Director (PRD):** Point of contact for the media and other people or organizations seeking information.
- **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
- **Liaison Officer:** Point of contact for other agency representatives involved in the incident or event, aids in coordinating their involvement.

### General Staff:

- **Operations Chief:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
- **Planning Chief:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
- **Logistics Chief:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
- **Finance/Administration Chief:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

*Note: Depending on the size of the event, all or some of the above positions may be activated. However, any task not assigned is the responsibility of the Incident Commander.*



**School Specific ICS Structure**  
(Complete expanded roles as needed per incident)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### District Emergency Operations Command (EOC) Team

[illegible]

## School Incident Management Teams - Develops Site Safety Plan

Name	Position
Terry Georgeson	Principal
Shannon Hicks	Secretary
Rebecca Eros	Teacher on Special Assignment
Mrs. Hoffman	Custodian/Food Services Representative
Rachel Anderson	Parent representative
None	Student representative

### Meeting Dates

The school team should meet at least once each school year to review the site plan and discuss overall emergency procedures. It is also suggested that the team consider meeting **as needed** after any of the following occur: 1) a major administrative change at the school 2) a major incident in the district or national media i.e. the Columbine attack) or 3) any time the overall quality or fidelity of the plan are in question.

Purpose	Timeline
<b>Annual plan review and updating</b>	By February of each school year
<b>General review and feedback</b>	As needed, school staff members on the team should convene to review feedback
<b>Drill debriefs</b>	Staff team members should debrief after each drill (can be in staff meeting)

### Drill Evaluation

After each drill, the principal or designee should complete a drill evaluation form to be kept on file with safety records.

## Demographics

### Approximate Number of Students

Grade Level	# of Students	Grade Level	# of Students
Kindergarten	95	Cedars School-Age (ACC)	63
1 <sup>st</sup> Grade	89	Maples School-Age (ACC)	75
2 <sup>nd</sup> Grade	98	Chinese Language (ACC)	35
3 <sup>rd</sup> Grade	68	<b>Total number of students in building: 528</b>	
4 <sup>th</sup> Grade	78		
5 <sup>th</sup> Grade	103		

### Number of Staff

Designation	# of Employees	Designation	# of Employees
Administrators	1	School Food Services	2
Clerical	3	Custodial	2
Teachers	36	Paraprofessionals	4
		Others	2
<b>Total Number of Staff in Building: 50</b>			

### Number of Rooms

Interior Classrooms	27
Portable Classrooms	4
Miscellaneous Rooms (office, gym, cafeteria, closets)	6
Total Number of Rooms	36
Outdoor portable storage buildings	3

### Shelter Information

Does this school have special needs capacity?	*Yes <input type="checkbox"/> No
What is the shelter capacity of this school?	
Emergency Kit Locations?	
First Aid Kit Locations?	

State law requires that each school prepare to be used as an emergency shelter by outside groups such as the American Red Cross. Refer to the Facilities Shelter Use Procedures for more information.

## Emergency Evacuation Kits

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/>	A copy of the school emergency operations plan, along with quick reference guides to all the protocols and emergency telephone numbers of assistance agencies
<input type="checkbox"/>	Student release/sign-out sheets (each homeroom teacher should have sign-out form/current roll)
<input type="checkbox"/>	A copy of the school's most recent safety, security and emergency preparedness report.
<input type="checkbox"/>	Building floor plan with utility shut offs and detailed instructions on disablement
<input type="checkbox"/>	Bus routes and driver contact information
<input type="checkbox"/>	Recent lists of students who ride buses, given by bus/route number
<input type="checkbox"/>	A copy of the most recent picture directory
<input type="checkbox"/>	Special needs students' information
<input type="checkbox"/>	Flashlight and extra batteries
<input type="checkbox"/>	Bullhorn and appropriate batteries
<input type="checkbox"/>	School response team vests and/or badges
<input type="checkbox"/>	AM/FM Radio with extra batteries
<input type="checkbox"/>	Extra communications devices (radios and/or prepaid cell phones)
<input type="checkbox"/>	City/County maps
<input type="checkbox"/>	First Aid Kit
<input type="checkbox"/>	Light Sticks
<input type="checkbox"/>	(10) Legal pads
<input type="checkbox"/>	(10) Ballpoint pens
<input type="checkbox"/>	(10) Felt tip markers
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

## First Aid/Clinic Kit

<b>Primary Kit Location:</b>	
<b>Secondary Kit Location:</b>	
<input type="checkbox"/>	Map of building and neighboring streets, class lists,
<input type="checkbox"/>	Pad of paper/pen/waterproof marker, blank name tags,
<input type="checkbox"/>	Flashlights/ extra batteries, or shake to charge/LED zipper pulls
<input type="checkbox"/>	Gauze rolls: 2", 3", 4"
<input type="checkbox"/>	Compression bandages 2", 3", 4", 6"
<input type="checkbox"/>	Muslin Slings large and medium
<input type="checkbox"/>	Vinyl gloves L and M
<input type="checkbox"/>	Gauze 4X4, 2X2 sterile individual, and bulk
<input type="checkbox"/>	Paper tape 1", Adhesive tape 1"
<input type="checkbox"/>	Benzalkonium wound wipes, individually wrapped
<input type="checkbox"/>	Alcohol wipes, individually wrapped
<input type="checkbox"/>	Emergency scissors
<input type="checkbox"/>	Sammy Splints
<input type="checkbox"/>	Cervical Collar 1 adult/ one pediatric
<input type="checkbox"/>	Band aids, various sizes
<input type="checkbox"/>	Two way radios for MERTT with batteries for all
<input type="checkbox"/>	Electrical tape ½" red, yellow, green, black for each MERTT member
<input type="checkbox"/>	Rescue whistles
<input type="checkbox"/>	Light sticks
<input type="checkbox"/>	Emergency blankets
<input type="checkbox"/>	Water bottles
<input type="checkbox"/>	Small cups
<input type="checkbox"/>	Medication: Benadryl, albuterol, epinephrine from clinic
<input type="checkbox"/>	CPR breathing barriers
<input type="checkbox"/>	Twine/string
<input type="checkbox"/>	Caution tape
<input type="checkbox"/>	Eye pads
<input type="checkbox"/>	Eye Wash

<input type="checkbox"/>	Saline irrigation
<input type="checkbox"/>	Rain ponchos
<input type="checkbox"/>	Face shields with splatter shield
<input type="checkbox"/>	Goggles
<input type="checkbox"/>	Protective gowns
<input type="checkbox"/>	N-95 face shields
<input type="checkbox"/>	Blood stop dressings
<input type="checkbox"/>	ABD pads
<input type="checkbox"/>	Ziplock bags (various sizes)
<input type="checkbox"/>	Suture removal kits
<input type="checkbox"/>	Hand sanitizer
<input type="checkbox"/>	Cold compresses
<input type="checkbox"/>	Q-tips
<input type="checkbox"/>	clipboard
<input type="checkbox"/>	Glucose tablets
<input type="checkbox"/>	Protein bars for responders
<input type="checkbox"/>	Facial tissues
<input type="checkbox"/>	Small bags
<input type="checkbox"/>	Sunscreen
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

## Emergency Utilities Checklist

[illegible]



## **AED**

The Albany Unified School District has equipped every school in the district with at least one AED. Federal regulations require that all AEDs be placed in a location with public access inside the building. This means that all AEDs be readily accessible at all times when the building is occupied.

AED Locations are listed below. When possible, at least one AED should be transported to evacuation or shelter sites during all emergency drills or actual emergency situations.

### **AED Location 1:MPR**

## **CPR/First Aid/AED Instructor on Staff (If applicable)**

Name: Amanda Mendieta

Position/Location: Aquatic Center Director

Type of Instructor Certification: Trainer

## **Staff Certified to Perform CPR/First Aid/AED**

How many: 5

Name: Terry Georgeson

Position/Location: Principal

Type of Certification: CPR

Name: Kendra Knowles

Position/Location: Clerical

Type of Certification: CPR

Name: Renee Theriault

Position/Location: PE

Type of Certification: CPR

Name: Ann Griffith

Position/Location: Teacher

Type of Certification: CPR

Name: Eunice Kim

Position/Location: Teacher

Type of Certification: CPR

## Fire Evacuation Routes and Sites

[REDACTED]

[REDACTED]

[REDACTED]

## Bomb Threat Evacuation Routes and Sites

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

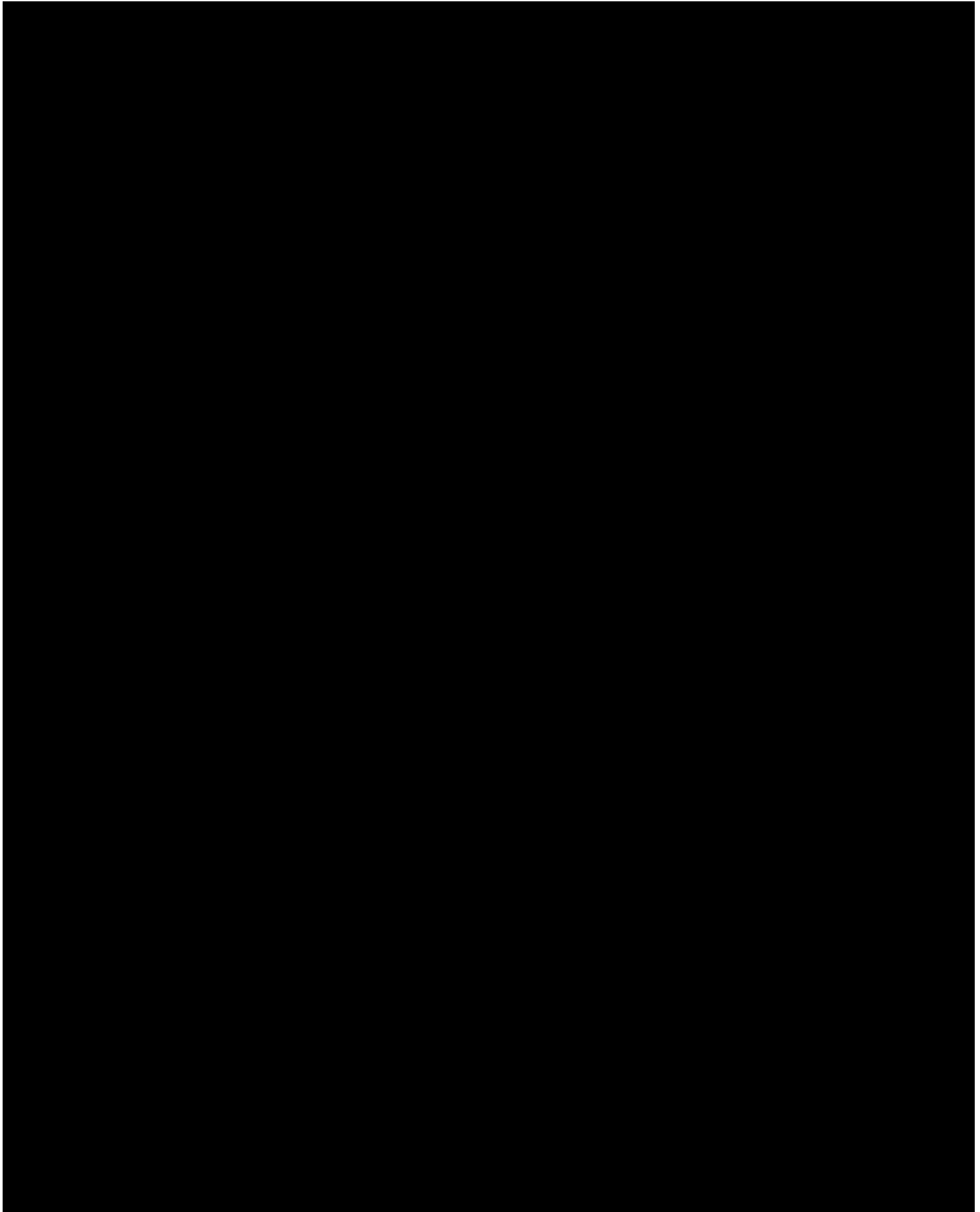
[REDACTED]

## School Access Points/Roadways

[REDACTED]

[REDACTED]

[REDACTED]



## VI. Additional Support documents

## Support Annex: Albany USD K-12 Annual Plan Review Form

<b>School Name:</b>  <b>Date:</b>
<ol style="list-style-type: none"> <li>1) Review the plan for any phone numbers or names that may have changed in the past year.</li> <li>2) Review any issues noted during drills, debriefs or in general feedback from staff and note them below.</li> <li>3) Discuss potential changes and improvements and determine if they should be made at the site level or should be part of the annual district emergency plan review and improvement process.</li> </ol>

### Potential Plan Improvements

Concern	Comments	Action Taken?
<i>Describe concerns here along with any suggested improvements.</i>	<i>Include comments here including justification for action taken.</i>	<i>Describe any actions taken</i>

<b>Site Council members:</b>	
------------------------------	--

Changes made by: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Drill Schedule (Sample)

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This chart is designed to serve as a planning guide and not a strict annual drill schedule. Required drills are marked with an asterisk (\*) and additional drills are suggestions to guide you on developing a detailed drill schedule for your district. You should adjust the number and type of drills based on your protocols and risks.

Month	First Drill	Second Drill	Other
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

California code minimums: Two fire drills per year and one lockdown drill.

## Drill Schedule

Each school is **REQUIRED** to conduct a series of drills during the school year. The drill schedule allows for flexibility among individual schools. Before the start of school, each school will submit a Drill Schedule. After each drill, each school's administrator or designee will complete a drill evaluation form and return it promptly to the Director of School Safety.

## Fire

- California law requires that elementary schools complete **monthly** fire drills each school year and middle and high schools are required to complete a minimum of two fire drills per school year.
- **The Albany Unified School District** requires that fire drills address possible emergency situations such as the primary evacuation route being blocked, a teacher smelling smoke and pulling the fire alarm, and a fire during lunch or other event during the school day.
- Upon completion of a fire drill: Complete the Drill Evaluation Form located \_\_\_\_\_.

Month	Day/Date	Scenario	Time

=**General Fire Drill:** General evacuation procedures are used. *Primary evacuation route is assessed.*

\***Blocked Access:** General evacuation procedures are used; however, the primary evacuation route is blocked so students/staff must choose an alternate route. *Alternate evacuation route is assessed.*

\*\***Staff Pull:** An administrator prompts a teacher or support staff member in the building to pull the fire alarm using a verbal scenario. *Primary evacuation route is assessed, fire alarm pull is tested, and teachers are empowered to activate the fire alarm if they detect a fire.*

\*\*\***Alternate Route:** Everyone evacuates using their alternate evacuation route. *Alternate evacuation route is assessed.*

+**Surprise Drill:** No Teachers and/or Staff are notified that a drill is to take place. (This is especially important so we can test how special needs students will be evacuated.) *Primary or Alternate evacuation route is assessed, teachers response in emergency is appraised, special education/ special needs response is evaluated.*

## Safe Havens International's Emergency Plan Development Templates

# Drill Scenarios and Sample Exercise Plans

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*Safe Havens International's Emergency Plan Development Templates*

**Exercise Plan**

3.22.	[REDACTED]	
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**Exercise Plan****1. Cautions about Using the Exercise Planning Templates**

The following scenarios are designed to be utilized by school system Crisis Response Team members who have completed formal training in exercise design and evaluation and/or with the assistance of trained emergency management personnel. Poorly conducted drills and exercises can result in excessive stress, injury and even death. The following scenarios are designed for utilization in a progressive exercise program as recommended by the Federal Emergency Management Agency, the United States Department of Education, and state emergency management agencies. The Federal Emergency Management Agency offers free online and classroom training programs on exercise design and evaluation for communities. Though these courses are not school specific, they provide valuable insight into the exercise design and evaluation process and we highly recommend that our clients take advantage of these quality free resources. Many state emergency management agencies also offer free training in exercise design and evaluation. These scenarios are designed to dramatically reduce the amount of time, expense and effort required to develop, plan, coordinate and evaluate high quality school specific drills and exercises.

This section includes a variety of scenarios for use in drills, tabletop exercises and functional exercises. Many of these scenarios may also be used for full-scale exercises. The forms and checklists at the end of this section were developed for use in a school environment by Safe Havens International from those included in the FEMA Exercise Design Course Manual (IS-139).

**Exercise Plan****2. Drills**

Note: School staff and students should be notified in advance that drills will be conducted within a given time frame. For example, if the school has never practiced blocked access evacuation during fire drills, students and teachers should be advised of the change and how to determine that a hallway blockage is being simulated during fire drills. While the exact time and date of drills may not need to be pre-announced, drills that are a complete surprise to staff and students can be dangerous, result in lost confidence and undermine efforts to teach staff and students to remain calm during crisis situations. Remember, drills and exercises are designed to test plans, procedures and equipment – not people. Heightened levels of preparedness will result if staff and students see drills as an opportunity to practice emergency skills and procedures rather than as a test.

**2.1. Blocked Access Fire Drill**

During each fire drill, an administrator and/or Crisis Response Team members selects one or more hallways or exit doors and stands in front of the selected area with a large sign that says “Blocked access, chose an alternate route”.

Teachers and staff should be advised that when they encounter a blocked access sign, they should select the nearest alternate exit route. The areas selected for blockage should be alternated with each drill. It is often helpful to have local fire service personnel periodically evaluate this type of drill.

**2.2. Severe Weather Shelter Drill**

During this drill, staff and students should proceed to the nearest shelter area and assume the duck and cover position. Periodically, it is a good idea to conduct these drills while some staff and students are engaged in outdoor activities. Having local emergency management officials present during severe weather shelter drills can help to ensure that teachers and staff are only using appropriate areas of the building for shelter areas.

**2.3. Reverse Evacuation Drill**

It can save time to conduct reverse evacuation drills when concluding a scheduled outdoor activity such as a pep rally. Reverse evacuation drills can also be conducted when it is time to move staff and students back into the building after a fire drill.

**2.4. Lockdown Drill**

Often, preventive lockdown drills are only conducted once each year to ensure that staff members understand the difference between full emergency lockdown and preventive lockdown procedures. It is often preferable to conduct preventive lockdown drills with students on campus and conduct full emergency lockdown drills with staff members only

**Exercise Plan**

when students are not on campus. Many schools also occasionally conduct lockdown drills at a time when students are not in class.

**2.5. Shelter in Place Drill**

Shelter in place drills are often conducted when students are not present. This allows staff to practice the procedures without disrupting class time. If students are not present when shelter in place drills are conducted, they should have the procedures explained to them at the beginning of each school year.

**2.6. Emergency Bus Loading Drill**

This type of drill is conducted most often with elementary school children to prepare them to be evacuated to a family reunification site in the event of an emergency. These drills can be conducted with actual buses or with bus outlines being drawn in a parking lot with chalk. In this type of drill, students are evacuated from the building and loaded onto buses or simulated buses. Roll should be taken once the loading is complete.

**2.7. Emergency Bus Evacuation Drill**

All staff and students should participate in at least one emergency bus evacuation drill each year. This is necessary as students who ordinarily do not ride the bus may need to ride a bus during a field trip or emergency evacuation. Students who regularly ride the bus should participate in additional drills. Many school districts conduct additional drills for special needs buses since evacuation procedures are more complex.

*Safe Havens International's Emergency Plan Development Templates*  
**Exercise Plan**

**3. Table Top Scenarios**

**3.1. Teacher Having a Heart Attack in Class**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[illegible]

\_\_\_\_\_

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates*  
**Exercise Plan**

3.12.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates*  
**Exercise Plan**

#### **4. Functional Exercises**

These are general scenarios that can be adapted to fit your situation. At the end of this section there is a chart with several generic messages that can be used for functional exercises.

##### **4.1. [REDACTED]**

[REDACTED]

[REDACTED]

##### **4.2. Snow Storm**

It is the morning of January 26, a cloudy day with a temperature reading of 28 degrees Fahrenheit. By noon, snow begins to fall and winds begin to increase. By 3:00 p.m., five inches of snow have fallen and forecasters are calling for snow to continue throughout the afternoon and evening. As offices close down early, traffic jams form throughout the city. By 6:00 p.m., snowfall has reached 12 inches and many vehicles are getting stuck in drifting snow. By 10:00 p.m., accumulations have reached 18 inches and temperatures

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**Exercise Plan**

have fallen to 21 degrees Fahrenheit. Hundreds of vehicles are abandoned in high drifts and people are forced to walk to shelters or remain in their vehicles. The interstate highway that runs through town is also full of stranded motorists who are unfamiliar with the area. People who leave their vehicles run the risk of becoming disoriented and lost, while those who remain in their vehicles run the risk of freezing or being poisoned by carbon monoxide from their vehicles' exhausts. The overnight forecast calls for temperatures to dip into the teens with continued blowing snow.

Questions:

1. What actions will the school ask transportation personnel to take?
2. What arrangements can be made to provide shelter for students/and or parents if they become stuck at the school?
3. How will emergency information concerning the storm be disseminated?

### 4.3. Flash Flood-Public Information

It is 2:00 pm and you have just learned that the National Weather Service has issued a flash-flood warning for the portion of the river that runs through your county. The vulnerable area is primarily residential but also includes a recreational picnic area alongside the river and one middle school in your district. At this time, there is no flooding.

Questions:

1. What methods could you use to distribute the warning?
2. Within this specific situation, you have a variety of messages to communicate to different audiences. Draft your message and identify what method you would use to send each message.

### 4.4. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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**Exercise Plan**

[REDACTED]

#### 4.5. General Messaging Slips for Functional Exercises

**LEAD ADMINISTRATOR/PRINCIPAL:** You have just had a heart attack, report to the

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] acilitator. The facilitator will assess the answers and share findings with the group.

**Exercise Plan****5. Detailed Functional Exercise Scenarios**

The following functional exercise scenarios are more detailed and include their own sets of messages at the end of each one:



*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

**Exercise Plan****6. Sample Exercise Forms**

The following forms were developed from those found in the manual for the FEMA Independent Study Course 139 – Exercise Design. They have been adapted for use in a school setting by Safe Havens International. They can help guide the exercise process from beginning to end, with forms dealing with pre-planning, planning, exercise execution and post-exercise analysis of the event. Some apply to all types of exercises, and others are specifically for or only appropriate for certain exercise types. Many of the forms are unfinished or highly incomplete – these forms must be tailor-made to fit your specific situation, and therefore are meant to provide only a starting point.

The forms are as follows:

- Exercise Needs Assessment
- Tabletop Exercise Development Checklist
- Functional Exercise Development Checklist
- Full-scale Exercise Development Checklist
- Exercise Resource and Cost Assessment
- Activities Schedule
- Statement of Purpose
- Events and Actions Planning Sheet
- Message Planning Sheet
- Sample Messaging Slip
- Observation Checklist
- Evaluator Comment Form
- Event Response Log
- Problem Log
- Exercise Critique Form

*Safe Havens International's Emergency Plan Development Templates*

**Exercise Plan**

## 6.1. Exercise Needs Assessment

List which hazards exist and which need to be covered in one or more exercises:

<b>Hazard</b>	<b>Exists</b>	<b>Needs Practice</b>
Airplane Crash	<input type="checkbox"/>	<input type="checkbox"/>
Dam Failure	<input type="checkbox"/>	<input type="checkbox"/>
Drought	<input type="checkbox"/>	<input type="checkbox"/>
Biological Outbreak/Attack	<input type="checkbox"/>	<input type="checkbox"/>
Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
Fire	<input type="checkbox"/>	<input type="checkbox"/>
Flood	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous Material Spill	<input type="checkbox"/>	<input type="checkbox"/>
Hostage Situation	<input type="checkbox"/>	<input type="checkbox"/>
Hurricane	<input type="checkbox"/>	<input type="checkbox"/>
Landslide/Mudslide	<input type="checkbox"/>	<input type="checkbox"/>
Long-term power failure	<input type="checkbox"/>	<input type="checkbox"/>
Mass Fatality Incident	<input type="checkbox"/>	<input type="checkbox"/>
Radiological Release	<input type="checkbox"/>	<input type="checkbox"/>
Shooting	<input type="checkbox"/>	<input type="checkbox"/>
Terrorist Incident	<input type="checkbox"/>	<input type="checkbox"/>
Tornado	<input type="checkbox"/>	<input type="checkbox"/>
Train Derailment	<input type="checkbox"/>	<input type="checkbox"/>
Wildfire	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

### Secondary Hazards

Check the secondary hazards which may result from one hazard listed above:

<b>Hazard</b>	<b>Exists</b>	<b>Needs Practice</b>
Communication Breakdown	<input type="checkbox"/>	<input type="checkbox"/>
Power Outage	<input type="checkbox"/>	<input type="checkbox"/>
Traffic Problems	<input type="checkbox"/>	<input type="checkbox"/>
Mass Evacuations	<input type="checkbox"/>	<input type="checkbox"/>
Family Reunification	<input type="checkbox"/>	<input type="checkbox"/>
Medical Services Overload	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

### Hazard Priority

List the hazards which are most likely to happen often or most severely, considering:

- Frequency

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**Exercise Plan**

- Likelihood
- Size and intensity
- Location
- Duration
- Warning and preparation time
- Possible damage to students and faculty, facilities, functions, and properties
- Potential for secondary hazards

<b>Hazard</b>	<b>Location</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

**Functions**

Which functions need practice (include new functions, functions that haven't been practice recently, or functions which simply need more work):

Emergency Response Plan	<input type="checkbox"/>	Communications	<input type="checkbox"/>
Emergency Alert System	<input type="checkbox"/>	Coordination	<input type="checkbox"/>
Emergency Public Information	<input type="checkbox"/>	Damage Assessment	<input type="checkbox"/>
Medical Care	<input type="checkbox"/>	Family Reunification	<input type="checkbox"/>
Emergency Transportation	<input type="checkbox"/>	Resource management	<input type="checkbox"/>
Continuity of Operations	<input type="checkbox"/>	Recovery Plan	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>

**Agencies**



What agencies should participate in an exercise? Reasons for inclusions are: updated plans or policies, designated emergency management roles, coordinating agencies such as those included in Mutual Aid Agreements, agencies needed for an actual event.

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Indicate the status of each program to determine those in need of practice:

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**Exercise Plan**

Communications				
Other:				
Other:				
Other:				

**Exercise Plan****6.2. Tabletop Exercise Checklist****Planning**

- ñ Needs Assessment
- ñ Statement of Purpose
- ñ Objectives

**Design**

- ñ Narrative
- ñ Possible Events
- ñ Cascading Events
- ñ Messaging Slips
- ñ Expected Actions
- ñ Activities Schedule
- ñ Communications

**Preparation**

- ñ Participants
  - ñ Facilitator
  - ñ Players
- ñ Training
- ñ Materials
  - ñ Message Forms
  - ñ Easels, Dry Erase Boards
  - ñ Messaging format
    - ñ PowerPoint
    - ñ Radio
    - ñ Messaging Slips
  - ñ Name tags
- ñ Briefing
  - ñ Objectives
  - ñ Ground Rules
- ñ Narrative
- ñ Pacing Methods
  - ñ Time lapses
  - ñ Adding/Deleting messages (have extra messages prepared)
  - ñ Misdirecting/Reassigning messages
  - ñ Involve everyone, encourage quiet/uninvolved players

**Debriefing**

- ñ Evaluation
- ñ Interactive discussion

**Exercise Plan****6.3. Functional Exercise Checklist****Planning**

- ñ Needs Assessment
- ñ Statement of Purpose
- ñ Objectives
- ñ Site selection
  - ñ Size adequate for needs
  - ñ Parking
  - ñ Realistic Location
  - ñ Availability

**Design**

- ñ Narrative
- ñ Possible Events
- ñ Cascading Events
- ñ Messaging Slips
- ñ Expected Actions
- ñ Activities Schedule
- ñ Communications

**Preparation**

- ñ Participants
  - ñ Controllers
  - ñ Simulators
  - ñ Evaluators
  - ñ Players
- ñ Training
  - ñ Players
  - ñ Controllers
- ñ Materials
  - ñ Communications
  - ñ Maps and Charts
  - ñ Event Log
  - ñ Status Board
  - ñ Simulation Plotting Board
  - ñ Message Forms
  - ñ Easels, Dry Erase Boards
  - ñ Messaging format
    - ñ PowerPoint
    - ñ Radio
    - ñ Messaging Slips
  - ñ Name tags
- ñ Briefing
  - ñ Objectives
  - ñ Process
  - ñ Time format
  - ñ Ground Rules

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

ñ Narrative

ñ Pacing Methods

ñ Time lapses

ñ Adding/Deleting messages (have extra messages prepared)

ñ Misdirecting/Reassigning messages

**Debriefing**

ñ Evaluation

ñ Interactive discussion

**Exercise Plan****6.4. Full-Scale Exercise Checklist****Planning**

- ú Needs Assessment
- ú Statement of Purpose
- ú Objectives
- ú Cost & Budget
  - ú Equipment
  - ú Food
  - ú Wages/Overtime
  - ú Fuel
- ú Equipment/Supplies
- ú Site selection
  - ú Size adequate for needs
  - ú Parking
  - ú Realistic Location
  - ú Availability

**Design**

- ú Narrative
- ú Possible Events
- ú Cascading Events
- ú Messaging Slips
- ú Expected Actions
- ú Activities Schedule

**Preparation**

- ú Call-off Procedures
- ú Communications
- ú Legal Liability
- ú Messaging Slips
- ú Notification of all possible involved Agencies
  - ú Local Government Agencies
  - ú State Agencies
  - ú National Agencies
  - ú Volunteer Groups
  - ú Red Cross
  - ú Media
  - ú Misc. Agencies

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- ú Participants
  - ú Controllers
  - ú Simulators

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

- ú Evaluators
- ú Players
- ú Safety Officer
- ú Media
  
- ú Press Release
- ú Safety
  - ú Hazards identified and resolved
  - ú Safety Briefing
  - ú Safety Officer designated and given authority
  
- ú Statement of Purpose released
- ú Training
  - ú Players
  - ú Controllers
  - ú Simulators (Realism)
  - ú Safety Training
  
- Debriefing**
  - ú Evaluation
  - ú Interactive discussion

## **6.5. Exercise Resources and Cost Assessment**

1. What facilities would be used during an emergency?

Which will be required for this exercise?

2. What types of costs will be required for this exercise?

- a. Personnel:

- b. Equipment:

- c. Facilities:

- d. Supplies:

- e. Food:

- f. Miscellaneous:



*Safe Havens International's Emergency Plan Development Templates***Exercise Plan**

3. Are there any resource barriers that must be overcome?

[illegible]

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**Exercise Plan**

## 6.7. Statement of Purpose

The purpose of the planned emergency response exercise is to improve and practice the following functions, as applied to the following organizations:

1. School District:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. School Police Department:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. City Police Department:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. County Sheriff's Office:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. Etc.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_

*Safe Havens International's Emergency Plan Development Templates*  
**Exercise Plan**

### 6.8. Events and Actions Planning Sheet

Objective #	Major Event	Description	Expected Actions	Agencies Concerned

[illegible]

*Safe Havens International's Emergency Plan Development Templates*  
**Exercise Plan**

## **6.10. Emergency Exercise Message Form**

**To:**

**From:**

**Method of delivery:** ☐ Radio ☐ In Person ☐ Message Slip ☐ Powerpoint

**Message #:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Content:**

**Response:**

**From:**

**Time sent:**

[illegible]

*Safe Havens International's Emergency Plan Development Templates*  
**Exercise Plan**

## **6.12. Evaluator Comment Form**

Evaluator:

Date:

Location:

Objective:

Function being Evaluated:

Objective #:

Observation Comments:



### 6.13. Event Response Log

[illegible]

*Safe Havens International's Emergency Plan Development Templates***Exercise Plan****6.14. Problem Log**

Evaluator Name:

Date:

Event Time	Major Event	Problem	Evaluation

**Exercise Plan****6.15. Exercise Critique Form**

Please take a few minutes to fill out the following form as completely as possible. Your comments and suggestions will help us to improve emergency operations and any future exercises.

Evaluator Name:

Date:

Agency:

1. Please rate the exercise on the following scale:

<b>Very Poor</b>										<b>Excellent</b>
1	2	3	4	5	6	7	8	9	10	

2. Please rate the overall exercise in comparison with any previous exercises you have been involved with:

	1	2	3	4	5	6	7	8	9	10
Very Poor										Excellent

3. Was the exercise realistic in simulating an emergency and emergency response?

4. Please describe any problems that you noticed with any aspect of the exercise, along with any suggestions for improving or removing the problem:

5. Do you have any suggestions for future exercises, including but not limited to: additional problems that would be faced in an actual emergency, ways to improve realism, or additional factors that would contribute to a more effective training experience?

6. Do you have any additional comments or suggestions on the exercise?

during your review.

## Albany Unified School District

# **SPECIAL NEEDS EMERGENCY PLANNING TEMPLATE**

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## Instruction for Use of this Template

During an emergency, special needs individuals may need extra help. This includes staff, students and visitors needing special assistance. Some examples include, but are not limited to, someone with a long-term disability; infants or toddlers, someone with a short-term disability, like a broken arm or a leg; expecting mothers, or non-native English speakers. You can use this form to create a plan for each individual needing special assistance during a crisis.

Always include parents during this process if you are making a plan for a student. Parents are an integral part of the case conference process and must be invited to attend when reviewing or revising the plan. Remember to have the form translated if the parent or student is a non-native English speaker.

If appropriate, include the individual during the planning process. Many people are already knowledgeable about their own needs and will be able to help create a more effective plan.

As students change locations throughout the school day, responsibility for assisting with evacuation will shift to the next person in charge of the student. This form contains a section where you can list the primary and secondary staff members, evacuation routes and assembly areas for each location. Consideration should be given to the size and weight of the individual, the distance required to reach the assembly area, whether a wheelchair or stroller can be moved over or through the area, and obstacles such as steps, curbs, streets, intersections, traffic, etc.

Those with a tendency to wander off need to have additional physical boundaries and supervision once they reach the evacuation assembly areas. Determine if the assembly area needs to be secured to prevent students from wandering off.

To finish this plan, add any additional comments that would be helpful. Be sure to write your name and the date the plan was completed. If the plan is for a student, be sure to have the parent sign and date it also. Make revisions as necessary when the person's needs change or key environments at school change.

To ensure that this information is available in the event of an emergency, keep this plan with the individual's IEP (if applicable) as well as in your Emergency Evacuation Kit, Go-Kit, etc., and in your substitute folder. Remember that most of the student's or staff members' disability information is confidential and requires specific authorization for access.

Realistic, controlled training is the only way you will discover some challenges. If you have special equipment available, all employees should practice setting up the equipment in order to be ready for an emergency. Everyone should learn how to utilize evacuation chair devices – don't wait until you get a student or staff member with limited mobility. By training your entire staff, you allow any member to help a person with a disability in an unforeseen situation.

Periodically include first responders (fire, ambulance, and police) in your drills as this can help students understand what to expect in emergencies. This also provides opportunities for students and first responders to interact and become comfortable with one another.

Here are some additional steps you can take to better prepare for a crisis:

- Learn your building. Familiarize yourself with multiple ways out of the building and identify potential obstacles.
- Don't always rely on your primary evacuation route. Previously established routes may have to be modified depending on the emergency. Remember that staff members are empowered to take independent actions in life-threatening situations.
- Ensure that you have signage in other languages like Spanish due to our large population of Spanish-speakers in school. You may also need appropriate tactile signage for those with visual impairments. Practice "way-finding" and other methods for learning exit routes with blind or low vision people.
- Determine what evacuation equipment and supplies are needed. If you have a multiple story building, evacuation devices such as chair-lifts and Evac-U-Trac's may be necessary.
- If you have a childcare or preschool in your building, multi-seat strollers, baby-packs, and other equipment may be needed.
- Keep hallways clear. Ensure that stairwells are not blocked and keep stairwell entrances and exit doors unlocked.
- Check that exit signs are placed above exit doors and test emergency lighting regularly.
- Secure your space to prevent objects from falling and injuring people or blocking exit routes. Attach bookcases and other tall furniture to the wall, move heavy objects to lower shelves, and keep clear paths to your exit doors.
- Some students will need specific supplies to assist in their evacuation. Students affected by loud noises may need head phones, those with hearing impairments, cognitive disabilities, or limited English might require visual communication cards, others might have specific medical or nutritional requirements, while some may need calming toys like stuffed animals, hand fidgets, or rubber balls. Determine the special supplies that are needed, and write them in this section.
- Assemble a kit with these items and keep it near your escape route so it will be ready to go and easy to grab when evacuating. Preschools and childcares should keep an updated child & parent contact list and phone tree in their kits and in the School Safe Team go-kit since these children are not in the normal student enrollment records database & lists. And as always, bring your two-way radio with you when evacuating to help facilitate effective communication with the School Safe Team.
- When assisting the visually impaired, don't grab their arm. Ask him or her to hold your arm or elbow as you make your way to the nearest exit. If they have a service animal (e.g., a seeing-eye dog), make sure the animal is familiar with as many staff members as possible.
- When assisting the hearing impaired or those with language barriers get the attention of the person by touch and eye contact. Have written notes or pictures cards ready, if appropriate, which explain the existence and nature of the emergency. Use gestures to provide information

and instruction.

- For those with mobility limitations, determine how many people are needed to move the person through the exit route (e.g., up or down stairs). When lifting, determine the ability of the person to move his extremities relative to pain, catheters, leg bags, braces, respirators, etc. When staff members are required to lift and carry others, they must be trained in proper lifting and carrying techniques. Untrained persons should not attempt to move persons with mobility impairments up or down stairs.
- If practical, have available staff members exit with the manual wheelchair of those able to evacuate without its use. For staff safety, pre-determine how the chair will be lifted and evacuated and practice in advance of an emergency. After evacuation, and as soon as safely possible, transfer the disabled person back into his wheelchair.



## Special Needs Crisis Planning Form (CONFIDENTIAL)

Name	
Student? (Y/N)	
School/Facility	
Student/Employee ID	
Date Created	
Parent Review Date	
Parent Name	
Parent Signature	
Teacher of Record	
Teacher of Record Signature	

### Update History

Date	Staff Name	Staff Signature	Parent Name	Parent Signature	Individual Signature

Be sure to keep an updated electronic as well as hard copy of this form with the student's Individual Education Plan as well as any appropriate Emergency Evacuation Kits, Go-Kits, etc. Include a current copy of the individual's schedule (as applicable) to this form.

## Special Needs/Level of Independence

	Comments
Wheelchair	
Crutches, cane, etc.	
Mobility needs	
Language barrier	
Visual impairment	
Auditory impairment	
Service Animal	
Special Medications	
Relevant Medical Conditions	
Specific Care Needs	
Other	

## Equipment Needed

*[These are only suggested commonly used pieces of equipment – add or edit these as necessary]*

Equipment	Comments	Location
Wheelchair		
Chairlift		
Keys for chairlift		
Stair-climbing equipment	<i>Example: Evac-U-Trac</i>	
Keys for additional equipment		
Stroller		
Baby pack		
Playpen		
Blankets		
Earmuffs/ Headphones		
Hand fidgets/ Calming toys		
AED		
Emergency Protocol Flash Cards		
First-aid kit		
Snacks		
Drinks		
Tissues		

## Special Concerns

Item	Comments
In-service of staff	
Sensitive to Touch	
Sensitive to Light	
Sensitive to Sound	
Loud reactions to stress	
Speaks a foreign language, sign language or reads lips	
Allergies	
Student Assistant Responsibilities	
In-service training for student assistants	
Wheelchair lift & carry training	
Wandering	
Other	

## Locations and Assigned Personnel

Location:	
Room number	
Primary staff member	
Secondary staff member	
Primary Evacuation Route	
Secondary Evacuation Route	
Primary Assembly Area	
Secondary Assembly Area	
Communications issues	(Classroom does not have PA, bad cell phone reception, etc.)
Additional Comments	

## **Narrative Format**

*Use this section to provide any additional narrative description of the individual's special needs. While the previous pages asked for detailed information as a guide for planning, this section can serve as your plain-English instructions and description for the individual's specific needs.*

## Albany Unified School District

# **SPECIAL PROGRAMS EMERGENCY PLANNING TEMPLATE**

**Program:** \_\_\_\_\_  
**Site:** \_\_\_\_\_

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## Instruction for Use of this Template

During an emergency, special needs individuals may need extra help. This includes staff, students and visitors needing special assistance. Some examples include, but are not limited to, someone with a long-term disability; infants or toddlers, someone with a short-term disability, like a broken arm or a leg; expecting mothers, or non-native English speakers. You can use this form to create a plan for each program serving individuals who may need special assistance during a crisis.

Those with a tendency to wander off need to have additional physical boundaries and supervision once they reach the evacuation assembly areas. Determine if the assembly area needs to be secured to prevent students from wandering off.

Realistic, controlled training is the only way you will discover some challenges. If you have special equipment available, all employees should practice setting up the equipment in order to be ready for an emergency.

Periodically include first responders (fire, ambulance, and police) in your drills as this can help students understand what to expect in emergencies. This also provides opportunities for students and first responders to interact and become comfortable with one another.

Here are some additional steps you can take to better prepare for a crisis:

- Learn your building. Familiarize yourself with multiple ways out of the building and identify potential obstacles.
- Don't always rely on your primary evacuation route. Previously established routes may have to be modified depending on the emergency. Remember that staff members are empowered to take independent actions in life-threatening situations.
- Ensure that you have signage in other languages like Spanish due to our large population of Spanish-speakers in school. You may also need appropriate tactile signage for those with visual impairments. Practice "way-finding" and other methods for learning exit routes with blind or low vision people.
- Determine what evacuation equipment and supplies are needed. If you have a multiple story building, evacuation devices such as chair-lifts and Evac-U-Trac's may be necessary.
- If you have a childcare or preschool in your building, multi-seat strollers, baby-packs, and other equipment may be needed.
- Keep hallways clear. Ensure that stairwells are not blocked and keep stairwell entrances and exit doors unlocked.
- Check that exit signs are placed above exit doors and test emergency lighting regularly.
- Secure your space to prevent objects from falling and injuring people or blocking exit routes. Attach bookcases and other tall furniture to the wall, move heavy objects to lower shelves, and

keep clear paths to your exit doors.

- Some students will need specific supplies to assist in their evacuation. Students affected by loud noises may need head phones, those with hearing impairments, cognitive disabilities, or limited English might require visual communication cards, others might have specific medical or nutritional requirements, while some may need calming toys like stuffed animals, hand fidgets, or rubber balls. Determine the special supplies that are needed, and write them in this section.
- Assemble a kit with these items and keep it near your escape route so it will be ready to go and easy to grab when evacuating. Preschools and childcares should keep an updated child & parent contact list and phone tree in their kits and in the School Safe Team go-kit since these children are not in the normal student enrollment records database & lists. And as always, bring your two-way radio with you when evacuating to help facilitate effective communication with the School Safe Team.
- When assisting the visually impaired, don't grab their arm. Ask him or her to hold your arm or elbow as you make your way to the nearest exit. If they have a service animal (e.g., a seeing-eye dog), make sure the animal is familiar with as many staff members as possible.
- When assisting the hearing impaired or those with language barriers get the attention of the person by touch and eye contact. Have written notes or pictures cards ready, if appropriate, which explain the existence and nature of the emergency. Use gestures to provide information and instruction.
- For those with mobility limitations, determine how many people are needed to move the person through the exit route (e.g., up or down stairs). When lifting, determine the ability of the person to move his extremities relative to pain, catheters, leg bags, braces, respirators, etc. When staff members are required to lift and carry others, they must be trained in proper lifting and carrying techniques. Untrained persons should not attempt to move persons with mobility impairments up or down stairs.
- If practical, have available staff members exit with the manual wheelchair of those able to evacuate without its use. For staff safety, pre-determine how the chair will be lifted and evacuated and practice in advance of an emergency. After evacuation, and as soon as safely possible, transfer the disabled person back into his wheelchair.



## Special Programs Crisis Planning Form

Program Name	
School/Facility	
Facility Address	
Program Director	
Assistant Director	
Brief Description of Program (Purpose/ Students Served/Etc)	
Notes	

## Update History

Date	Staff Name	Staff Signature	Parent Name	Parent Signature	Individual Signature

Be sure to keep an updated electronic as well as hard copy of this form with the student's Individual Education Plan as well as any appropriate Emergency Evacuation Kits, Go-Kits, etc. Include a current copy of the individual's schedule (as applicable) to this form.

## Special Considerations

	Comments
Mobility needs	
Language barriers	
Visual impairment	
Auditory impairment	
Service Animals	
Special Medications	
Relevant Medical Conditions	
Specific Care Needs	
Other 1	
Other 2	

## Equipment Used at this Facility

*[These are only suggested commonly used pieces of equipment – add or edit these as necessary]*

Equipment	Comments	Location
Guide-me-Rope		
Reflective Vests		
Wheelchair		
Chairlift		
Keys for chairlift		
Stair-climbing equipment	<i>Example: Evac-U-Trac</i>	
Keys for additional equipment		
Stroller		
Baby pack		
Playpen		
Blankets		
Diapers		
Diaper disposal bags		
Baby wipes		
Earmuffs/ Headphones		
Hand fidgets/ Calming toys		
AED		
Emergency Protocol Flash Cards		
First-aid kit		
Snacks		
Drinks		
Tissues		

--	--	--

## Special Concerns for Program Staff/Students

[Use this section to outline any specific considerations that may be present in the program. To avoid violating HIPPA/FERPA, use the confidential Individual Preparedness Plan document to record student-specific needs.]

Item	Comments
Sensitive to Touch	
Sensitive to Light	
Sensitive to Sound	
Loud reactions to stress	
Speaks a foreign language, sign language or reads lips	
Allergies	
Student Assistant Responsibilities	
In-service training for student assistants	
Wheelchair lift & carry training	
Wandering	
Other	

*Note: Specific information pertaining to an individual may be included in a separate Individual Preparedness Plan kept on confidential file with the student.*

## Program Locations and Assigned Personnel

[Use this section as needed to outline the location(s) of the program within a larger facility. If the program occupies it's own facility this section may not be necessary. In cases where there are multiple program locations it may be necessary to make a version of this table for each location.]

Location:	
Room number(s)	
Primary staff member	
Secondary staff member	
Nurse's Station	
Primary Evacuation Route	
Secondary	

Evacuation Route	
Primary Assembly Area	
Secondary Assembly Area	
Communications issues	(Classroom does not have PA, bad cell phone reception, etc.)
Additional Comments	

## Narrative Format

*Use this section to provide any additional narrative description of the program and special considerations needed. While the previous pages asked for detailed information as a guide for planning, this section can serve as your plain-English instructions and description of the program and its requirements during a crisis.*

**Excerpted strategies from  
Creating a Safe Haven: Proven Techniques to Prevent School Weapons  
Assaults  
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**Disclaimer** – The materials contained in this document are for instructional purposes. Consult with local law enforcement and an attorney well versed in this specialized field of law before implementing any new strategies that could have legal implications.

**Prevention Strategies**

- Supervision of students
- Codes of conduct
- Preventing Triggering behaviors (fights, bullying, gang activity)
- Crime prevention through environmental design
  - Territoriality, Natural surveillance & Natural Access control
- Visitor screening and identification procedures
- Criminal trespass warning slips for trespassers or visitors who disrupt the school
- Multi disciplinary threat assessment
- Threats, tips, hotlines and reporting mechanisms

**Preventive search strategies:**

- We do not recommend entry point metal detection for most schools as it is costly to do correctly and presents many challenges
- Instead, consider a combination of prevention strategies along with periodic searches conducted by law enforcement:
  - Random/surprise metal detection of students
  - Random locker inspections
  - Random K9 searches for firearms and explosives
  - Visual Weapons Screening (Safe Havens training video)
  - Plain view vehicle checks of school parking lots
- Combined with:
  - Vehicle weapons checkpoints, if there is an increased risk
  - Home search by police, with the permission of the parents, if a student is found to possess a weapon or have other imminent warning signs (i.e. caught with ammunition, making credible threats of violence, etc.)

**Acting on tips relating to weapons on campus:**

**School search and seizure basics**

Always have at least one armed officer present when anyone is searched for a weapon – regardless of age. A first grader was shot and killed by another first grader when school staff failed to find a gun on a student who was caught with a knife. The United States Supreme Court case of *T.L.O. V New Jersey* held a principal's search based on reasonable suspicion was lawful even though a police officer was in the room when

he searched her purse. The California appellate court case *In Re Fred C. (1982)* held that police officers can act under the expanded authority of school officials when four conditions are present:

- The officer is present upon the school's request
- The school has the legal authority to search
- The educator/school is in charge of the search
- The presence of the officer reduces danger

Though technically binding only in California, this case has now been successfully used as a legal precedent in all 50 states. It is important to note that case law and statutory laws in various regions changes from time to time. Make sure that your organization periodically researches the laws pertaining to school search and seizure.

### **Many weapons violators have multiple weapons**

Always investigate thoroughly, a number of school shootings and edged weapons assaults have taken place after school officials conducted ineffective searches missing weapons that were later used. Most properly conducted searches for contraband relating to tips yield contraband. In many cases, the contraband found is not the same contraband indicated by the tip. For example, it is rather common for a search for a pack of cigarettes my yield drugs or a knife.

## ***Incident Tracking Sheet***

***Use official command post time. Please use ink.***

Location of incident: \_\_\_\_\_

Type of incident: \_\_\_\_\_

Sheet initiated by: \_\_\_\_\_

Date: \_\_\_\_\_

1<sup>st</sup> Shift

Relieved by: \_\_\_\_\_

Time: \_\_\_\_\_

2<sup>nd</sup> Shift

Relieved by: \_\_\_\_\_

Time: \_\_\_\_\_

3<sup>rd</sup> Shift

Relieved by: \_\_\_\_\_

Time: \_\_\_\_\_

<b>ACTION</b>	<b>ORGANIZATION</b>	<b>STATUS</b>	<b>NOTES</b>	<b>REPORTED BY</b>

Time and date log closed out: \_\_\_\_\_

Name of person closing log: \_\_\_\_\_

Incident Tracking Sheet received by: \_\_\_\_\_

Date received: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

Date: \_\_\_\_\_

# **Albany Unified School District**

## **RECOVERY PLAN 2018-2019**

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## **1. Introduction**

A Recovery Plan is an integral part of the four phase crisis planning process. This template has been designed to enhance the continuation of vital emotional and cognitive processes in the event that a disaster occurs or a major crisis event affects the psyche of students, faculty and staff. The Recovery Plan template will assist you in providing an effective plan that can be used to help individuals recover from a crisis event, provide procedures to handle emergency situations that may have an emotional impact on people, and to accomplish the following objectives:

- Prepare crisis team members to respond effectively in a crisis situation.
- Manage the crisis recovery activities in an organized and effective manner.
- Limit the emotional impact of any crisis situation.

Should an emergency situation occur at any educational facility, your Recovery Plan should be tailored to provide an effective method that can be used by recovery and crisis team members to control all activities associated with the crisis situation in a pro-active manner and to lessen the potential negative impact with the media and the community at large. It should include:

- Documentation for each responsibility.
- Procedures and checklists that will be used to manage and control the situation following an emergency or crisis occurrence.
- Forms that will be used to document activities.

In any event, your Recovery Plan is one element of developing a strategy. The plan's success, however, depends upon:

- Implementation of the recommendations made by a group of local experts to include community mental health officials, emergency management personnel and public health representatives. It is essential to commit to implementing all recommendations and strategies identified in the Recovery Plan, otherwise investment made in its preparation will be redundant. Similarly, training and awareness must be embarked upon to ensure that the entire school community is confident and competent concerning the plan.
- A program of training of those directly involved in the execution of the plan. All parties must appreciate the importance of the school's Recovery Plan to the operation's survival and their role in this process.
- An education and awareness program to ensure district-wide understanding and adoption of the plan, covering internal and external stakeholders, i.e. employees, students, and parents. This awareness should extend to parents and other stakeholders upon whom the school depends or has influence in both normal and crisis operations.

Finally, your plan should be updated annually, exercised and should always be readily available to authorized personnel.

## **2. Getting Started**

Before crisis intervention activities can occur, the school must:

- Select the Recovery Team members.
- Implement relevant training programs for each team dependent upon their tasks, including crisis communications/ media training as appropriate. This process is ongoing, as team members will change.
- Equip established crisis teams.
- Establish internal and external contractual arrangements/ service level agreements/memorandums of understanding (MOUs) with community mental health providers. (A sample MOU is included at the end of this document.)
- Develop handouts and fact sheets about mental health reactions of adults and children involved in a disaster, self-help stress management suggestions, and where to call for additional help.
- Conduct internal and external awareness programs. These programs can be built into employee induction processes and safety campaigns.

As the planning team develops the actual Recovery Plan document, see that all crisis team members are involved in the disaster recovery planning effort. Having everyone's input will help ensure that recovery procedures are well planned and executed based on your school's unique needs and will allow your team to provide as seamless a recovery as possible. Develop the Recovery Plan using the six R's:

- Recognition
- Reaction
- Restoration
- Return to Normal
- Rest and Relax
- Re-evaluate and Re-document

Also, find out typical processes and turnaround times that your students and parents have come to expect and plan how the team will prioritize recovery efforts. Make sure all team members know whom to contact in an emergency, and outline what they can do to remain productive during the recovery period. If you are using a community based mental health provider or service to assist your teams, identify who in the school will contact the service to initiate recovery efforts.

### **3. Recovery Plan**

Recovery activities are initiated by a situation or crisis alert procedure, such as a call down. After discovery of an incident, the designated Crisis Team leader should perform an assessment of the situation and determine if there is a need to activate the other teams and/or the Recovery Plan.

#### **3.1. Activate 3-Phase Process**

When the plan is activated, assigned personnel should be alerted and directed to activate their procedures based on a 3-phase process. The team leader should make a quick assessment to determine under which phase they will operate. Once the phase determination is ascertained, the activities outlined in each phase can be accomplished.

##### **Phase I (Initial Phase)**

1. Conduct a needs assessment to determine who was impacted and who needs help immediately.
2. Deploy Crisis Team members to their respective assignments with necessary supplies.
3. Brief staff regarding the scope of the disaster, existing community resources, communications, travel, contact persons with other organizations, process to receive pay (if applicable), record-keeping procedures, schedule of work times, other policies and procedures.

Recovery/Mental Health Crisis teams should:

1. Obtain a briefing on the scope of the disaster, existing community resources, communications, travel, pay process (if applicable) record-keeping procedures, schedule of work times, location.
2. Gain access to work sites and contact persons with whom disaster mental health services are being coordinated.
3. Assess and triage those in need of crisis intervention.

##### **Phase II (Middle Phase)**

1. Reassess mental health needs of disaster victims, relatives and others and evaluate services to date.
2. Maintain contact with the Command Team/Incident Commander to acquire information about disaster response operations and to determine potential problems.
3. Coordinate response efforts with other responding organizations.
4. Debrief members of the other deployed crisis teams and other emergency responders on a routine basis.
5. Provide fact sheets and handouts to staff and parents.

Recovery/Mental Health Crisis teams should:

1. Provide crisis counseling services through outreach to victims, their families, and other community members, as appropriate.
2. Link disaster victims with human service agencies that provide support services.
3. Provide referrals to local mental health providers.
4. Provide consultation to other community agencies.
5. Maintain records of services provided.

##### **Phase III (Final Phase)**

1. Reassess needs, evaluate services to date, and plan for transition to recovery phase.

Recovery/Mental Health Crisis teams should:

1. Provide debriefing by a trained facilitator for members of the program staff and other emergency responders.
2. Refer disaster victims that have been identified as needing long-term care to local mental health providers and other human service providers.
3. Critique the disaster recovery efforts and activities using feedback from members of the disaster response and recovery organizations, victims, and members of the responding crisis teams.
4. Generate recommendations to improve disaster mental health planning response and recovery activities by local mental health providers and other disaster response organizations.
5. Update disaster mental health plan based on lessons learned.

### **3.2. Death Notification Protocol**

1. Verify the name of the deceased with the police.
2. Contact the school administrative office and/or the attendance office and request that all correspondence concerning the student and/or staff member be stopped. Delete the student's name from all school mailing lists.
3. Do not go alone. Contact another death notification team member to accompany you.
4. Have grief resources available such as fact sheets about grief, to give to the family (brochures, hotline numbers, web sites, etc.)
5. Talk about reactions to the death with your team member(s) before the notification to enable you to better focus on the family when you arrive.
6. Provide the notification in person. **Do not call.** If the Family Reunification Center has been established provide, the notification in the Counseling Area Only. Pick a quiet, private area away from the other counseling rooms.
7. Introduce yourself and the other team member, present credentials and ask to come in. Remember, only one member should talk.
8. Sit down, ask the other party to sit down, and be sure you have the nearest next of kin (do not notify siblings before notifying parents or spouse). Never notify a child. Do not use a child as a translator.
9. Ensure that the correct family/survivors are in the room. Use the victim's name... "Are you the parents of \_\_\_\_\_?"
10. Look at the family member/survivor in the eye and speak face to face. Inform them of the death in a simple fashion and direct manner with warmth and compassion. Do not use expressions like "expired," "passed away," or "we've lost \_\_\_\_\_." Remember to add your condolence. Adding your condolence is very important because it expresses feelings rather than facts and invites them to express their own.
11. Continue to use the words "dead" or "died" through on-going conversation. Continue to use the victim's name, avoid using the terms "body" or "the deceased."

## Death Notification Team

The following is a list of the \_\_\_\_\_ School District Death Notification Team.

NAME	SCHOOL NAME	CONTACT NUMBER	TRAINING DATE

## Tips for Delivering Death Notification

- Do not use clichés.
- When a child is killed and one parent is at home, notify that parent and then offer to take them to notify the other parent.
- Never speak to the media without the family's permission.
- Do not leave survivors alone.
- Call and follow up the next day with a visit.
- Ask the family how and when they would like personal possessions delivered. Do not assume that clothing should be washed. Inventory items and pack in a box. Do not deliver personal items in a plastic bag or trash bag.
- Do not discount feelings, theirs or yours. Intense reactions are normal. Expect fight, flight, freezing, or other forms of regression. If someone goes into shock have them lie down, elevate their feet, keep them warm, monitor breathing and pulse, and call for medical assistance.
- Know exactly how to access immediate medical or mental health care should family members experience a crisis reaction that is beyond your response capability.
- Do not blame the victim in any way for what happened, even though he/she may have been fully or partially at fault.
- Join the survivors in their grief without being overwhelmed by it.
- Answer all questions honestly (requires knowing the facts before you go). Do not give more detail than is asked for, but be honest in your answers.
- Offer to make calls, arrange for child care, and call clergy, relatives and employers. Provide them with a list of the calls you make as they will have probably have difficulty remembering what you have told them.

- Debrief your own personal reactions with caring and qualified disaster mental health personnel.

### **3.3. School Crisis Intervention Activities**

This section of the Recovery Plan should identify the types of crisis intervention activities and/or debriefing models that will be used by the school. Once the appropriate model/activity is selected, it should be inserted into the plan. The Anytown School Crisis Intervention Model below is merely an example of the how this section should be organized. It **does not** represent an actual model that is in use and therefore should not be used as a substitution for an appropriate crisis intervention activity.

#### **Anytown School Crisis Intervention Model**

A disaster is a natural or man-made event of severity and magnitude that requires immediate, coordinated, and effective response by the school to meet the medical, logistical, and emotional needs and speed recovery of the affected populations.

In a disaster, most victims are normal persons who function well with the responsibilities and stresses of everyday life. However, a disaster may add additional stress to the lives of these individuals. The signs of stress may be physiological, cognitive/intellectual, emotional, or behavioral. These stress reactions are normal reactions to an abnormal event. Sometimes these stress reactions appear immediately following the disaster. In some cases, they are delayed for a few hours, a few days, weeks or even months.

People who have pre-existing stress before the disaster and/or who may have particular needs that merit special attention from the mental health crisis team include:

- Children
- Disabled
- People requiring emergency medical care
- People who have experienced previous traumatic events
- People diagnosed as mentally ill or emotionally disturbed
- People who do not speak English well

Anytown School Crisis Team workers should provide appropriate intervention for all types of disaster victims, including counseling, public education, linkage and referral/advocacy services.

Because many people do not see themselves as needing mental health services following a disaster and will not seek out such services, a traditional, office-based approach to providing services has proven ineffective in a disaster. School disaster mental health responders must actively seek out those impacted by the disaster. Anytown School disaster mental health responders must also avoid the use of terminology generally associated with traditional mental health services including such terms as diagnosis, therapy or treatment.

#### **Debriefing**

The Anytown School Disaster Team Coordinator will provide overall oversight for all crisis intervention activities including debriefings. The model below will be used as the sanctioned format for any campus debriefing activity.

Crisis Team members should encourage talking by asking questions similar to the following:

1. Introduce yourself
2. Introduce talking to the class as way of expressing thoughts and ideas and as a means of letting people know your feelings. **REMEMBER:** Talking should be presented as an option for expression, do not require this activity to students.
3. Explain that we all have bad days. Ask students if they have ever had a bad day. The following are some examples of how to initiate dialogue with the students.
  - Have you ever had a very bad day?
  - Can you tell me about your very bad day?
  - How did your very bad day make you feel?
  - What is the worst day you can remember?
  - Can you tell me how you felt that day?
  - How have you gotten through rough times before?
  - What would you do differently if it happened again?
  - How did you help others? Or, how would you help next time?
4. Remind students that there is no right or wrong answer to the questions.

Notice that the above questions are open-ended questions. These types of questions facilitate verbal expression. Most of these questions would be helpful at any time after a disaster/event, from one day following, to one or more years later. The previous questions may be used as a foundation for any type of crisis intervention activity.

Remember that crisis intervention and recovery activities should be age appropriate. The following table can be used to guide you in the process of choosing activities.

### Age-specific Activities for Children in Disasters<sup>1</sup>

<b>Preschoolers</b>	<b>Elementary (grades K-5)</b>	<b>Middle/Junior High to High School (grades 6-12)</b>
Draw-a-picture	Draw-a-picture	Art, music, dance
Tell-a-story	Tell-a-story	Stories, essays, poetry, video production
Coloring books on disaster and loss	Books on disaster and loss	Books on disaster and loss
Doll, toy play	Create a play or puppet show about a disaster	Create a play, or video about a disaster
Group games	Create a game about a disaster, disaster preparedness, or disaster recovery	Group discussions about disaster, disaster preparedness, or disaster recovery
Talks about disaster safety and self-protection	School study projects	School projects on health or natural and social sciences
-	Materials about disaster safety and self and family protection	Materials about disaster safety and self, family, and community

<sup>1</sup> Reprinted and adapted from Lystad, M. (Ed.). (1990). *Innovations in Mental Health Services to Disaster Victims* (DHHS Publication No. ADM 90-1390). Washington, DC: US Government Printing Office.



		protection
-	-	School service projects

### 3.4. Coordination and Mutual Aid

This section of the Recovery Plan represents mutual aid partners that will aid in the emotional recovery after a crisis. List the point of contact person from each agency and provide their contact information in appropriate columns. Also notice the “Specialty” column, which should indicate the area of expertise for the individual or organization offering the aid. For example, an individual who works as a Child and Adolescent counselor would have “CNA” listed under specialty. CNA is an acronym for Child and Adolescent or you can simply indicate “Child and Adolescent” in this column.

POINT OF CONTACT	AGENCY	PHONE	EMAIL	SPECIALTY

Once the mutual aid partners have been identified, a Memorandum of Understanding (MOU) may be established to outline areas of roles and responsibilities. A MOU should be developed with input from the school’s legal counsel. An example of a MOU is below.

## Sample Memorandum of Understanding

### MEMORANDUM OF UNDERSTANDING

BETWEEN \_\_\_\_\_ *COUNTY* and \_\_\_\_\_ *MENTAL HEALTH CENTER*

#### I. PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to establish the terms of agreement between the \_\_\_\_\_ and the \_\_\_\_\_ School. The agreement will serve as a broad framework within which the two agencies may coordinate and integrate their efforts to offer comprehensive and professional mental health services to victims of natural or man-made disasters and to the disaster workers responding to the victims' needs.

#### II. CONCEPT OF OPERATIONS

Each party to this MOU is a separate and independent organization. As such, each organization retains its own identify in providing service and is responsible for establishing its own policies.

#### III. RECOGNITION

- A. The \_\_\_\_ School recognizes the \_\_\_\_\_ County Mental Health Center for its professional expertise and skill in coordinating emotional support, crisis intervention and other mental health services to disaster victims and workers.
- B. The \_\_\_\_ County Mental Health Center recognizes the authority of \_\_\_\_\_ School Mental Health Crisis Team as the disaster mental health lead for a disaster related to the \_\_\_\_\_ School.

#### IV. METHODS OF COOPERATION

- A. The \_\_\_\_\_ School and the \_\_\_\_ County Mental Health Center will maintain close liaison and communication through designated representatives from each organization. The liaison and communications shall be subject to federal and state confidentiality laws.
- B. All participating mental health professionals will be required to complete the \_\_\_\_\_ Disaster Mental Health course, which certifies them \_\_\_\_\_ -
- C. Volunteers for work at the site of disasters. The \_\_\_\_ County Mental Health Center will make this course available as part of its preparedness efforts.
- D. Notification: The \_\_\_\_\_ School and \_\_\_\_ County Mental Health Center will inform each other concerning emerging school disaster situations where a mental health presence may be needed.
- E. Contact information for on-call emergency volunteer workers will be maintained by each agency and protocols for method of contact in case of emergency will be followed. Recruitment of mental health workers for \_\_\_\_\_ Mental Health Center will be based on the needs of the operation and is the determination of \_\_\_\_\_ County Mental Health Center operations leadership.
- F. Recruitment: The \_\_\_\_ County Mental Health Center will follow normal disaster operations procedures for the recruitment of Disaster Mental Health personnel and identify the function lead for the operation. The \_\_\_\_\_ County Mental Health Center, when possible, will provide timely recruitment information to the \_\_\_\_\_ that includes the type and extent of the disaster, number of personnel needed, level and/or experience needed, length of assignment and location of disaster relief operation.
- G. Disaster Operations: To ensure close coordination, an ongoing liaison will be maintained between the \_\_\_\_\_ County Mental Health Center and the \_\_\_\_\_ School.

- H. Assignment Settings: Assignments for \_\_\_\_\_ County Mental Health volunteers participating in disaster mental health services may include, but are not limited to: all designated \_\_\_\_\_ School/Board of Education facilities including family reunification centers and disaster sites serving disaster victims or disaster workers. Protocols for each type of assignment will follow established \_\_\_\_\_ School guidelines and may, to the extent permitted by these guidelines, allow for development and refinement of procedures appropriate to \_\_\_\_\_ School.
- I. Participating mental health personnel will serve as \_\_\_\_\_ County Mental Health Center volunteers while assigned to an operation and will be covered by \_\_\_\_\_ County Mental Health Center general liability insurance, as provided in the \_\_\_\_\_ County Mental Health Services Procedures and Regulations Guide.
- J. The \_\_\_\_\_ School will maintain rosters of trained personnel who can be called on when disaster strikes. The \_\_\_\_\_ County Mental Health Center will provide volunteer identification and other appropriate supplies for \_\_\_\_\_ County Mental Health Center volunteers.
- K. Both the \_\_\_\_\_ School and \_\_\_\_\_ County Mental Health Center will collaborate and share information regarding ongoing services available to disaster victims and other affected persons.

Either agency may terminate this memorandum of understanding by giving 30 days written notice to the other organization.

#### SIGNATURES

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County Mental Health Center Director

Date: \_\_\_\_\_

---

\_\_\_\_\_ School Administrator

Date: \_\_\_\_\_

## Albany Unified School District

# PANDEMIC INFLUENZA & BIOLOGICAL INCIDENT PLANNING GUIDE

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## Instructions for Use of this Plan Component

This plan component is designed as a tool for a pandemic influenza incident. However, the action steps outlined may be used for any type of biological outbreak or medical incident. Omit any steps that do not meet the needs of the current incident. If actions are added to this plan, create a version with the additional action steps and save the plan using the outbreak/incident as the title and delete the references to pandemic influenza. Any memos or public health guidance/directives should be included in the [Appendices Section](#).

## Pandemic Influenza Response Phases

[illegible]

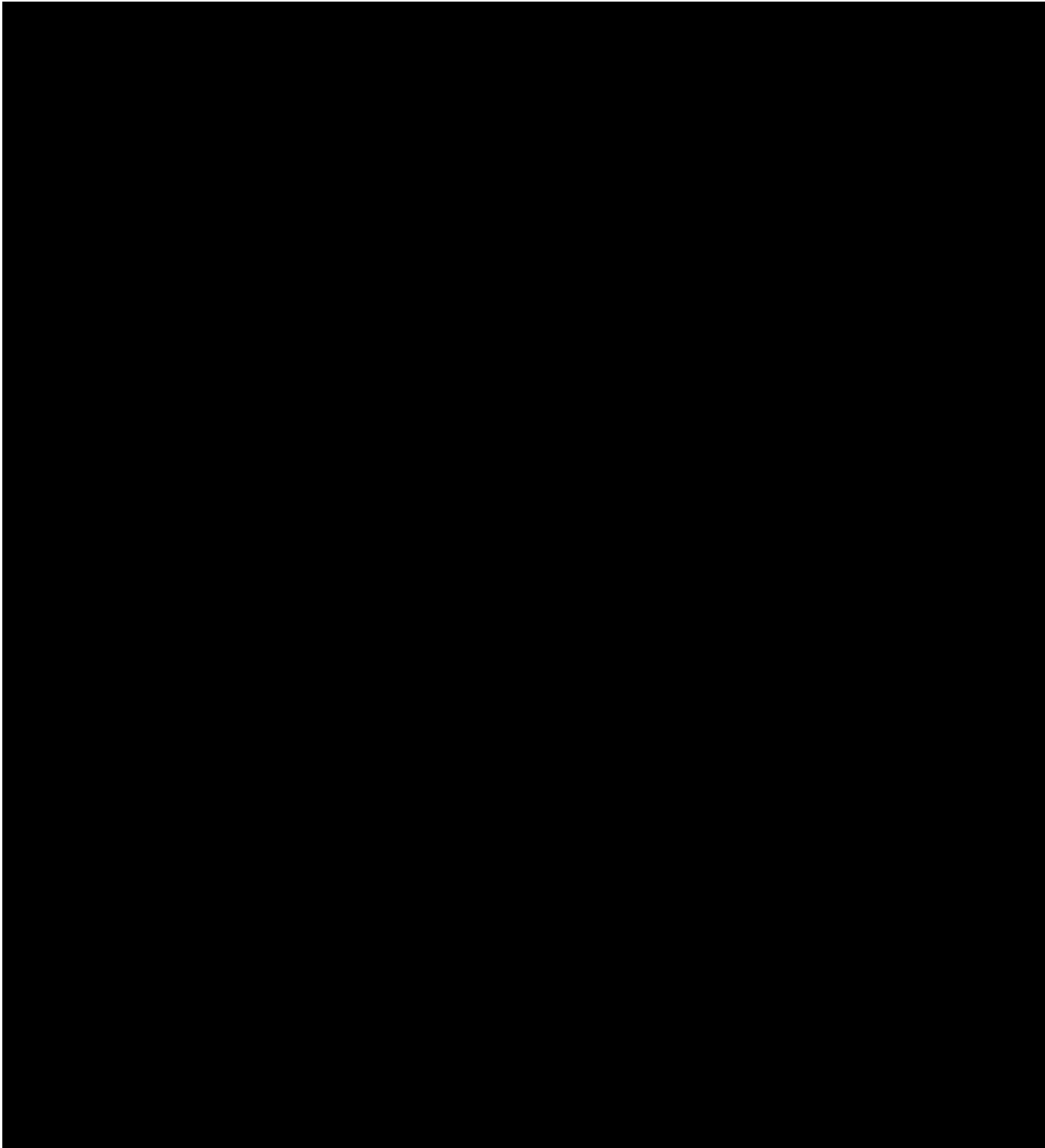
## General Guidelines





## Concept of Operations

Sample response flowchart



# PREPAREDNESS

## Preparedness (Federal Response Stages 0-1)



## Preparedness Phase Standard Operating Procedures (SOP)

[illegible]

[REDACTED]

Age Group	Not at all	Somewhat	A fair amount	A great deal	Don't know
18-24	45%	35%	15%	5%	0%
25-34	35%	40%	15%	5%	0%
35-44	30%	45%	15%	5%	0%
45-54	25%	40%	20%	10%	0%
55-64	20%	35%	25%	15%	0%
65+	15%	30%	20%	30%	0%

[REDACTED]

\_\_\_\_\_

[illegible]

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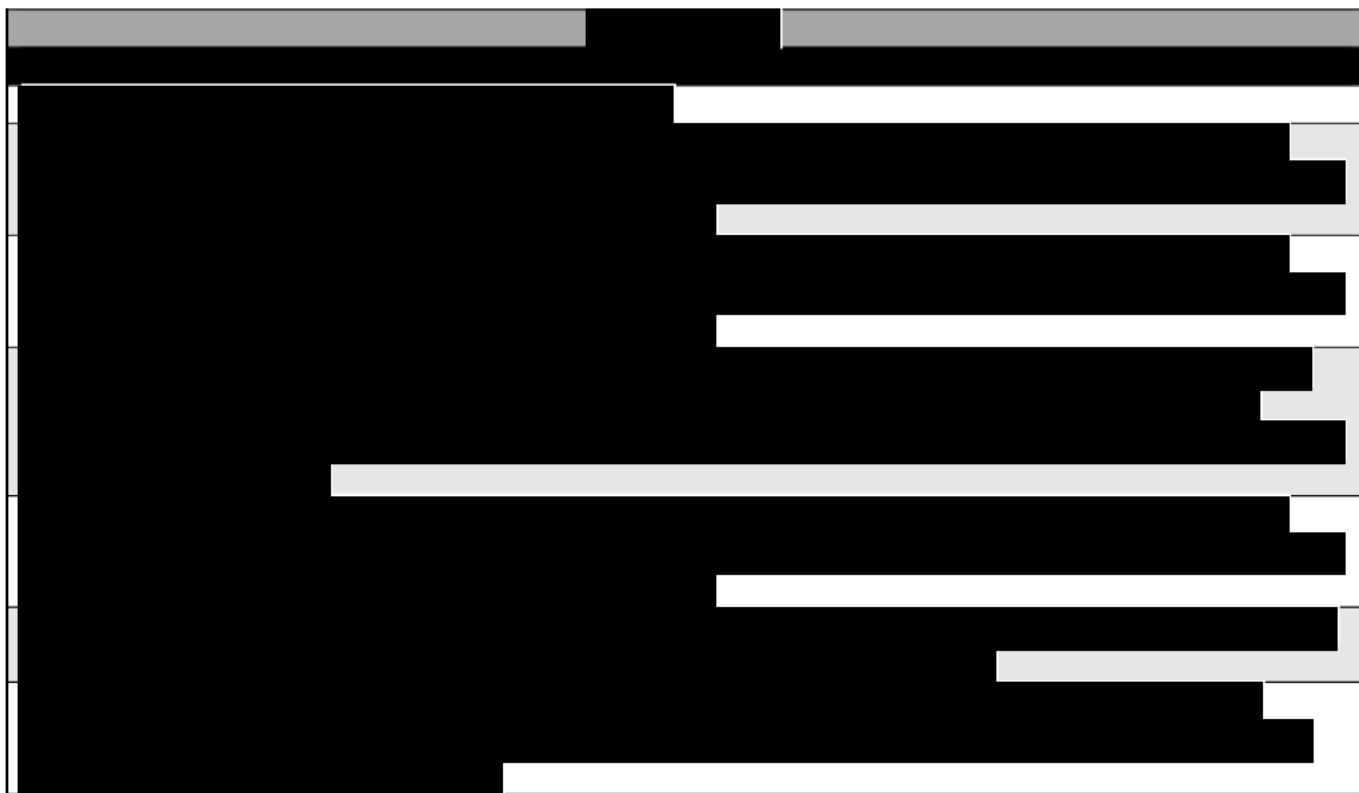


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\_\_\_\_\_

[REDACTED]

Age Group	Percentage
18-24	15%
25-34	25%
35-44	20%
45-54	15%
55-64	10%
65-74	5%
75-84	5%
85+	5%







[REDACTED] workforce limitations issues,

## Response Phase Standard Operating Procedure of Outbreak

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





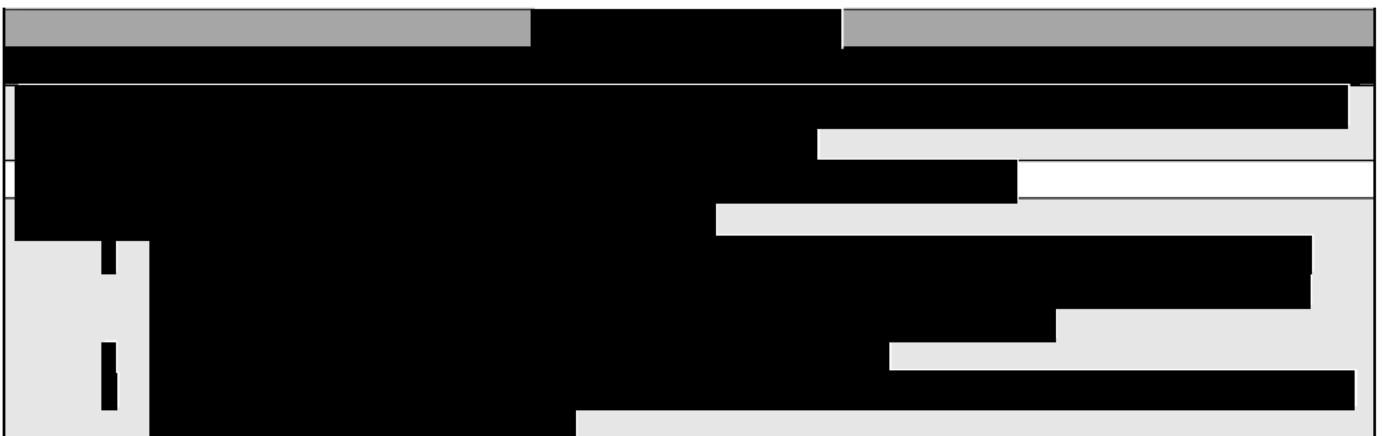
# RECOVERY

## Recovery (Federal Response Stage 6)

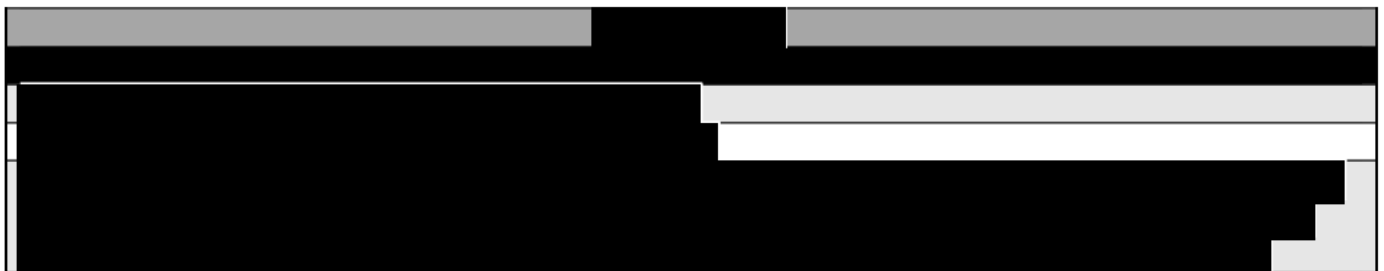
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**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM:                   AMENDMENT TO DERIVI CASTELLANOS ARCHITECTS  
AGREEMENT TO PROVIDE PROGRAM MANAGEMENT SERVICES  
FOR THE ALBANY MIDDLE SCHOOL ANNEX**

**PREPARED BY:     JACKIE KIM, CHIEF BUSINESS OFFICIAL**

**TYPE OF ITEM:    REVIEW AND ACTION**

---

**PURPOSE:** To approve the Amendment to Derivi Castellanos Architects (DCA) Agreement to Provide Program Management Services for the Albany Middle School Annex Project.

**BACKGROUND INFORMATION:**

On November 8, 2016 the Board approved a contract with DCA to provide Project Management services for the Albany Middle School Annex project. This contract included a construction period of twelve months. On October 31, 2017, the Division of State Architect (DSA) approved the plans, which allowed the construction work to begin. During the course of the project, the construction period was extended due to numerous factors including weather, labor shortages and additional work requested by the City of Albany. Presently, the expected substantial completion date is February 25, 2019. Therefore, the final/total construction period will be approximately sixteen months.

**DETAILS:** This Proposal for Additional Services covers DCA's staff time for the additional four months of construction.

**REVISED SCHEDULE** - This proposal revises the construction period from twelve months to sixteen months. No other changes to schedule are proposed.

**ADDITIONAL FEE** - Additional Fee: \$39,140 (Please refer to attached Fee Worksheet).

**FINANCIAL INFORMATION:** \$39,140 in Bond Measure E Fund

**STRATEGIC OBJECTIVES ADDRESSED:**

**Objective #3:** *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION:** To approve the Amendment to Derivi Castellanos Architects (DCA) Agreement to Provide Program Management Services for the Albany Middle School Annex Project



Silicon Valley  
95 S Market St, Suite 480  
San Jose, CA 95113

Central Valley  
3031 W March Ln, Suite 334  
Stockton, CA 95219

dcaia.com

February 7, 2019

Ms. Valerie Williams  
Superintendent  
ALBANY UNIFIED SCHOOL DISTRICT  
819 Bancroft Way  
Berkeley, CA 94170

**RE: PROPOSAL FOR ADDITIONAL SERVICES (AS)**  
Project Management Services – Albany Middle School Annex  
Date of Original Agreement: November 8, 2016  
DCA Project Number: 16.033  
AS #1 – Extended Construction Period

Dear Ms. Williams:

Please accept this Proposal for Additional Services related to the above-referenced project.

#### DESCRIPTION OF REVISED/ADDITIONAL SCOPE

On November 8, 2016 the Board approved a contract with DCA to provide Project Management services for the Albany Middle School Annex project. This contract included a construction period of twelve months. On October 31, 2017, the Division of State Architect (DSA) approved the plans, which allowed the construction work to begin. During the course of the project, the construction period was extended due to numerous factors including weather, labor shortages and additional work requested by the City of Albany. Presently, the expected substantial completion date is February 25, 2019. Therefore, the final/total construction period will be approximately sixteen months. This Proposal for Additional Services covers DCA's staff time for the additional four months of construction.

#### REVISED SCHEDULE

- This proposal revises the construction period from twelve months to sixteen months.

No other changes to schedule are proposed.

#### ADDITIONAL FEE

- Additional Fee: \$39,140

Please refer to attached Fee Worksheet.

Albany Unified School District  
Project Management Services  
Albany Middle School Annex  
DCA Project Number: 16.033  
AS #1 – Extended Construction Period  
February 7, 2019

CONTRACT TERMS

The additional scope proposed above will be performed under the terms of the original agreement.

ACCEPTANCE OF THIS PROPOSAL FOR ADDITIONAL SERVICES

ALBANY UNIFIED SCHOOL DISTRICT

DERIVI CASTELLANOS ARCHITECTS

\_\_\_\_\_  
(Signature of Client or Authorized Representative)

\_\_\_\_\_  
(Signature of Authorized Representative)

\_\_\_\_\_  
(Printed Name and Title)

\_\_\_\_\_  
(Printed Name and Title)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Date)

**DERIVI CASTELLANOS ARCHITECTS**

## FEE ESTIMATE WORKSHEET

CLIENT: ALBANY UNIFIED SCHOOL DISTRICT  
PROJECT: Albany Middle School Annex  
Project Management/Owner Representative Services

**PREPARED BY:** JUAN BARROSO  
**DATE:** 4/6/19  
**Revision No.:** 0  
**DCA PROJECT NO.:** 16.033

**DELIVERABLES:** Please refer to Additional Service Proposal (AS #01)

Phase/Task	Managing Partner	Senior Proj Mgr	Director Engineering	Proj Mgr	Cost Estimator	Senior Proj Coord	Drafter	Clerical	DCA Staff		Consultant	Expenses	Total Cost				
	Hours	Cost	Fees														
Hourly Rate (\$/hr):	\$220	\$190	\$190	\$150	\$165	\$135	\$100	\$65									
Add Service # 01 - Extended Construction Period																	
18 weeks																	
Additional DCA staff time for Extended Construction Period																	
									-	\$	-			\$	-		
									-	\$	-			\$	-		
	144								72	4	220	\$	37,340	\$	1,800	\$	39,140
									-	\$	-			\$	-		
									-	\$	-			\$	-		
									-	\$	-			\$	-		
									-	\$	-			\$	-		
									-	\$	-			\$	-		
									-	\$	-			\$	-		
									-	\$	-			\$	-		
Subtotal - Hours:	-	144	-	-	-	72	-	4	220								
Subtotals - Cost:	-	\$ 27,360	\$ -	\$ -	\$ -	\$ 9,720	\$ -	260	\$ 37,340	\$ -	\$ 1,800	\$ 39,140					

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: APPOINTMENT TO THE CITY OF ALBANY ARTS COMMITTEE**

**PREPARED BY: VALERIE WILLIAMS, SUPERINTENDENT**

**TYPE OF ITEM: REVIEW & ACTION**

---

**PURPOSE:** To Approve the appointment to the City of Albany Arts Committee that the Albany City Council requires be made by the Board of Education.

**BACKGROUND INFORMATION:**

The City of Albany Arts Committee advises the City Council on cultural and artistic activities within the City and sponsors art programs and activities, as well as fundraising events to support these programs.

**DETAILS:** The Board of Education appoints one member. There are currently two (2) applicants for this position; their applications are attached.

**KEY QUESTIONS AND ANSWERS:**

**Q.** How is information about committee appointments advertised?

**A.** Information about committee appointments is announced according to the City of Albany's normal established Maddy Act policy.

**Q:** How long is the City of Albany Arts Committee appointment term?

**A:** The City of Albany Arts Committee appointment term is two (2) years.

**FINANCIAL INFORMATION:** There is no impact to the District's budget.

**STRATEGIC OBJECTIVES ADDRESSED:**



**Objective #3: Communicate and Lead Together. Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.

**RECOMMENDATION:** Approve Appointment to the City of Albany Arts Committee.



**1. Vacancy you are applying for:**

Arts Committee

**2. Personal Information:**

Name: **Azul Couzens**

Occupation: VP Marketing at Helinox

**3. Please state your qualifications for this Board/Commission/Committee and your objectives if you become a member:**

I've been working in the private sector since I graduated Cal in 2002. I have a keen interest in supporting my community and would love to help if my skill set would be of value. My career trajectory through brand & product marketing has helped me understand the value of market research, voice & positioning. I've worked across several verticals and understand how to facilitate cross-functional cooperation. I've led large and small teams and understand how to listen and deduce the crux of an issue to land strong solutions. Should I become appointed to a role, my objectives would be pretty straight-forward: 1. To be a collaborative & solutions-orientated participant 2. To put the Albany's interests & quality of life at the forefront of my priorities 3. Apply myself to each project - no matter how large or how small to ensure we do what's right for Albany

**4. Please list past and present community activities you have participated in:**

Evening concert series at Memorial Park Egg toss at Memorial Park.

Walking the Greenway on a daily basis with my children Coaching & participating in the Albany rec league for soccer Advisory committee for the Albany Aquatics Center on behalf of the Albany Armada Youth Program Compete and practice with the Albany Armada Masters program

**1. Vacancy you are applying for:**

Arts Committee

**2. Personal Information:**

Name: **Zhi Bo Jiang**

Occupation: Albany High School Student

**3. Please state your qualifications for this Board/Commission/Committee and your objectives if you become a member:**

I've been living in Albany ever since the age of 5. I feel very attached to this place and I want to make an impact on this city as a form of giving back to this place that I grew up in. Albany is a very accepting community and as a student that gets my education here I feel like it's my duty to make sure our community continues to be welcoming and peaceful community for everyone. I am currently in Albany's youth and government program. It is a mock government program for students like me to have a voice and make changes in the world. Through this program, I acquired skills such as collaborating and public speaking. More importantly, I learned through this program that my voice matters and I can use it to make changes for the better. I've also had multiple leadership positions and experiences since elementary school. I've been in school student council for two years, and I've also been club president for one year. I am also currently the secretary of Albany Animal Protection Club which a club that is made to take care of animals in animal shelters.

**4. Please list past and present community activities you have participated in:**

I've been to Albany Beach Clean up for two years as I believe it's important to take care of the environment that we live in. I've also volunteered at the Albany Senior Center over the summer and I am planning to continue volunteering in February. My hopes in joining this committee is to give back to Albany even more and use my voice to make a change.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: VOTE FOR DELEGATES FOR CALIFORNIA SCHOOL BOARDS  
ASSOCIATION 2019 (CSBA) DELEGATE ASSEMBLY ELECTION**

**PREPARED BY: VALERIE WILLIAMS, SUPERINTENDENT**

**TYPE OF ITEM: REVIEW & ACTION**

---

**PURPOSE:** For the AUSD Board of Education to vote for Delegates for California School Boards Association 2019 (CSBA) Delegate Assembly Election.

**BACKGROUND INFORMATION:**

The California School Boards Association (CSBA) Delegate Assembly is a vital link in the Association's governance structure. The Delegate Assembly sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors and Executive Committee, delegates ensure that the Association reflects the interests of school districts and county offices of education throughout the state. The Delegate Assembly is made up of approximately 270 Delegates who are elected by local board members in 21 geographical regions or sub-regions throughout the state. They meet twice a year to conduct business, and may also meet with the other delegates and the director within their region. Furthermore they participate in CSBA events and they maintain contact with local boards in their region. There are four (4) delegate vacancies in Subregion 7-B. Delegates will serve two-year terms beginning April 1, 2019 - March 31, 2021.

**DETAILS:**

Nominee names and background packet have been provided under separate cover to Board members and is available for review in the Superintendent's Office.

**KEY QUESTIONS AND ANSWERS:**

**Q:** How many nominees are Board members are asked to vote for?

**A:** Board members are asked to vote for no more than four (4) candidates.

**Q:** How will the AUSD Board know the names of the elected delegates in Subregion 7-B?

**A:** The elected delegates will be available on CSBA's website no later than Monday, April 1, 2019.

**Q:** When is the next meeting of the Delegate Assembly?

**A:** The next meeting of the Delegate Assembly takes place on Saturday, May 18 and Sunday May 19, 2019 at the Hyatt regency in Sacramento.

**STRATEGIC OBJECTIVES ADDRESSED:**

**Objective #3:** *Communicate and Lead Together.* **Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION:** Vote for Delegates for California School Boards Association 2019 (CSBA) Delegate Assembly Election.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of February 26, 2019**

**ITEM: SUPERINTENDENT SEARCH - MCPHERSON & JACOBSON LLC**

**PREPARED BY: KIM TRUTANE, PRESIDENT - AUD BOARD OF EDUCATION**

**TYPE OF ITEM: REVIEW AND ACTION**

---

**PURPOSE:** For the Board to determine five (5) main search criteria for the new Superintendent, the advertising venues, the length of advertising, and the schedule for the Superintendent search.

**BACKGROUND INFORMATION:** At the February 12, 2019 Board of Education meeting, the Board voted unanimously to retain the firm of McPherson & Jacobson to assist the Board in hiring a new Superintendent for Albany Unified School District on the retirement of current Superintendent Valerie Williams. Superintendent Williams announced her retirement in November, 2018 with her last day being June 30, 2019.

**DETAILS:** William Huyett and Nicole Anderson of McPherson & Jacobson will lead this discussion.

**KEY QUESTIONS AND ANSWERS:**

**Q.** Will there be a community engagement process?

**A.** Absolutely! The community engagement process will begin in March and be announced on the AUD website, [www.ausdk12.org](http://www.ausdk12.org), as well through many other communication channels.

**FINANCIAL INFORMATION:** N/A

**STRATEGIC OBJECTIVES ADDRESSED:**



**Objective #3:** *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

---

**RECOMMENDATION:** For the Board to determine five main search criteria for the new Superintendent, the advertising venues, the length of advertising, and the schedule for the Superintendent search.

*A Proposal Prepared for*

# ***Albany Unified School District***

***Albany, California***

*for*

*The Search and Selection of a  
Superintendent of Schools*

*submitted in collaboration with*



*by*

**MCPHERSON**  **JACOBSON, LLC**

**EXECUTIVE RECRUITMENT & DEVELOPMENT**

*11725 Arbor Street, Suite 220  
Omaha, Nebraska 68144*

*Phone: 888-375-4814/402-991-7031*

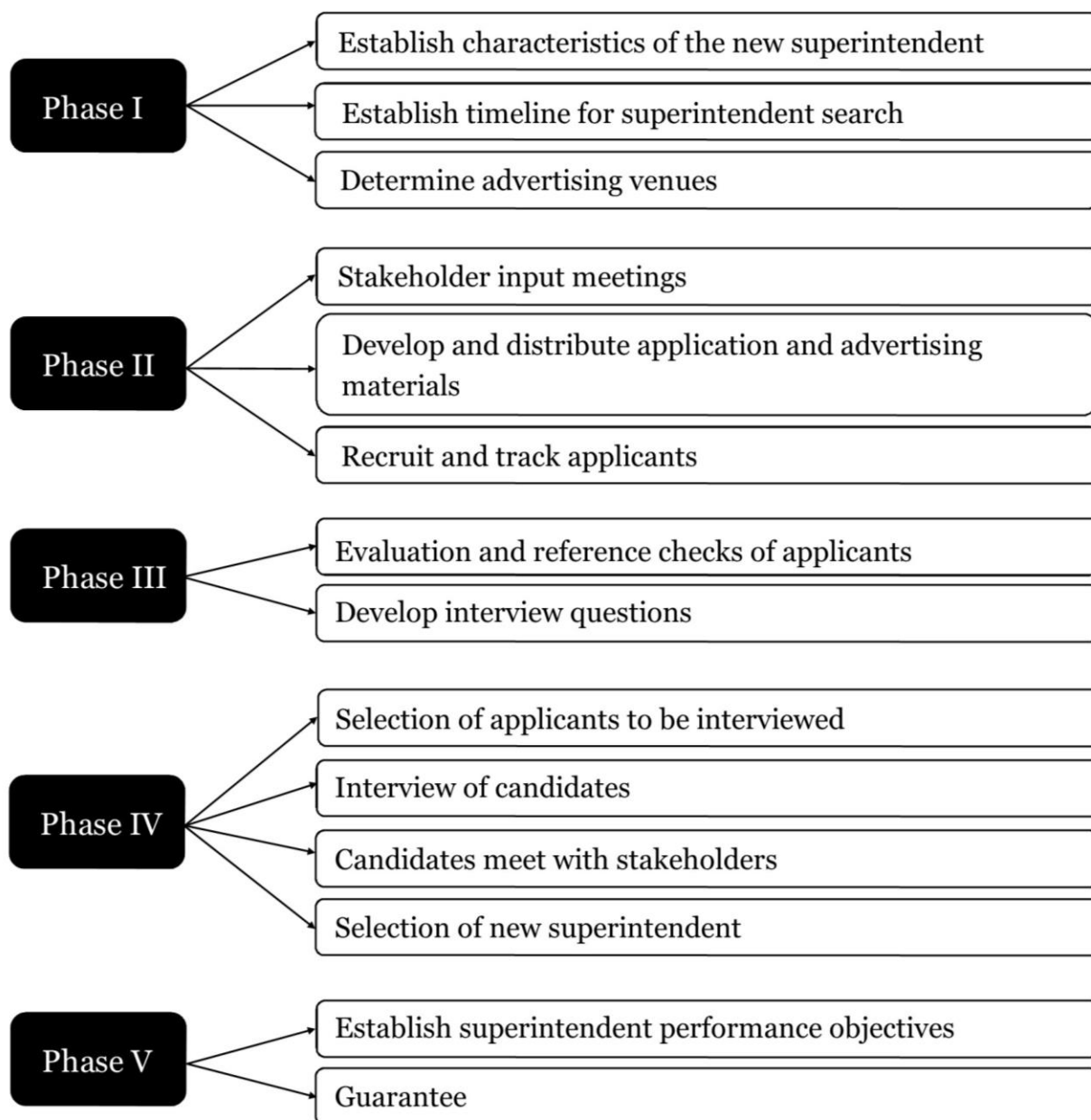
*Fax: 402-991-7168*

*Email: [mail@macnjake.com](mailto:mail@macnjake.com)*

*Website: [www.macnjake.com](http://www.macnjake.com)*



## *Five Phases of a Superintendent Search*



## *Phase I*

Working with the Board, and stakeholder groups identified by the Board, McPherson & Jacobson's consultants will:

- ✓ **Using a group process with the board, identify the most important characteristics of the future superintendent.**

Using Nominal Group Technique, the consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- ✓ **Establish appropriate timelines and target dates for the selection process.**

The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

- ✓ **Determine, with the board, appropriate advertising venues.**

The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

- ✓ **Identify appropriate stakeholder groups.**

The board will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

- ✓ **Assist the board in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board's consideration of compensation parameters.

Final compensation decisions will be determined by the board and the selected candidate.

- ✓ **Identify the point of contact for the district**

The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure, and coordinating details for stakeholder input and other meetings within the district.



## *Phase II*

In Phase II McPherson & Jacobson's consultants will:

✓ **Work with the district to schedule the stakeholder input meetings.**

The consultants will work with the district's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

✓ **Meet with groups identified by the board to provide stakeholder input into the selection process.**

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

✓ **Develop promotional literature and brochures announcing the vacancy.**

In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

✓ **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to all state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website ([www.macnjake.com](http://www.macnjake.com)) that allows applicants to access all the application materials and apply on line. The website averages over 150,000 hits per month.

- ✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

- ✓ **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

- ✓ **Actively recruit applicants who meet the district's needs.**

While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women's Leadership Conference.

- ✓ **Confidentiality of Applicants**

McPherson & Jacobson proposes an open process for the search. We believe the public business should be done in public with openness and transparency. We also understand the need for applicants' confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time we recommend the names of the finalists are made public.

If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search and we will adapt our process to fit your unique needs.

- ✓ **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson's staff monitors applicants and notifies them of what is still needed to complete the process.

- ✓ **Communicate with all Board Members in a timely manner**

The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

### *Phase III*

In Phase III McPherson & Jacobson's consultants will:

✓ **Evaluate each applicant against the selection criteria.**

The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

✓ **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant's qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the names of other people who can speak of the applicant's qualification. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

✓ **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants will share with the selection committee.

✓ **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

## *Phase IV*

In Phase IV McPherson & Jacobson's consultants will:

✓ **Review candidates with the board and assist board members in determining which candidates they will interview.**

The consultants will present a complete list of applicants, who completed the application process, to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant.

Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

✓ **Assist the board in determining interview procedures.**

After the board selects their final candidates to interview, the names of the candidates will be made public upon confirming the interviews. During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

✓ **Coordinate interview and visitation procedures.**

If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

If the board chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

✓ **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

If the board chooses to involve stakeholder groups in the interview process, representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and

any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

We encourage boards to invite spouses/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

✓ **Assist the board in making final arrangements for each candidate's visit.**

It is common practice for the district to pay interview expenses for the candidates and their spouses/significant others. In order to ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

✓ **Contact all finalists and schedule their interview dates.**

The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

✓ **Notify all applicants not selected for an interview.**

Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

✓ **Personally contact each finalist who was not offered the position.**

Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted.* If by chance you lose your top candidate, we want to keep viable candidates available.

✓ **Conduct background checks.**

Included in the fee is a criminal/financial/credential verification background check for the selected candidate. For an additional fee, the board can choose background checks for all of the finalists.

*"This was the first time our district had used a stakeholder committee in addition to the board for input on finalists. The search firm provided outstanding guidance and worked well with district staff to establish a thoughtful productive process."*

*Priscilla Cox, Elk Grove Unified School District, CA*

## *Phase V*

In Phase V McPherson & Jacobson's consultants will:

✓ **Establish performance objectives for new superintendent.**

Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives. The action plan will be presented to the board for formal approval and forwarded to McPherson & Jacobson's home office.

✓ **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process. If the person selected leaves the position, *FOR WHATEVER REASON*, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

*"I have been through this process several times. This process was one of the best"*  
*Jeanette J. Amavisca, Elk Grove Unified School District, CA*

*"I would highly recommend your firm to other school districts."*  
*Field Gibson, Paso Robles Joint Unified School District, CA*

*"I was very pleased with the search in every aspect."*  
*Peggy Buckles, Conejo Valley Unified School District, Thousand Oaks , CA*

## ***Timeline***

The timeline for the search process is established when we meet with the board so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

**Proposed timeline:** *(can be adjusted to meet the needs of the board and district)*

- At the beginning of the search (**mid-February 2019**)
  - Advertising decisions are made
  - The qualities for the new superintendent are identified
  - Application information is posted
  - A formal timeline is established
  - A brochure is created to advertise the district and the vacancy
- At the time designated by the board (**early March 2019**)
  - Stakeholder group meetings are held
  - A summary of stakeholder input is presented to the board
- As applications arrive in our office
  - Applications are monitored and applicants are notified of the deadlines to submit their materials
- After the closing date (**early April 2019**)
  - All the completed applicant files are forwarded to the consultants
  - The consultants begin the review and pre-interview process
- Approximately two to four weeks after the closing date (**mid-April 2019**)
  - Consultants provide information to the board on all applicants who completed the process
  - Consultants present summary profiles of qualified candidates to the board
  - The board selects the candidates it wants to interview
  - McPherson & Jacobson notifies each applicant not selected for an interview
- Soon after the board selects their candidates (**mid-May 2019**)
  - Semi-finalist interviews are conducted (if chosen by the board)
  - The board interviews its final candidates
  - The board selects their new superintendent
  - A criminal/financial/credential verification background check is conducted on the selected candidate
  - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

## ***Consultants for Search***

**William Huyett**

**241 River Oaks Drive**

**Lodi, CA 95240**

**Email: b\_huyett@macnjake.com**

**Phone: 209-334-3375**

### **Educational Background**

Administrative Credential	California State University	
M.A.T.	University of Virginia	Math Education
B.S.	University of Virginia	Mechanical Engineering

### **Professional Experience**

<b>Dates</b>			<b>Title</b>	<b>District</b>	<b>Location</b>	<b>Enrollment</b>
2013	to	Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE	
2008	to	2012	Superintendent	Berkeley Unified School District	Berkeley, CA	9,000
2000	to	2008	Superintendent	Lodi Unified School District	Lodi, CA	30,000
1996	to	2000	Superintendent	Dixon Unified School District	Dixon, CA	4,000
1992	to	1996	Assistant Superintendent for Secondary Education	Elk Grove Unified School District	Elk Grove, CA	60,000
1998	to	1992	H.S. Principal	Elk Grove Unified School District	Elk Grove, CA	1,800
1984	to	1988	H.S. Principal	Elk Grove Unified School District	Elk Grove, CA	1,800
1982	to	1984	M.S. Principal	Elk Grove Unified School District	Elk Grove, CA	1,800
1978	to	1982	H.S. Vice Principal/Admin. Assistant	Elk Grove Unified School District	Elk Grove, CA	1,800
1974	to	1978	Mathematics & Physics Teacher	Elk Grove Unified School District	Elk Grove, CA	1,800



**Professional Organization Memberships**

<b>Name of Organization</b>	<b>Offices Held</b>
California High School Task Force	Chair of the Curriculum Committee
Northern California Superintendents Association	Secretary/Treasurer
WASC Advisory Committee	Committee Chair
ACSA Superintendent Academy Faculty	

**Nicole M. Anderson**  
**5841 Cabernet Drive**  
**Vallejo, CA 94591**  
**Email: n\_anderson@macnjake.com**  
**Phone: 916-539-7161**

### **Educational Background**

B.A.	Oregon State University	Business Administration
M.A.	Sonoma State University	Educational Leadership
Credential	National University	Single Subject Teaching
Credential	Sonoma State University	Administrative Services

### **Professional Experience**

<b>Dates</b>			<b>Title</b>	<b>District</b>	<b>Location</b>
2018	to	Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE
2018	to	Present	Consultant	California School Boards Association	West Sacramento, CA
2018	to	Present	Consultant	Association of California School Administrators	Sacramento, CA
2018	to	Present	Consultant	Generation Ready	
2018	to	Present	Consultant	Epoch Education	Sonoma, CA
2018	to	Present	Substitute Administrator	Vallejo City Unified School District	Vallejo, CA
2016	to	Present	Consultant	Nicole Anderson Consulting	Vallejo, CA
2014	to	Present	Diversity & Equal Access Executive	Association of California School Administrators	Sacramento, CA
2011	to	2014	Principal	Highland Elementary School	Vallejo, CA
2009	to	2011	Vice Principal	Vallejo High School	Vallejo, CA
2009	to	Present	Adjunct Professor	Touro University	Vallejo, CA
2004	to	2009	Assistant Principal	Vallejo High School	Vallejo, CA
2004	to		Summer School Principal	Jesse Bethel High School	Vallejo, CA

### **Community/Service/Fraternal Organizations**

<b>Name of Organization</b>	<b>Offices Held</b>
Garvey Allen Visual & Performing Arts Academy Charter School Advisory Board	Member
Benicia African American Mom's	Coordinator
Benicia Education Foundation	Secretary
Benicia Educational Foundation	Member
Solano County Equity Collaborative	Member
LCAP	Active member
School Site Council	Member
Facilities Planning	Member
PBIS	Member
PTA	Member
ACSA Equity Committee	Chair
ACSA Ed Cal Newsletter and Leadership Magazine	Featured author
ACSA Legislative Advocacy Trip to Washington D.C	CA State Leader Representative
California Equity Leadership Alliance	Coordinator