

**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
ALBANY CITY HALL**

1000 San Pablo

Albany, CA 94706

TUESDAY, April 24, 2018

Closed Session: 6:00 p.m. - 7:00 p.m.

Open Session: 7:00 p.m. - **9:05 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;">Meeting Norms</p> <ol style="list-style-type: none"> 1. Maintain a focus on what is best for our students. 2. Show respect (never dismiss/devalue others). 3. Be willing to compromise. 4. Disagree (when necessary) agreeably. 5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view. 6. Participate by building on the thoughts of a fellow Board member. 7. Make a commitment to open communication and honesty; no surprises. 8. Commit the time necessary to govern effectively. 9. Be collaborative. 10. Maintain confidentiality (which leads to the building of trust). 11. Look upon history as lessons learned; focus on the present and the future. <p style="text-align: center;">All meetings are videotaped. (To view the videos, visit www.ausdk12.org)</p>	<div style="display: flex; justify-content: space-between;"> <div> <p>I. OPENING BUSINESS</p> <p>A) CALL TO ORDER</p> <p>B) ROLL CALL</p> <p>C) IDENTIFY CLOSED SESSION PURSUANT TO AGENDA SECTION III BELOW</p> <p>II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS <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>III. CLOSED SESSION</p> <p>A) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Gov. Code section 54956.9(a)): Name of cases:</p> <ul style="list-style-type: none"> • Philip Shen, et al. v Albany Unified School District et. al., United States District Court, Northern District of California; • Doe, et al v Albany Unified School District et. al., United States District Court, Northern District of California; • John Doe v Albany Unified School District et. al., United States District Court, Northern District of California; • C.E. v Albany Unified School District et. al., United States District Court, Northern District of California; • Kaidong Chen v Albany Unified School District, Alameda County Superior Court <p>B) CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION: Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 Case</p> </div> <div style="text-align: right;"> <p>6:00 p.m.</p> <p>6:05 p.m.</p> </div> </div>
---	--

IV. OPEN SESSION

7:00 p.m.

(20 mins.)

Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:00 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.

A) CALL TO ORDER (Reconvene to Open Session)

B) ROLL CALL

C) PLEDGE OF ALLEGIANCE

D) READING OF AUD MISSION & VISION STATEMENT

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

F) APPROVAL OF AGENDA

G) SCHOOL SPOTLIGHT: Albany Children's Center

(10 mins.)

H) 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. Board of Education

a) Minutes of the March 13, 2018 Board of Education Meeting------(pg.5)

b) Minutes of the March 27, 2018 Board of Education Meeting------(pg.15)

2. Human Resources

a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order------(pg.23)

3. Curriculum, Instruction, and Assessment

a) Overnight/Outdoor Education Field Trip: Ocean View to YMCA Camp Campbell in 2019---(pg.27)

I) BOARD AND SUPERINTENDENT REPORT

7:20 p.m.

(5 mins.)

J) STUDENT BOARD MEMBERS' REPORT

7:25 p.m.

(5 mins.)

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

7:30 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.

L) STAFF REPORT

7:35 p.m.

1. Promoting Safe, Supportive, and Collaborative Environments for all Students and Staff------(pg.29)
(10 mins.)
2. Local Control Accountability Plan------(pg.31)
(15 mins.)

M) REVIEW AND ACTION

8:00 p.m.

1. Resolution 2017-18-18: Reduction of Classified School Services------(pg.49)
(10 mins.)
2. Declaration of Need for Fully Qualified Educators------(pg.51)
(5 mins.)
3. Job Description: Product Development Assistant------(pg.56)
(5 mins.)
4. Independent Contractor Services Agreement with Sara Wicht, Wicht Consulting------(pg.59)
(10 mins.)
5. Resolution 2017-18-19: California Schools & Local Communities Funding Act of 2018------(pg.68)
(10 mins.)
6. Amendment for Design-Build Services with Rodan Builders for the Albany Middle School Annex
Project With Guaranteed Maximum Price (GMP)------(pg.74)
(10 mins.)
7. Amendment with A3GEO for Geotechnical Engineering Services for the
Albany Middle School Annex------(pg.96)
(10 mins.)

AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

9:00 p.m.

(5 mins.)

V. ADJOURNMENT

9:05 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
May 8, 2018	7:00 – 9:30 p.m.	Albany City Hall
May 22, 2018	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, 1051 Monroe Street; and is available on the Albany Unified School District web site: 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**

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.

MINUTES FOR REGULAR MEETING

Tuesday, March 13, 2018

Closed Session: 6:00 p.m. - 7:00 p.m.

Open Session: 7:00 p.m. - 10:00 p.m.

I. OPENING BUSINESS

A) CALL TO ORDER

President Black called the meeting to order at 6:00 p.m.

B) ROLL CALL

1. Board Members Present: President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, and Board Member Trutane.
2. Staff Members Present: Superintendent Valerie Williams; Allan Garde, Chief Business Official; and Cynthia Attiyeh, Director Human Resources

C) IDENTIFY CLOSED SESSION PURSUANT TO SECTION III BELOW

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

No one addressed the Board.

III. CLOSED SESSION

A) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Gov. Code section 54956.9):

Name of cases:

- Philip Shen, et al. v Albany Unified School District et. al., United States District Court, Northern District of California;
- Doe, et al v Albany Unified School District et. al., United States District Court, Northern District of California;
- John Doe v Albany Unified School District et. al., United States District Court, Northern District of California;
- C.E. v Albany Unified School District et. al., United States District Court, Northern District of California;
- Kaidong Chen v Albany Unified School District, Alameda County Superior Court

B) WITH RESPECT TO EVERY ITEM OF BUSINESS TO BE DISCUSSED IN CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTION 54957:

- Superintendent's Mid-Year Goals Update

C) WITH RESPECT TO EVERY ITEM OF BUSINESS TO BE DISCUSSED IN CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTION 54957:

- Personnel - Human Resources Director

D) WITH RESPECT TO EVERY ITEM OF BUSINESS TO BE DISCUSSED IN CLOSED SESSION 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)

IV. REGULAR OPEN SESSION

A) CALL TO ORDER (Reconvene to Open Session)

President Black called the meeting to order at 7:05 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 Attanayake and Student Board Member Silwal.
2. Staff Members Present: Superintendent Valerie Williams; Allan Garde, Chief Business Official; Marie Williams, Director III, Curriculum, Instruction, and Assessment; Diane Marie, Director III, Special Education; Cynthia Attiyeh, Director of Human Resources; and Carrie Nerheim, Director I, Student Services.

C) PLEDGE OF ALLEGIANCE

D) READING OF THE AUSD MISSION & VISION STATEMENT

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

President Black reported that no action was taken in Closed Session.

F) APPROVAL OF AGENDA

1. Adjustments to the Agenda:

Superintendent Williams requested a change in Review And Discussion Item #2: *Memorandum Of Understanding: College And Career Access Partnership Between The Peralta Community College District And The Albany Unified School District*: to remove the Memorandum of Understanding with Peralta Community College and just present the program, changing the title to just “*College And Career Access Partnership Between The Peralta Community College District And The Albany Unified School District.*”

2. Motion: President Black requested a motion to Approve: Albany Unified School District Board of Education Agenda for the March 13, 2018 Regular Meeting with this change. Motion by Board Member Blanchard, seconded by Board Member Clark. The motion passed unanimously.

G) SCHOOL SPOTLIGHT: MacGregor High School

Darren McNally, Principal, presented a slideshow to spotlight MacGregor High School, a continuation school that functions like an alternative school within a comprehensive high school. Some important developments in MacGregor this year include: 1) creating their own classroom within Albany High School, which provides more

freedom to better serve students; 2) improvements to Flex Office Space; and 3) creating a more cohesive staff culture, which encourages and allows for teamwork and collaboration. All of these help staff to focus on their relationships with their students. AnnieJae Fischburg, teacher, and Diane Petersen, counselor, also spoke about the success of their program and reiterated that the smaller class size allows for more one on one time with students, and the smaller size team of teachers lends to more successful collaboration and cohesiveness. Staff at MacGregor would like to see more elective options for students. Board members and staff discussed MacGregor as a continuation school versus an alternative school: as a continuation program, California Ed Code states that students must be at least 16 years old to be in the program. Making MacGregor an alternative school as well as a continuation school would allow students in ninth and tenth grades into the program. President Black stated (for the record) that AUSD has additional ways at the high school for credit recovery and that we have a greater need for an alternative school than for a continuation school, and there are freshmen and sophomores who would benefit from MacGregor and he would like to pursue that conversation and move this idea forward. Diane Peterson added that Piedmont has a 9th-12th grade continuation and alternative school in which students are combined successfully.

H) APPROVAL OF CONSENT CALENDAR

1. Human Resources

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

2. Curriculum & Instruction

- a) Overnight Field Trip: Albany High School to National Ocean Sciences Bowl Finals in Boulder, Colorado

Board Member Trutane commented about the Overnight Field Trip for Albany High School to National Ocean Sciences Bowl Finals in Boulder, Colorado. National Ocean Sciences Bowl is paying for the airfare for this trip and gave a shout out to NOSB for supporting students financially as well as academically. President Black requested a motion to Approve: Consent Calendar. Motion by Board Member Trutane, seconded by Vice President Stapleton-Gray. The motion passed unanimously.

I) BOARD AND SUPERINTENDENT REPORT

Superintendent Williams discussed her trip to Sacramento on February 28th to meet with Joint Senate and Legislative Subcommittees on Education and Funding to advocate for increased funding for Special Education. It was a three hour meeting during which she was allowed 90 seconds to promote Albany and needs for increased funds for Special Education. She encouraged everyone to write legislators and provided contact information for local politicians as well as sample letters for community members to write.

Board Member Trutane followed with a report on that day's trip to Sacramento with Superintendent Williams for California School Board's Legislative Action Day. They met with Assemblymember Tony Thurmond and staff of Senator Nancy Skinner. More than 200 school board members were in attendance that day with a main agenda to push for full and fair funding.

President Black discussed the March 12th 2x2x2 Meeting: City of Albany, Albany Unified School District, and University of California at Berkeley meet to discuss issues of common interest. The Albany Police Chief will be visiting the Traffic and Safety Committee in April to discuss when a crossing guard is warranted at

intersections and thereby determine number of guards needed; Funding for crossing guards will be discussed at the City Budget meeting in June. The City of Albany will be adding Parcel tax on their ballot in November, and the Albany City Council will be considering adding Ranked Choice Voting.

J) STUDENT BOARD MEMBERS' REPORT

Student Board Members Attanayake and Silwal provided the Board with the Student Board Member Report, which announced some of the upcoming events in various AUSD schools, including the following:

Community-wide *White Elephant Auction and Bake Sale* will be on Sunday, March 25th from 12:00-3:00 p.m. at the Four Corners Room in the University Village Community Center. Donations accepted between 10:00-11:30 a.m. All proceeds will help Ocean View Elementary teachers buy more supplies for their students.

The Annual Sock Hop will be Friday, March 23rd from 6:30 - 8:00 p.m. in the Ocean View Multi-Purpose Room. Activities include a Crazy Otter Sock Contest, Otter Trail Dance Contest, and much more.

Albany High School's *Annual Spring Fling* will be Friday, March 23rd. Volunteers and chaperones needed.

Cornell will host a *Walkout/Hug* on March 14th in unity with the victims/students of Marjory Stoneman Douglas High School in Parkland Florida.

The Pink Squad, a student organized 5th grade group, will host a *bake sale* on Thursday, March 15th from 1:40 – 2:15 p.m. All of the money raised will support “The Noya Association” and “Rabbit Ears.”

The Marin Moonlight Auction, Marin Elementary's adult-only fundraiser, will be on Saturday, March 24th, 6:00 -10:00 p.m. This auction is the PTA's largest fundraiser. Purchase tickets by March 23rd for \$30/person. Prices jump to \$40/person at the door.

On March 14th, Albany High School will hold a *school-sanctioned walk out* during Advisory for 17 minutes to honor the victims of the Parkland shooting. Following the walk-out will be a student led protest at Memorial Park, which will not be school-sanctioned.

President Black added that all of the schools will observing the 17 minutes on March 14th.

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

No one addressed the Board.

L) STAFF REPORT

1. Promoting Safe, Supportive, and Collaborative Environments for All Students and Staff

Director of Student Services Carrie Nerheim presented slides on Albany Middle School's Unity Week, an annual tradition at the middle school that celebrates diversity. Weeklong activities included Spirit Days, a Poetry Slam Assembly for 7th-8th graders, a Super Friend Contest, a t-shirt contest; and lessons held during English Language Arts, Math, Science, and History classes that promote unity and kindness. The t-shirt design winner was Jasmine Jodatian, and the tshirt was displayed at the Board meeting. One noteworthy activity that Director Nerheim observed was a student *Compliment Battle* where students came to the microphone and dropped “epic”

compliments, and numerous staff attended just to observe the fun. Student Board Member Silwal commented that she would love to see this type of week-long event at the high school.

2. Special Education Update

Diane Marie, Director of Special Education, presented data on paraeducator attendance rates, including data on the coverage and non-coverage rates at each of the school sites for August - February of this 2017-18 school year. When there are few paraeducators at a site, a few absences appear as a high absence rate when reported as a percentage. There are two floating paraeducator subs; these individuals are typically put into the long-term positions. One substitute has been added since the last Board meeting. Currently there are only 15 para subs available. The District has difficulty filling positions. Interviews are ongoing to fill positions. A side note was added that a teacher has been found to fill a position that was vacated at Albany Middle School.

Board members, staff, and members of the community discussed the attendance rates and substitute information availability. A breakdown of the data presented reflected a total of 43 uncovered para days for K-5 at all three elementary schools combined; 197 uncovered para days at Albany Middle School; and 109 at the high school. These numbers highlight that there is a problem at the middle school that needs to be addressed. Discussion ensued about the difficulty of hiring subs. Director Marie reiterated that some subs only want to work at certain sites, on certain days, or number of hours. Superintendent Williams stated that she has invited the SELPA Director, Katy Babcock, to come to a future Board meeting to talk about the hiring challenges of paras and substitutes. A request was made to see as much data as possible in the Board packet to allow discussions at the meeting to be well-thought through. This will be provided at subsequent Board meetings. Another request was made for a comprehensive Special Education report with breakdown of paras and subs available for each of the school sites. This will be agendaized on a future Board meeting. Mr. Ritchie, Albany Middle School teacher, commented that there may be problems at the middle school but there are also a lot of needs at the middle school. Clarification was requested on substitutes, paraeducators, and resource aides. Superintendent Williams stated that she will send out a letter to the community regarding the challenges of Special Education and the Senate Bill once the formal Bills for Special Education are authored and can be presented with Resolutions to the Board. To listen to the full report and see the data presented, please view the [March 13, 2018 BOE video](#).

M) REVIEW AND DISCUSSION

Agenda Adjustments: President Black requested to move Review and Discussion Item #2: College And Career Access Partnership Between The Peralta Community College District And The Albany Unified School District up to Item #1 on the Agenda. Agenda so adjusted.

1. ~~Memorandum Of Understanding~~: College And Career Access Partnership Between The Peralta Community College District And The Albany Unified School District

As previously noted, the Memorandum of Understanding was pulled from the agenda and the program between Peralta Community College and Albany Unified was presented. Superintendent Williams briefly introduced the program and described the long term goal of the program. Once students graduate from Albany High and are working towards their degree and teaching credentials, Albany would support students enrolled in the program by hiring them as paraprofessionals, and provide student teaching experience and observational experience so

that Albany High graduates would return to teach in Albany Unified School District. Superintendent Williams introduced Ron Rosenbaum, the Student Services Specialist at Berkeley City College, who will serve as the liaison between Albany Unified and Berkeley City College. Mr. Rosenbaum spoke briefly and provided handouts on the program's pathway. Dr. Loretta Kane, Coordinator of the Degree and Certificate Programs in Education at Berkeley City College, discussed the program, the course descriptions, and the learning outcomes. Superintendent Williams added that the program is free of charge, as Dr. Kane has received two grants to fund this pilot program. Darren McNally discussed the dual enrollment process.

President Black asked about the language in the Memorandum of Understanding regarding Albany High School teachers teaching this class. Mr. Rosenbaum clarified that teachers would need to have a Master's Degree to teach this class and this would not affect the staffing or cost to the District. Board members and staff discussed recruiting and spreading the word of the program to actively support the program until the Memorandum of Agreement is brought back to the Board. Dr. Kane addressed questions from a member of the community regarding the diversity of the program and the criteria for involvement. Dr. Kane stated that recruiting a diverse group of students to the program is a priority. The first class typically attracts a diverse variety of students. As for criteria, there are no academic barriers, and a lot of support is provided to students in the program. The potential for a summer bridge program was broached by a member of the community, and Superintendent Williams stated that at this point, the focus is on the first year pilot program and for students to succeed. Then maybe it will lead to a summer bridge program in the future. This program will come back to the Board later this spring for approval once the Memorandum of Understanding is more fully developed and has gone through the Peralta Community College Board. The goal is for classes to start next Fall. To listen to the discussion in its entirety, please view the [March 13, 2018 BOE video](#).

2. Adoption of Elementary Instructional Materials: Phonemic Awareness And Decoding

Marie Williams, Director of Curriculum, Instruction, and Assessment, invited two of the three Elementary Teachers On Special Assignment (TSAs), Miesje Child and Rebecca Eros, to present the instructional materials they have selected as part of a comprehensive K-5 literacy program. Miesje provided history and background of how materials are adopted and the work that TSAs do behind the scenes to help move the process along. Rebecca Eros went through the Building Blocks of Reading Proficiency Skills Needed to Read. She emphasized Concepts of Print; Phonemic Awareness, decoding and word recognition; fluency; vocabulary; and comprehension. The Elementary Curriculum Council did not think that a single package of instructional materials was sufficient; their preference is to assemble several outstanding components to create a unique program. Phonemic awareness and decoding for very early learners were discussed. Three to five minutes in Phonemic Awareness helps to identify students who may need it in large group versus small groups. Children who have trouble with Phonemic Awareness often have dyslexia. This type of information helps with dyslexia legislation.

President Black commented on how Miesje and Rebecca articulated extremely well the great values of the TSAs and encouraged the Board to find a way to keep the TSA program going in light of current budget challenges. Marie Williams stated that the materials will be available for public review for 30 days and this item will come back to the Board on May 8th as either a Review and Action or a Consent Item. The Teachers on Special Assignment will return later this spring to discuss other components. The consensus by the Board members was to bring it back on Consent. Director Williams also addressed a question from a member of the community

regarding providing information to families when there will be changes in curriculum. There is definitely an opportunity for some front loading prior to the start of the school year. Resources could be made available online. To hear the presentation in full, please view the [March 13, 2018 BOE Video](#).

N) REVIEW AND ACTION

1. Resolution 2017-18-15: In Support of School Safety And Gun Control

Superintendent Williams presented this Resolution with requested changes (prior to Board meeting) noted in the resolution. Board Member Trutane expressed support for this Resolution and moved to approve with these changes. Board Member Blanchard seconded it.

Revisions to Resolution 2017-18-15: In Support of School Safety and Gun Control:

~~Whereas, the United States Congress should allow the Centers for Disease Control to conduct research on gun violence;~~ the US Congress has restricted the ability of the Centers for Disease Control (CDC) to conduct research on gun violence, which research could help to find or highlight effective countermeasures to gun violence; and

~~9. Ensuring local school authorities retain the authority and discretion to use, equip, train, and deploy security officers in schools;~~

10. Ensuring that principals have adequate training to maintain a safe and secure school environment, with cooperation from and in partnership with local law enforcement.

11. Allow the Center for Disease Control (CDC) to conduct research on gun violence and fully fund such research.

President Black expressed a concern for the funding and cost of the things we are asking for in this resolution as the State may not fund them. With no further comments or discussion and a motion and second standing, President Black called the vote to Accept: *Resolution 2017-18-15: In Support of School Safety and Gun Control*. The motions was passed unanimously.

2. Resolution 2017-18-16: Calling for Support of AB 2808 (Muratsuchi) to Increase Local Control Funding for California's Public Schools

Board members and staff discussed the differences between this resolution and the next one on the agenda: *Resolution 2017-18-17: Calling for Full and Fair Funding of California's Public Schools*. Assembly Bill 2808 (Muratsuchi) is to increase base local control funding for California public schools. We are asking for the state to raise the base level of funding that we would receive per pupil. This would increase the base grant and for every year there would be a cost adjustment above that amount. To contrast with the other resolution, this bill is specifying amounts by which the base grant would increase; the other resolution states that we need more money but does not specify targets. This bill would add \$1.2 billion in ongoing funding to the Local Control Funding Formula on top of the Governor's \$3 billion addition in the January budget. Superintendent Williams stated that a sample letter will be posted on the AUSD website for parents, staff, and members of the community to send to legislators in support of this Bill. Requested changes were made to the Resolution prior to the meeting.

Revisions to Resolution 2017-18-16: Calling for Support of AB 2808 (Muratsuchi) to Increase Local Control Funding for California's Public Schools:

WHEREAS, Assemblymember Al Muratsuchi has introduced AB 2808, which would increase LCFF base, supplemental and concentration grant funding to a level that is equal to or above the average of the top 10 states, as called for in State Constitution; ~~and~~,

President Black requested a motion to Accept: Resolution 2017-18-16: Calling for Support of AB 2808 (Muratsuchi) to Increase Local Control Funding for California's Public Schools. Motion by Board Member Trutane, seconded by Board Member Clark. The motion passed unanimously.

3. Resolution 2017-18-17: Calling For Full and Fair Funding of California's Public Schools

This resolution would help to get us into the top 10 states in the nation in terms of public education funding. Board member requested changes will be noted in the resolution.

Revisions to Resolution 2017-18-17: Calling for Full and Fair Funding of California's Public Schools

~~WHEREAS, in Robles-Wong v. State of California, a group of plaintiffs led by CSBA argued that California's school funding system violated Article IX of the State Constitution by denying all students access to an education that prepares them for economic security and full participation in our democratic institutions; and~~

~~WHEREAS, the California Supreme Court declined to hear the case by a 4-3 margin, prompting Justice Goodwin H. Liu to write: "It is regrettable that this court, having recognized education as a fundamental right and landmark decision 45 years ago [Serrano v. Priest (1971) 5 Cal.3d 584], should now decline to address the substantive meaning of that right."; and~~

President Black requested a motion to Accept: Resolution 2017-18-17: Calling for Full and Fair Funding of California's Public Schools. Motion by Board Member Clark; seconded by Board Member Trutane. Motion by passed unanimously.

Superintendent Williams added that these Resolutions will be finalized with changes and sent to all of our local legislators.

4. Conduct A Public Hearing To Receive Sunshine Negotiation Proposal From Albany Teachers Association (ATA)

President Black opened the Public Meeting. Cynthia Attiyeh, Director of Human Resources, addressed the Board. ATA has identified the following articles to sunshine: Article 11 – Wages and Salary, including related exhibits; Article 18 – Class Size/Specialists Caseloads; and Article 28 – Working Conditions. A member of the community requested a definition of the working conditions. Director Attiyeh described the working conditions as basically just the conditions of their working area, such as if there is a locked cupboard in classroom, or an intercom system. **President Black closed the Public Meeting.**

President Black requested a motion to Approve: Sunshine Negotiation Proposal From Albany Teachers Association. Motion by Board Member Blanchard, seconded by Vice President Stapleton-Gray. The motion passed unanimously.

5. Conduct A Public Hearing To Receive Sunshine Negotiation Proposal From Albany Unified School District
President Black opened the Public Meeting. Cynthia Attiyeh, Director of Human Resources stated that in addition to the same three articles (in previous Negotiation Proposal), the Albany Unified School District will also be sunshining these articles: Article 16 – Hours of Employment; and Article 25 – Calendar. A member of the community asked for an explanation on the contract dates, since the current contract remains in effect through 2019. Director Attiyeh explained that full contracts typically run for three years but every year both parties can sunshine (spotlight) different articles to talk about and potentially negotiate each year. Then contracts could be amended going forward. **President Black closed the Public Meeting.**

President Black requested a motion to Approve: Sunshine Negotiation Proposal From Albany Unified School District. Motion by Board Member Trutane, seconded by Board Member Blanchard. The motion passed unanimously.

6. 2017-2018 2nd Interim Financial Report

Chief Business Official Allan Garde presented the mid-year budget update with a slideshow and highlighted several aspects of the budget. The Local Control Funding Formula helps to paint a picture of the Muratsuchi Bill. LCFF began in 2013-14, but the State recognized that they did not have enough money to fully implement it. There has been a gap in funding, and the Governor plans to close that gap in January of 2019. The Muratsuchi Bill identifies an additional gap of \$100+ billion. It would show the need for more funding for education, but this Bill alone does not solve school funding problems.

K-12 funding per student since 1998: inflation-adjusted funding for education has increased by less than 1% each year over the past 25 years. This is the main driver for the Full and Fair Funding Bill as it would get us out of the less than 1% increase each year and get us out of the bottom 50% across the nation in funding for education. Proposition 19 was worded as a minimum that State was supposed to fund schools and it's been treated as a maximum by legislators ever since.

Factors to consider for what will happen next year include: 1) the State budget is driven by economy and April tax collections; 2) revenue projections will determine funding for K-12 education; 3) Governor proposed \$1.8 Billion in one-time funds; and 4) 50% of State Senator Seats and 100% of Assembly Seats are up for election in 2018.

The Board was asked to approve the 2017-2018 2nd Interim Financial Report with a Positive Certification, which means that the School District has at least a 3% reserve in the second subsequent year (2019-20). AUSD has a 9% reserve and will be able to meet all of our financial obligations for the current and two subsequent years. Board members commented on the base funding and percentage of the gap funded in 2017-18 and 2018-19: The gap is getting smaller because the base funding increases. Board members also discussed the Board Budget Committee that was tabled from February 13, 2018. Superintendent Williams stated that the Budget Committee is a Board Appointed Budget Committee and it will be presenting to the Board in the future. The Budget Work Group is supposed to continue to meet until the Board Appointed Budget Committee (role and members) are finalized. Superintendent Williams added that the deadline to write letters supporting AB 2808

(Muratsuchi) Bill deadline has been extended to March 21st and she will post sample letters on the website for the community. For the complete report and discussion of the 2nd Interim Financial Report, please view the [March 13, 2018 BOE Video](#).

President Black requested a motion to Approve: 2017-2018 2nd Interim Financial Report. Motion by Board Member Blanchard, seconded by Board Member Clark. The motion passed unanimously.

AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Staff report from MacGregor about Alternative, Continuation, and “Small-but-necessary” school information
- More clarification on numbers in Special Education
- Board Budget Committee

V. ADJOURNMENT

The Board adjourned at 9:45 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
March 27, 2018	7:00 – 9:30 p.m.	Albany City Hall
April 3, 2018	7:00 – 9:30 p.m.	Cornell Elementary School

**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.

MINUTES FOR REGULAR MEETING

ALBANY CITY HALL

Tuesday, March 27, 2018

Closed Session: 6:00 p.m. - 7:00 p.m.

Open Session: 7:00 p.m. - 9:25 p.m.

I. OPENING BUSINESS

A) CALL TO ORDER

President Black called the meeting to order at 6:05 p.m.

B) ROLL CALL

1. Board Members Present: President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, and Board Member Trutane.
2. Staff Members Present: Superintendent Valerie Williams; Allan Garde, Chief Business Official

C) IDENTIFY CLOSED SESSION PURSUANT TO SECTION III BELOW

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

No one addressed the Board.

III. CLOSED SESSION

A) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Gov. Code section 54956.9):

- Philip Shen, et al. v Albany Unified School District
- Doe, et al. v Albany Unified School District
- John Doe v Albany Unified School District
- C.E. v Albany Unified School District et. al.
- Kaidong Chen v Albany Unified School District

B) WITH RESPECT TO EVERY ITEM OF BUSINESS TO BE DISCUSSED IN CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTION 54957:

- Superintendent's Mid-Year Goals Update

IV. OPEN SESSION

A) CALL TO ORDER (Reconvene to Open Session)

President Black called the meeting to order at 7:00 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 Attanayake, and Student Board Member Silwal
2. Staff Present: Superintendent Valerie Williams; Allan Garde, Chief Business Official; Marie Williams, Director III, Curriculum, Instruction, and Assessment; Carrie Nerheim, Director I, Student Services; Diane Marie, Director III, Special Education; and Cynthia Attiyeh, Director III, Human Resources

C) PLEDGE OF ALLEGIANCE

D) READING OF THE AUSD MISSION & VISION STATEMENT

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

President Black reported that the Board took no action in Closed Session.

F) APPROVAL OF AGENDA

President Black requested a motion to Approve: Albany Unified School District Board of Education Agenda for the March 27, 2018 Regular Meeting. Motion by Board Member Clark, seconded by Board Member Blanchard. The motion passed unanimously.

G) SCHOOL SPOTLIGHT: Ocean View Elementary School

Teachers Izzy Cohen and Bridgette Banales presented a slideshow on the *Fourth Grade Culture Studies* at Ocean View Elementary. They discussed teaching about culture, with students learning "languages of the week," and with considerable parental involvement, both in the classroom, and via video presentations. Members of the Board thanked the teachers for "making the curriculum come alive." Board members would like to see this presentation shared with a larger audience, and it was determined that it will be uploaded onto the District website as long as the audio is included with the presentation. The teachers were concerned that the presentation would be misinterpreted without the audio, and stated that also culture shifts and changes and this material evolves. They would like to add a Disclaimer to that effect. The presentation in its entirety can be viewed on the [March 27, 2018 BOE video](#).

H) APPROVAL OF CONSENT CALENDAR

Superintendent Williams introduced Cheryl Cotton as the new Director of Human Resources for Albany Unified School District. Cheryl addressed the Board and expressed her excitement to be part of Albany Unified School District.

1. Board of Education

- a) Minutes of the February 13, 2018 Board of Education Meeting
- b) Board of Education Meeting Schedule 2018-19

2. Human Resources

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

b) Memorandum of Understanding (MOU) for the Contra Costa County Office of Education Teacher Induction Program

3. Business Services

a) February 2018 Donation Report

b) February 2018 Warrant Report

4. Curriculum, Instruction, and Assessment

a) Independent Contractor Agreement with Ivy Chen, MPH, for Fifth Grade Puberty Education

5. Special Education

a) Independent Contractor Agreement Between Albany Unified School District And Anne Eisenmann
(provided under separate cover)

Adjustments to the Consent Calendar:

Superintendent Williams requested a change in *Human Resources: Certificated Personnel Assignment Order & Classified Personnel Assignment Order*: Removal of Brandon Mohan from the Leave of Absence from the Personnel Action Order. Also on the *Certificated Personnel Assignment Order & Classified Personnel Assignment Order* was the listing for the new Director of Human Resources for Albany Unified School District, Cheryl Cotton. Superintendent Williams introduced Cheryl Cotton to the Board and the Albany community. Cheryl expressed her excitement to be part of Albany Unified School District and she looks forward to working with everyone.

Motion: President Black requested a motion to Approve: Consent Calendar with the requested change. Motion by Board Member Trutane, seconded by Board Member Trutane. The motion passed unanimously.

I) BOARD AND SUPERINTENDENT REPORT

Superintendent Williams shared information on Assembly Bill 3136, a Special Education bill authored by Assemblymember Patrick O'Donnell, and the need for parents to write letters of support. Both bills, AB 2808 and 3136, are going to be held at the Assembly Education Committee meeting on April 11th. Superintendent Williams sent an email out to the community with information and a sample letter for those who wish to petition legislators for support. This information is also on the District website. Board Member Trutane added that she hopes to get email reminders out to the community before Spring Break (April 9-13) to maximize participation.

Board Member Trutane attended the City Council meeting regarding election methods, where the City of Albany voted against putting Ranked Choice Voting on their ballot. The AUSD School Board had previously passed a Resolution supporting the idea of using Ranked Choice voting to elect the School Board. The Council's decision was to ask staff to determine the cost of an assessment to see if Albany's past elections indicate a bias against protected groups. President Black stated that we cannot really discuss this unless we agendize it. It was suggested that it could be taken to the 2x2x2 Meeting or to the City alone.

Board Member Clark attended the Albany Spring Fair on Saturday, March 24th, that was held at the middle school. He also attended Ocean View's "Cornell's Got Talent" and gave a shout out to Coach Joel who's been running the Talent Show for several years now.

J) STUDENT BOARD MEMBERS' REPORT

Student Board Members Attanayake and Silwal provided the Board with the Student Board Member Report, which highlighted some of the recent and upcoming events in various AUSD schools.

Recent events included:

Cornell had their *Annual Talent Show* on Saturday, March 24th. More than 75 kids performed; it was quite the show.

Marin's Moonlight Auction was also on Saturday, March 24th. It hosted a range of items and activities, including delicious food and drinks, beautiful art projects made by the children, a fun photo booth, and many items to bid on. Thank you to all that participated.

Upcoming events include:

Cornell's 5th Grade students will be photographed together in a group portrait on Tuesday, March 27th at 8:30 a.m. Prints are \$20.

Smarter Balanced Summative Assessment Consortium (SBAC) testing will start on April 16th for students in grades 3-8, 11 and 12, and will continue through May 11th. Practice tests are available online.

On April 21st, Marin Elementary will host *STEAM (Science, Technology, Engineering, Arts and Mathematics) Day*, a day full of math and science-related activities presented by the Marin PTA, Albany High School students, and area businesses. The Bike Mobile will also be there to fix and tune up bike for free and provide bike-safety messages.

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

No one addressed the Board at this time.

L) STAFF REPORT

1. Promoting Safe, Supportive, and Collaborative Environments for all Students and Staff

Carrie Nerheim, Director of Student Services, presented an update on the *California Healthy Kids Survey*. This mandatory survey is done every two years and is administered to students in grades 5, 7, 9, and 11. In addition to the state-wide standardized questions, the District can add its own customized questions. This year's survey was the same as the one that went out two years ago; the next one to go out in two years may have changes. Student Board Member Attanayake asked how the data is examined and interpreted to determine what is true and what is false. President Black responded that it is all taken at face value, but trends are taken into consideration. Student Board Member Silwal commented that students need to be reassured that the results of the survey are examined and can propel change in the future. It was added that not only does the Board examine the results, but the entire district can see them and they are on the California Dashboard, so it's all public information under Local Climate Survey. It was suggested to format the survey in a different way to prohibit students abusing the results or adding nonfactual information. There is nothing we can do to prevent students from abusing the survey. The timeframe for when results will be presented to the Board is forthcoming; Director Nerheim anticipates that it will be before the beginning of next school year so that results can be used to inform

future practice. It was also suggested that students, parents, and the community need to be made more aware of why this survey is important. They need to know that the data is impactful when the Board and staff make decisions. Albany High School counselor Becca Burns added that the counselors use the data to drive professional development and is taken very seriously.

2. Special Education Update

Superintendent Williams presented an update on actions taken to address concerns in Special Education. More than 15 pages of notes from meetings were condensed down to a three-page executive summary. After meeting with paraeducators and Special Education teachers and specialists from all sites including Albany Children's Center, and general staff at two sites, the conversation will continue as there are two more sites to visit. Superintendent Williams clarified that the term "complex" used with respect to the needs of students does not mean "intense" but rather that the needs of students has changed over the years. She explained that the "push-in" model is when a teacher goes into the general education classroom and assists rather than pulling a student out of the classroom to receive services. The largest area of feedback received was around the issue of paraprofessionals and that they would like to receive more training. Some paras reported that they felt expected to teach or re-teach a lesson to support students at the middle and high school, namely in the area of math.

Discussion among the Board, staff, and members of the community ensued about the intensity of the students' needs, the increased number of students with needs related to mental health, the increased number of students needing services, what used to be provided by the County has been passed on to the District to provide support, and the fact that the grade level for needs spans from preschool through high school and into transition.

Board members and staff acknowledged the many paraprofessionals in attendance at the meeting. Board Member Clark extended an apology to the paras for them feeling disrespected by the Board and District staff. The possibility of including paraeducators in IEP meetings if parents desired was reiterated, along with advocating for more contractual hours and more paraeducator training. A paraprofessional at Albany Middle School spoke about how the student body has changed over the last 30+ years. There are more students today who are higher functioning but are on the spectrum with a broad area of needs, and paras are required to teach them how to socialize. It was suggested that Albany bring in art, music, and drama classes just for students with special needs.

Board Member Clark added that he would like to formally make a motion to increase minimum wage for employees in the Albany Unified School District. President Black stated that this motion may need to be talked about in a Closed Session. Superintendent Williams recommended that the Board direct staff to research increasing minimum wage for AUSD employees, and the Board made that direction.

3. Overview of 2016-2017 Technology Speak Up Survey Results

Dax Kajiwar, Director of Technology, presented the findings from the Speak Up Survey, a national technological survey that measures the opinions, use, and availability of technology in K-12 classrooms. A few key areas of interest were covered, including; student equity and their access to devices and the Internet at home; opinions in the community about appropriate devices for students at school; and opinions about communication between the District and teachers and parents. A summary of the results included: a large portion of students have access to devices and the internet at home; more parents prefer having students share devices; and the majority of parents indicated satisfaction with district and school communication.

Board members and staff discussed how the data will be used to inform our purchases of technology in the schools (i.e. Chromebooks vs. iMacs) and the issue of equity with respect to every student having a 1:1 model to support schoolwork. It was noteworthy that the parents' preference was much different than the students' preference related to this. Dax stated that the focus of the survey is to start conversations about what students need and want, what parents want, and the implications of all of this. It was also suggested to have a flipped classroom model, where the teacher videotape a portion of the lesson so parents can see what is being taught. This can also be done with counseling information, college and career information. With respect to how the district and schools communicate to parents and students, email was by far the preference for communication and parent portal and district website was lower. It would be interesting to see whether the new website attracts more interest from parents. It was also noted that the survey was done before the revamping of the AUD website. To hear the presentation of the Speak Up Survey results, please view [March 27, 2018 BOE Video](#).

4. English Learner Program Update

Superintendent Williams requested to Table this item until May. President Black requested a motion to Table: English Learner Program Update. Motion by Board Member Clark, seconded by Board Member Trutane. This item was tabled until May.

M) EXTEND TIME OF MEETING

President Black requested a motion to extend Board Meeting 30 minutes. Board Member Trutane moved to extend the Meeting 30 minutes until 9:55 p.m and the Board concurred.

N) REVIEW AND DISCUSSION

1. Albany High School Higher Education Enrollment Trends

Marie Williams, Director of Curriculum, Instruction, and Assessment, was joined by Albany High counselor Becca Burns and Principal Alexia Ritchie to discuss the data presented in three segments. Director Williams clarified that students' social security numbers are not provided to National Student Clearinghouse. Director Williams pointed out that of the institutions of enrollment in the Fall immediately following high school graduation for all classes by number of students, the two most common are Berkeley City College and Diablo Valley College, both community colleges. Becca Burns discussed the current strategies in place to support students thinking about post-secondary planning and reviewed the three surveys. President Black commented that while students are often counseled to start at a community college, nationwide the number of students who attend two-year colleges and go on to graduate with a four-year degree is relatively low, and questioned how Albany students compare. Albany High School Principal, Alexia Ritchie, discussed the ways they use the data moving forward to support all students, such as guiding school plans and the master schedule at the high school; help with college and career readiness (also focusing on career); and looking at graduation requirements and A-G requirements for readiness and stability for college. Their goal is to ultimately impact current students.

Board members discussed the exit survey, classes taken outside of AHS to meet the A-G requirements, and it was noted that 60% meeting A-G seems low. Some students who have taken A-G requirements may be receiving a D grade. In these cases, a grade recovery system could provide an opportunity for students to improve their grades. It was also noted that there are many routes to college in order to be successful in life, and more ways to

be successful rather than going to a UC or a 4-year college. To support current high school students, she suggested the idea of Albany High alumni sharing their post-graduation success with various avenues in life such as a gap year, an internship, or college. Board Member Blanchard gave “kudos” to Marie for her work on this as it’s been something the Board has wanted to see for at least 10 years now. To see the presentation on the Albany High School Higher Education Enrollment Trends, please view the [March 27, 2018 BOE video](#).

O) REVIEW AND ACTION

1. Master Contract Between Albany Unified School District And Staff Rehab *(provided under separate cover)*

No questions or comments. President Black requested a motion to Approve: Master Contract Between Albany Unified School District And Staff Rehab. Motion by Board Member Trutane, seconded by Board Member Clark. The motion passed unanimously.

2. Professional Services Agreement With The McLean Hospital Corporation

Darren McNally presented this to the Board. He explained that this pilot program would allow for all 10th graders at Albany High and all additional students at MacGregor to take the Holistic Student Assessment (HSA), which is a strength-based survey consisting of 61 questions. It may help to find social-emotional competencies and its correlation to student achievement, and the data would be used to help plan intervention services for students.

President Black asked about the data and what will be done with the results. Darren explained that they want to take any new information they may receive from this survey and try to plan interventions before students start having other problems. At this point they do not have any individualized social-emotional information, only proxies for social-emotional indicators. This data may provide new information. President Black stated that he is in favor of finding information to support our students, but has strong concerns about this specific test based on their sample sizes and lack of ability to normalize the data by ethnicity or other backgrounds. Darren referred the Board to the PEAR Institute’s *2017 Technical Report*, which showed that their current sample size has increased to 43,600 students and 63,000 administrations. Furthermore, PEAR reports that outside experts have established reliability and validity of the measure, and also data has been able to normalize their data by ethnicity, languages, special education, among others. President Black wants to be convinced of the validity of the test and the accuracy of the results.

Board Member Blanchard moved to Approve: Professional Services Agreement With The McClean Hospital Corporation. Motion was seconded by Vice President Stapleton-Gray. The motion passed unanimously. President Black added that he voted in favor of this more in faith of Darren and staff and their ability to determine the value of the program and results. Superintendent Williams stated that she will forward the 2017 Technical Report to the Board for their reference.

AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Ranked-Choice Voting
- Information on raising minimum wage for staff - Closed Session

V. ADJOURNMENT

The Board adjourned the meeting at 9:55 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
April 3, 2018	7:00 – 9:30 p.m.	Cornell Elementary School
April 24, 2018	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, 1051 Monroe Street; and is available on the Albany Unified School District web site: 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).

Personnel Assignment Order: Pending Approval

BOE Meeting 4/24/2018

Class Certificated

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
ESY Speech/Language	Bartalini, Francesca		DW	\$36.82/hour	6/22/18	7/20/18	Approve	Sp Ed
ESY Teacher	Corpuz, Merl		DW	\$36.82/hour	6/22/18	7/20/18	Approve	Sp Ed
School Psychologist	Wallace, Kyle		Sp E	1.0 FTE	8/21/18	6/19/19	Approve	Sp Ed
Teacher	Galvarro, Gabrielle		Sp E	1.0 FTE	8/24/17	6/14/19	Approve	Sp Ed
Teacher	Tutass, Jennifer		Sp E	1.0 FTE	4/16/18	6/14/19	Approve	Sp Ed

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Substitute Teacher	Natale, Janet				4/3/18		Approve	
Teacher	Ledbetter, Catherine			1.0 FTE	6/15/18		Approve	
Teacher	Lin, Suzanne			1.0 FTE	6/15/18		Approve	
Teacher	Tjen-a-looi, Molly			1.0 FTE	6/15/18		Approve	

Monday, April 16, 2018

Page 1 of 4

BOE Meeting 4/24/2018

Class Classified

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Clerk I	Lacy, Gennelle		DW	.333 FTE	4/16/18		Approve	Sp Ed
Interpreter/Translator	Puniani, Rhiya		DW	\$29.95/hour	3/13/18		Approve	GF
Lifeguard	Roberts, Rhiannon		Pool	\$14.00/hour	4/3/18		Approve	Pool
Substitute Para-educator: Spec Ed	Puniani, Rhiya		DW	\$13.96/hour	3/13/18		Approve	Sp Ed
Swim Instructor	Roberts, Rhiannon		Pool	\$15.00	4/3/18		Approve	Pool

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Chief Business Official	Garde, Allan			1.0 FTE	4/13/18		Approve	
Para-educator: Spec Ed	Black, Erika			1.0 FTE	3/5/18		Approve	
Para-educator: Spec Ed	Cotsirilos, Joseph			.8 FTE	4/4/18		Approve	
Student Acct/Bookroom Clerk	Salas, Julie			1.0 FTE	6/30/18		Approve	

Class Student Worker

BOE Meeting 4/24/2018

Category: Student Worker

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Avail. Upon Bd. Req.								

Class Uncompensated Service

Category: Intern

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Occupational Therapist	Carrasco, Bernadette				18/19 SY		Approve	
Occupational Therapist	McConnell, Charae				18/19 SY		Approve	

Category: Volunteer

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
	Brown, Yoko				4/25/18		Approve	
	Brunetti, Andre				4/25/18		Approve	
	Grogans, Te'dra				4/25/18		Approve	
	Lee, Jieun				4/25/18		Approve	
	Levitt, Shia				4/25/18		Approve	
	Maddock, Paul				4/25/18		Approve	

BOE Meeting **4/24/2018**

Oh, Yeonsuk	4/25/18	Approve
Paden, David	4/25/18	Approve
Place, Martin	4/25/18	Approve
Ridgeway, Karin	4/25/18	Approve
Safaie, Shabnam	4/25/18	Approve
Sims, Douglas	4/25/18	Approve
Textor, Dave	4/25/18	Approve

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

ITEM: **APPROVE OVERNIGHT/OUTDOOR EDUCATION FIELD
TRIP: OCEAN VIEW TO YMCA CAMP CAMPBELL
MAY 14-17, 2019**

PREPARED BY: **MARIE WILLIAMS, DIRECTOR III --
CURRICULUM, INSTRUCTION, AND ASSESSMENT**

TYPE OF ITEM: **CONSENT**

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: The YMCA Camp Campbell Outdoor Science School in Boulder Creek, CA provides a hands-on “living” curriculum in an outdoor setting where students can develop an understanding of their role in the environment.

[YMCA Camp Campbell](#) is a leading nonprofit committed to strengthening communities through youth development, healthy living, and social responsibility. The environmental education provided by the Outdoor Science School is an extension of classroom curriculum. Students see, feel, hear, and see the realities of nature.

DETAILS: All fifth grade students at Ocean View will spend 4 days and 3 nights at the [YMCA Camp Campbell Outdoor Science School](#) in Boulder Creek, CA and participate in a hands-on outdoor science education program. The program, which is aligned with the 5th grade standards for forest ecosystems and biology for this temperate area, is filled with learning opportunities through hiking, exploring, camp games, skits, and fireside songs. Students will travel to and from the destination by chartered bus, and stay in the Camp Campbell lodge.

FINANCIAL INFORMATION: The trip will cost \$215 per student, which includes all camp fees, meals, lodging, and transportation. Funding will come from fees from families and fundraising from a variety of sources. Parents will be asked to contribute a fee in any amount that they can afford. No child 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.*

<p>RECOMMENDATION: APPROVE OVERNIGHT/OUTDOOR EDUCATION FIELD TRIP: OCEAN VIEW TO YMCA CAMP CAMPBELL MAY 14-17, 2019</p>
--

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

**ITEM: PROMOTING SAFE, SUPPORTIVE, AND COLLABORATIVE
ENVIRONMENTS FOR ALL STUDENTS AND STAFF**

PREPARED BY: CARRIE NERHEIM, DIRECTOR, STUDENT SERVICES

TYPE OF ITEM: STAFF REPORT

PURPOSE:

The purpose of this staff report is to provide the Governing Board and community with information regarding activities taking place throughout the District to promote a safe, supportive, and collaborative environment for students and staff.

BACKGROUND INFORMATION:

AUSD's Governing Board, District staff, and members of the Albany community are actively engaged in dialogue around strategies to ensure respect, inclusion, and empathy for all members of the AUSD learning community. District staff continues to highlight programs and activities that improve the culture and climate of our school community.

DETAILS:

Albany Administration Attend Active Shooter Training

The active shooter training was on April 6 at the Marin County Sheriff's Office. The training was arranged by David Hauptert and he was joined by Alexia Ritchie, Dax Kajiwarra, Heather Duncan, Melisa Pfohl, and Terry Georgeson. The training was provided by the Department of Homeland Security and the Public Safety Training Institute as part of the Bay Area Urban Areas Security Initiative (UASI) programming. The training focused on providing information, strategies, and resources to help school district personnel and emergency first responders both prepare for and respond to active shooter situations on school campuses. The team that attended will meet in the near future to discuss their takeaways and how they plan to strengthen active shooter protocols and preparedness at individual school sites and across the district.

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.e.*



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.*

<p>RECOMMENDATION: RECEIVE THE STAFF REPORT ON PROMOTING SAFE, SUPPORTIVE, AND COLLABORATIVE ENVIRONMENTS FOR ALL STUDENTS.</p>
--

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

ITEM: LOCAL CONTROL ACCOUNTABILITY PLAN

**PREPARED BY: MARIE WILLIAMS, DIRECTOR III-
CURRICULUM, INSTRUCTION AND ASSESSMENT**

TYPE OF ITEM: STAFF REPORT

PURPOSE: The purpose of this staff report is to provide an update on the Local Control Accountability Plan (LCAP) process, share input gathered from stakeholder groups, and report on the progress made in achieving the goals identified in the 2017-2018 Local Control Accountability Plan.

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.

An important component of LCFF is the Local Control Accountability Plan (LCAP). The LCAP is intended as a planning tool to support student outcomes. Districts are required to prepare an LCAP and describe how annual goals for all students will be met.

DETAILS:

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, members of AUSD's LCAP Advisory Committee have engaged stakeholder groups to gather input to inform the development of the LCAP. Additionally, input has also been solicited through an online survey. Stakeholder input gathered to date has been compiled and attached to this board item (Appendix A). The LCAP Advisory Committee received this feedback at its April meeting and will continue its discussion of this input, and implications for the 2018-2019 LCAP, at the May LCAP Advisory Committee meeting.

During the April LCAP Advisory Committee meeting, committee members also reviewed the Annual Update summary. The LCAP requires Districts to report on their progress in implementing the goals, actions and services as identified in the prior year LCAP. The summary document (Appendix B) is

attached to this board item.

The Local Control Accountability Plan will be presented at June 12 Governing Board meeting for a public hearing and at the June 26 Governing Board meeting for approval.

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>RECOMMENDATION: RECEIVE THE STAFF REPORT ON THE LOCAL CONTROL ACCOUNTABILITY PLAN</p>

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>Pg. 7 & 8; Chronic Absenteeism and Suspension Rates</p> <ul style="list-style-type: none"> • SPED #'s are high • Where are “biracial” students? • Both AUSD grad and a-g completion rate increased somewhat since 2014 but a-g is very dramatic. What data was used to gauge a-g completion? • Is CAHSEE factored into grad rates in 2014 (looking at ELL/SPED #'s)? • Our rates of a-g are significantly higher than state except African American subgroup - Why? • Noticed a decline in achievement for SPED students. • Graduation rates for SPED students have gone up though? • Big suspension increase last year. • Decrease in enrollment for African American students. • African American and Special Ed students struggling. • UC/CSU a-g completion has gone up a lot. • Made improvements in 	<ul style="list-style-type: none"> • Can we consider gender? • How can we view intersectionality here? • Where is past absenteeism data. There's only 2015-16 school year data available • I'd like to compare our graduation rates to county and state like a-g rates are compared. • What happens to students who don't graduate? • Where do they go? • At what grade level do we lose them? • Math and English scores are all going up but Special Ed's are going down. • Why students take or don't take AP courses and tests? • Higher education entry rate (community college and 4 year institutions). • A-G requirements for foreign language are they counting all options (including ASL at the local community college)? • The differences within race and gender will be able to understand and possibly help 	<ul style="list-style-type: none"> • Last year we saw a spike in suspension...what will happen this year? • Linked to HS incident last year? • How are we defining “successful?” • To feel safe and connected . • To be challenged at their level (engaging curriculum). • Important to make a connection with someone at the school. • To have some adult take interest in the student. • Access to support • Adequate class resources • More information on the a-g requirements. • Support classes early. • Academic intervention when students are failing. • Should we ensure that all students are taking the requirements to be ready for California colleges? • Feeling successful. • Equal opportunity to education (AP classes and other club opportunities etc.) and also to mental health programs 	<p>TK = Foundation</p> <ul style="list-style-type: none"> • A firm foundation = strong academic experience • Most immediate link = school climate • Pg. 13 reiterates importance of 2nd step, SELC/SJ competencies, NPFH, etc. • Mental health support • Access to guidance toward post grad options • Support with student skills/exec functioning and learning how to be a student • We need more targeted support for students who struggle. • We need higher expectations for sped students. • Time and attention. They need to know someone notices them and cares about them. • How the school system functions after High School? • PTSA community college benefits • Funding for intervention. • More opportunities to engage in the community service requirement? <hr/> <ul style="list-style-type: none"> • Essential to keep SPED

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>Language Arts but Math is stagnant</p> <ul style="list-style-type: none"> 73% met expectations on SBAC Trend increase in graduation rates Increase of drugs and alcohol and general increase in feelings of safety since middle school. Grad rates are high for all groups. Math scored lower than ELA. $\frac{3}{4}$ met or exceeded. Graduation rates are high for SBAC and EAP. SPED suspension rates are high and jumped in one year. Chronic absenteeism rate within different races. How can we improve rates in graduation, suspension, and absenteeism? In 2015-2016, only 26.3% of African Americans had the required grades and classes to meet the a-g completion. 5 African American students were eligible for UC/CSU compared to the 292 total graduates. Aeries was reporting 	<p>students with unnecessary hardships.</p> <ul style="list-style-type: none"> The amount of students being suspended/not graduating by their race. Specifically look at the reasoning to why students are not going to class. Support and guidance. For chronic absenteeism, grade levels would be important information to see. UC/CSU Completion Rates: What students do not complete in requirements? What reason students are ineligible? Want to see rates by gender. How do native foreign language speakers take AP? Are there other supporting courses they take? Find ways to accurately understand racial and ethnic groups, eg. State considers Latinos to be "White" and "Other Group" is mixed race. Gender comparison data are not available. Which types of courses serve as barriers to a a-g completion? 	<p>provided by the school.</p> <ul style="list-style-type: none"> Representation throughout the staff is very important. We need to know what the students think about the classroom environment What we can do as a school to help make the classroom environment better. Support and motivation. Clear explanation of course needs Counselors explain to students via email or communicate with parents about the course requirements. Let kids take home graded test so remediation can take place. Let students grow from their mistakes. Pay teachers to develop new tests (see their colleagues who do this in most other Bay Area Districts). Mental Health resources. Support and Communication especially from a competitive environment. Highly qualified, experience, competitively compensative, and diverse teaching staff. 	<p>transition programs.</p> <ul style="list-style-type: none"> Equal opportunity By looking at the healthy kids survey we can better adjust curriculum to work with the lifestyles of the students (i.e. drug use, depression, work, and family). Equal resources and support. Underrepresented population More opportunities for students to make up "D," perhaps summer school. Latino and African Americans need more support. Focus on language mastery verification. Specific accommodations for different circumstances and specific learning methods. Communicate different opportunities available for students in their situation. See growth with our students who are under represented in A-G. Opportunity for making up D/F grades in summer school for all courses Provide support/cohort for students how are in AP/honors

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
--	---	---	--

<p>completion/requirement incorrectly so keep that in mind (2014-2015 data vs. 2015-2016).</p> <ul style="list-style-type: none"> • Generally, most students are eligible for CS/UC (62.3%) • White (72.1%) and Asian (67.8%) have higher rates of completion vs. African American (26.3%). • A-G rates are higher than the state overall. • African American groups have a lower percentage rate for UC/CSU. Is that similar across CA or Albany specific? • AHS graduation rates are higher than many district statewide. • Small sample size coupled with some difficulty tracking online-disenrolled student make it tough to analyze the graduation rates data. • Math and foreign language were cited as barriers for many students who didn't meet the a-g requirement. • A-G requirement rates are higher with White and Asian students compared to Latinos 	<ul style="list-style-type: none"> • When students get D grades, how can they make it up? (Example: Expand summer school? Make-up courses within the school?). • What classes are keeping the students from meeting a-g requirements. • Some students may be counted twice, again can't compare gender rations. • Tracking data about hiring and diversifying staff such as interviews, jobs awarded, people leaving/staying. We must hold ourselves accountable. • Enrollments in altered classes • FTES maintained and added to the data. • Retention of good teachers • Continued benefits and raises for teachers. We work directly with students. • Introduce students to skills other than academic skills. • Comparison of similar schools • 2016-2017 SPED push-in (inclusion model) showed decrease • # of 5s, increasing, specifically 	<ul style="list-style-type: none"> • A qualified teacher with manageable workload and who is well compensated. • Recruiting and retaining an experienced and highly qualified staff should be the #1 priority. • Support staff • Students need to be responsible for their own learning. • Having a good base when young. • Education should be valued and teachers respected. • Maturity and desire to learn with self discipline. • Personal responsibility. • Access to grade level curriculum. • Consistent attendance • Tiered intervention (the right support for the right students not one-size-fits-all). • Some ability to focus. • Teachers with adequate time and resources such as intervention opportunities, counselors for students, mental health access. • Work with and identify students for support. 	<p>throughout the year. Similar to what boot camp for English does.</p> <ul style="list-style-type: none"> • Include AVID program at AHS and throughout the district. It's research based and successful for helping first generation students, low income, and underrepresented students for post secondary 4 year college. • Time embedded into school day for building student-teacher relationships. • Second language learners are lost in math because they don't understand. • We need more support and teacher understanding so the student does not feel like it's their fault they are failing. • Set up extra time and extend deadlines. • Flexibility, depending on circumstances and needs. • Use of tutors, advising and extra help. • Many teachers are leaving so there's a need to attract and retain highly qualified teachers. • Students need to have multiple ways to succeed not just
---	--	---	--

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>and African American students.</p> <ul style="list-style-type: none"> • No gender data available. • African American students have the lowest percentage of students meeting the a-g requirements compared to other student group. • Graduation rates are much higher but African American students are still the lowest group. • More money/funds for school sites and teachers /FTES not at District level, which is top heavy with 6 figure incomes. • Improvements are happening except in Special Ed. • Graduation rates and UC preparation rates have gone up for most groups but down for some minority groups. • We are doing well generally but falling short especially among specific group. • Latino students have the lowest % of kids meeting standards. • ELL amount and % going up for ELA & Math • Socioeconomically disadvantaged also up • AA population is really 	<p>67 new ELD in our schools</p> <ul style="list-style-type: none"> • What overlap is there in the different categories? • SPED - if some students are not on graduating track, is that impacting data? • Do we have enough knowledge about how we should be approaching these kids? There could be systems that would help us reach them better (ie. academic vocabulary or teacher approach) • Hopeful that our upcoming focus on culturally responsive teaching will help to address some of this. • We're interested in disaggregating the data on special ed students on reasons for suspensions • Turnover of principals can impact the data on suspensions • Anxiety levels are high, comparing 2015-2016 to 2017-2018. • Math: 75% meets standards which means that 25% need support. • Is there a correlation between SBAC and Grad Rates? 	<ul style="list-style-type: none"> • Opportunities for career tech education • A dedicated internship coordinator at AHS. • Outside class resources. • Safe and clean classes. • Students need to feel important and know that adults on campus cares about them and are supporting their success. • A sense of purpose and autonomy. • Feeling safe and seen. • Curriculum that reflects all points of view. • Fully filled staff positions, including paras, subs, & counselors • More eyes on kids in large social situations • More curriculum around social skills development (in small groups), community, building connections • Feel safe • A connection to an adult they KNOW cares about them & their success • contact/relationship with counselors • Connection to school 	<p>academic success.</p> <ul style="list-style-type: none"> • Diverse teaching staff. • Access to resources for needy students and students with complicated situations. • Acknowledgement of challenges beyond their control. • Time with teachers to provide meaningful work and thoughtful lessons. • Time for teachers to provide guidance and feedback. • A safe fun school culture that celebrate them as whole person. • 504 coordinator • More opportunities to make up D/F grades in multiple courses. • More vocational/post secondary course and opportunities for students. • Middle schoolers need activities and curriculum to help them feel connected, feel <u>seen & heard</u> • Counseling • Smaller classes • SPED services - full time teachers, fully staffed paras (that follow them throughout

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>decreasing</p> <ul style="list-style-type: none"> General trend of increase except in SPED, which have declined SPED absenteeism much higher (maybe health impairment related?), 3x the suspension rate Graduation rates - some groups have lowest grad rates (AA, SPED?) CHKS feelings of safety: 84% of 7th graders, 74% of 9th, 89% of 11th <p>ELA/Math SBAC</p> <ul style="list-style-type: none"> We notice a lower standards met rate for Hispanic/Latino and African American students. Between 14/15 and now, we've done a bit better for our Hispanic students. We are a high performing district We are losing African American kids Our improvement in ELA has been greater than our improvement in Math <p>Absenteeism Rates</p> <ul style="list-style-type: none"> Much higher rate of absences for African American students 	<ul style="list-style-type: none"> Lack individualized data for SEL. Percentage of those students who are english learners (and what level) and socioeconomic status to see how or if it relates to the results. Absenteeism = where do chronically absent students live (proximity to schools)? Disaggregate data by ethnic group and then SE or SES. Disaggregate ELL by language to better understand how to help and support district language groups. Disaggregate absenteeism by race/ethnicity and grade. Consider health issues. What is the connection between school climate and absenteeism? School Climate: 5th Graders motivation is at 48%. AUSD has met the standard. What are the trends for 2017/2018 year base on the date from the previous years? This could help us focus on what worked from 2014-2016 and what didn't work in 	<ul style="list-style-type: none"> Access to resources Leveled libraries so students can find books that are just right for them. Teachers and parents who show up on time. More classes More choices in American Schools To be resilient To have grit Reasonable expectations are not outrageously high. Feel believed in and high expectations held. Attend school regularly. Educational strategies that connect to all learning styles (therefore, highly qualified teachers) who are able to teach all students. Supports for learning. Safe and welcoming school environment. Facilities and spaces conducive to learning during and after school. Someone who cares. They need to be at school consistently to learn (less absenteeism, less suspensions). 	<p>the day, that are here for the whole day, that are here consistently both throughout the year and through the years)</p> <ul style="list-style-type: none"> Trained para support Summer Bridge program? Connection to school Representation Inclusion We need to have more tools on culturally responsive teaching We need to address chronic absenteeism. Find out why kids are not coming Focus on restorative work with kids Consistency On a regular basis, we have kids who are outliers with special circumstances. Suspensions are sometimes the road to a support plan. More access to district behaviorists Mental health support but use as intervention rather than being in a therapist. Parents and families need to reach out to families not like them. Language support that relevant

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>Suspension Rates</p> <ul style="list-style-type: none"> • Special education is the highest rate • Rates keep getting higher (but not at Cornell) • High percentage of safety - yet 50% being pushed, etc. • Definition of “bully” overused. • ELA in SPED dropped in 2016/2017. • Math in SPED dropped in 2015/2016. • What are the ratio between AP classes and AP test? • All students except SPED made progress in ELA SBAC scores. Same is true for Math. • All Grad rate increased except for AA students. • Only half of Latino students are meeting standards in ELA/Math. • Percentage of students enrolled in AP who takes exams is very low. • All students except for SE have improved in ELA and Math SBAC score over the past 2 years. • Latino students are chronically absent 50% more than all 	<p>2016/2017.</p> <ul style="list-style-type: none"> • How many students live in rental housing vs. homes owned by parents/guardians? • How many are at risk of having to leave due to housing costs? • What are the outcomes of our students surveys? • How do we use the surveys to change our policies? • Is there any way or desire to measure students’ happiness/wellness? • Data shows lower than 9th and 11th graders. Are 9th graders less confident entering high school or less connected to parents? • Latino/African American have less students compare to White/Asian • It would helpful to see the questions and a few examples of the answers. • School climate numbers need to be associated with developmental age/appropriateness. • Would be nice to see how all teenagers answer some of these 	<ul style="list-style-type: none"> • Properly trained teachers in all areas especially in History. • Individual attention. • Attention at socio-economic situations. • Attention to ethnic/culture. • Attention to ELA group. • A safe place to speak their mind. • To visualize their future. • To find solidarity with each other. • Encouragement • Role Models • Materials/resources to make learning fun. • Somehow 9th graders don’t feel supported like they are on their own. • Latino/African American may need programs to feel more connected. • All student need to feel heard; supported; have adequate nutrition and sleep which mostly happens outside of school; and have many adults who care about them. • They need to feel cared about. • They need to be engaged, intrigued, and curious. 	<p>and specific.</p> <ul style="list-style-type: none"> • Culturally relevant materials and curriculum. • Parent support = support from parents and support for parents to be engaged in students education (many parents need language support). • After school supports. • Language Learners: Spanish Speaking • Students really struggle with common core math if English is not spoken. How to support them better? • Reduce tardies and unexcused absences. • Support in improving school behavior. • Properly trained teachers in all areas especially History. • Interpreters for parents made available 1 day a week. • Career mentorship from Latin professionals. • Role models and teachers that are their same ethnicity. • Maybe a program to talk to 9th graders about they feel would shed light on their lower engagement or fear on

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>students.</p> <ul style="list-style-type: none"> Students report experiencing less bullying the older they get. Black, brown and poor kids are missing more school. Black, brown, and poor kids are being punished (suspended) at consistently higher rates. Black and brown students aren't graduating or ready to go to college at rates consistent with others. A-G Requirements: Latino 44.7%, AA 26.3%, Wh 72.1%. Chronic Absenteeism Rate: Latino: 7.6%, AA 9.1% Advanced Placement Participation Rates: Latinos and African Americans are low. Parent Engagement: Would like to see input from parents in decision making and prioritize parental participation. Latino students made progress from 2014/2015 to 2015/2016, but not some much in 2016/2017. For the data to include more details such as types of disability. 	<p>questions.</p> <ul style="list-style-type: none"> Numbers will be useful with more context. Important to find out why our Latino and African American students have lower percentages meeting standards. How does Albany compare to other school districts? Are these results high/low/average? <p>UC/CSU A-G Rates</p> <ul style="list-style-type: none"> What does the 38% who don't meet the requirement do? Trade school or internship careers? How do kids identify in the system? <ul style="list-style-type: none"> Multiracial Immigration Decline to State How many kids are going to JC before transferring to UC/CSU for their junior/senior years of college? <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> What are the reasons? <ul style="list-style-type: none"> Anxiety Travel/Transportation What percentage of African Americans, SpEd, 	<ul style="list-style-type: none"> They need to feel seen and appreciated for their uniqueness. They need to be challenged. Music to help the brain develop. More natural science. Support from parents and teachers. A variety of subjects including Arts, PE, Music, and Science). A forum to voice concerns. To feel safe, supported and represented. Support at home. Clear expectations of responsibilities An environment where they are comfortable speaking up. They need to feel belong and have a connection to their peers and/or adult. <p>UC/CSU A-G Rates</p> <ul style="list-style-type: none"> The messaging for pathways to being a successful adult might need to change. <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> Reliable transportation. Feeling safe, included, valued, and welcomed at school. Good health and nutrition. 	<p>harassment and rumors.</p> <ul style="list-style-type: none"> District to look at school start time to give students the opportunity for the best sleep possible. Other than teachers and principals, who - counselors?- could be the supportive adults at school. Kids need to be engaged. All kids who are academically strong can fall in the crack because they get ignored and then behavior suffer. Kids who struggle also fall in the cracks and need extra support. How to engage more parents to support their students. Being able to develop truself. Challenges Creative outlets Outdoor science experiences. Find a way to connect with the students <p>UC/CSU A-G Rates</p> <ul style="list-style-type: none"> Educational and career options. Social, emotional and job skills. <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> Strong intervention programs

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<ul style="list-style-type: none"> • Safety in School: What is the flu and how do we address concerning issues? • Advanced Placement Testing: How is this introduced to students? Are there costs to the applications? • Are the SBAC test in English only? • How do the special Ed children take the SBAC? • Local School Climate: Something happens to 9th graders. • Suspension rate and absentee percentage rates are high in African Americans and Latinos • All of the School Engagement and Supports seems low. What does being connect to your school mean in 5th grade? • AP participation rate are very lopsided • It's very discouraging that close to 50% of 5th graders have been called mean names. • Some student lag behind in English • Math needs improvement • Where is the music? Those who do music do better in 	<p>Hispanic/Latinos students are socio-economically disadvantaged?</p> <ul style="list-style-type: none"> • What overlaps between those categories since they all have high absentee rates. • How do our norms compare to neighboring districts? <p>CHKS</p> <ul style="list-style-type: none"> • How we can compare nationally/regionally/statewide with other districts? <p>Suspensions</p> <ul style="list-style-type: none"> • Are the same standards applied to all ethnic groups? • Do we have option of in-school suspensions? If so, is it counted differently? • Is there data on how long students have been in the district? • Are suspensions higher among those who came to Albany later in school. • Is more cultural competency training needed? <p>Implementation of Standards</p> <ul style="list-style-type: none"> • Who/how is the rating done by/for? • What does the ranking mean in reality? 	<ul style="list-style-type: none"> • Good sleeping environment. • Parents putting value on education and attendance. <p>Suspensions</p> <ul style="list-style-type: none"> • Schoolwide PBIS (Positive Behavior Interventions and Support). • Motivation to be in school • Clubs or lunchtime activities. • Opportunities to feel connected to different adults • Mental health support services • Understanding of motivations/reasons for problem behavior. <p>Implementation of Standards</p> <ul style="list-style-type: none"> • More time for teachers to collaborate and work with standards and materials. • Appropriate and enough materials. • Smaller class sizes • Smaller teacher/student ratio. • Appropriate technology based on teacher input such as mounted projectors. <p>Parent Engagement</p> <ul style="list-style-type: none"> • Supported parent workshops. • Support groups to help parents help their kids. <p>SBAC</p>	<p>to help them catch up.</p> <ul style="list-style-type: none"> • Coordinating carpool, walking, biking groups. • Identify last years chronic absentee kids and try to make support groups. • Mental health supports. • Parent support. <p>Parent Engagement</p> <ul style="list-style-type: none"> • Supported parent workshops. • Support groups to help parents help their kids <p>SBAC</p> <ul style="list-style-type: none"> • Appropriate accommodations • Alternative assessments. • Appreciate interventions • Connections to curriculum and staff. • Teachers who can assess their abilities and needs and adjust instruction accordingly • EL support • Counseling support / emotional support • Teen suicide and depression support. • My suggestion would be to invite organizations such as PTA or School Cares to coordinate and support on or near site tutoring to lower the

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>school.</p> <ul style="list-style-type: none"> Only 46% if students have been called names. Is this reliable? Or meaningful? All subgroups improved in time in ELA. In Math, most subgroups improved with the exception of African Americans and SPED. <p>UC/CSU A-G Rates</p> <ul style="list-style-type: none"> Surprise that the percentage is only 63% What factors such as scheduling can affect that data? <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> African American 9.1% (High) Special Ed 10.7% (High) Socioeconomic disadvantaged 8.9% Hispanic/Latino 7.2% <p>Grad Rates</p> <ul style="list-style-type: none"> The SBAC data shows white students outnumbering asian students by 200+ each year, yet the number of asians graduates outnumber whites. Were there more asian students (seniors) in that year? <p>CHKS</p> <ul style="list-style-type: none"> Kids feeling safe 43% feeling that mean rumors 	<p>Parent Engagement</p> <ul style="list-style-type: none"> Would like to know the breakdown of parent engagement: classroom, committee, PTA, etc. What is the percentage of parent engagement and if it is trending up or down. <p>SBAC</p> <ul style="list-style-type: none"> Would like to see data by grade. Can we separate out non-academic SPED kids vs. articulation to see what the difference they make. How does this compare to statewide average? Are we above? Important to look at gender when considering suspensions. Indicators for success or failure of interventions for children not succeeding. Numbers are one small indicator about a child's success. We need to look at how engaged the kids are. What activities are they involved in? Are they part of a healthy peer group? We need to be better at building 	<ul style="list-style-type: none"> High quality teachers How do we support parent and the community. Technology - specify lessons especially for 3rd graders. Lower stress for testing. Ability to be on chromebooks so requesting more machines. Typing skills. Curriculum, materials, and interventions that meet students where they are Well-stocked classroom libraries. Intervention and training How curricular materials can address the needs of students. Socio-emotional empathy. High quality, differentiated instruction. Community. Nourishing relationships. Connections to adults. More connections to adults. Peers who care. Peers who support. What all parents expect in areas where housing is \$1000/sqft. Inspiring teachers, quality technology and of course feeling safe, a clean and comfortable place to learn, 	<p>cost of tutoring for parents. There should also be more vocational ed classes and work/school internships directed at students unlikely to qualify for 4 yr college at graduation. Unlike Oakland or Berkeley, AUSD is a small district with a small low performing group, but these students deserve access to the same type of interventions and support their counterparts receive in the larger districts.</p> <ul style="list-style-type: none"> Class size needs to be capped for all classes at 20. Teachers need to be accountable for their level of engagement and enthusiasm...Kids need to be tracked starting in 7th grade to make sure kids are met where they are and then taught accordingly. Different learning styles need to be taken into account. Campus needs to be open until 6p with academic support, study groups and study halls available. We're losing the smart kids who are bored and losing the slower kids because they can't keep up.

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<p>are spread about you.</p> <ul style="list-style-type: none"> • Meaningful participation only 14% in 5th grade. What does this mean? • We question the validity of results. HOW serious/thoughtful are kids? • National perspective? / Where do we fall? <p>Suspensions</p> <ul style="list-style-type: none"> • Why have suspensions almost doubled in 2 years? • Why is the rate of African American so much higher? • Highest rates are Special Ed. <p>Parent Engagement</p> <ul style="list-style-type: none"> • We have a lot more parent engagement groups than in the past. • We also have a lot more committees than in the past. <p>AP Participation</p> <ul style="list-style-type: none"> • Shockingly low participation of African American students. • No category for mixed race group. • Very few AP enrolled students are taking the tests. Why? <p>SBAC</p> <ul style="list-style-type: none"> • Why are special ed numbers declining? 	<p>community.</p> <ul style="list-style-type: none"> • I would like students to answer more questions about how they feel about the quality of the teachers, whether they feel academically challenged. How they feel about the facility/buildings/seating. My daughter complains about the bathrooms being disgusting, and I've heard that there isn't adequate place to eat when the weather is not conducive to being outside. I'm told the computers for the computer classes are old. today, many schools provide laptops to students. • School Climate compiled by Ethnic Groups to assist with creating programs that can be facilitated effectively towards significant improvement. 	<p>challenging classes</p> <ul style="list-style-type: none"> • Committed Parents, Educators and Facilitators 	<ul style="list-style-type: none"> • More options for AP classes, ... • Encouragement, Persistence, Discipline and Patience

What observations can you make about the data in each of the indicators?	What information is also important to consider?	What do all students need to be successful?	What do students you represent need to be successful given their unique circumstances?
<ul style="list-style-type: none"> • Almost all subgroups are increasing. • Why are our math scores for Latino and African Americans scores so low? <p>Overall performance on SBAC is strong districtwide.</p> <ul style="list-style-type: none"> • AHS serves the needs of most students well. • We can do better. • Disappointed by number of 5th graders feeling bullied, would like to see more kids take AP exams and pass, very disappointed about the percentage at less than 50% regarding caring adults! • Asian and White student population is predominant. There is progressive academic achievement in past three years. African American population group has the highest Chronic Absentee and Suspension rate but Asian population is the lowest in these categories. 			

Appendix B

Albany Unified School District

Annual Update on Measurable Objectives and Program Implementation, 2018

✓ = AUSD achieved the goal as specified in the 2017-18 LCAP.

✓ = AUSD did not achieve the goal as specified in the 2017-18 LCAP.

✓ = Data collection is in process for the 2017-2018 LCAP.

<u>Goal #1: Academics</u>		<u>Goal #2 Climate</u>
<ul style="list-style-type: none"> ✓ 99% of teachers are appropriately credentialed ✓ 99% of administrators, librarians, specialists are highly qualified ✓ 100% of TK-12 students have instructional materials & access to CA Standards in Mathematics. ✓ 100% of our TK-12 students have instructional materials & access to CA Standards in English language arts. ✓ 100% of students in grades TK-12 will have access to some supplementary instructional materials aligned to NGSS. ✓ Computer-to-student ratio in grades 3-12 = 1 devices / 2 students. ✓ 100% of students TK-12 will have access to standards in Mathematics and ELA. ✓ 50% of students in TK-12 will have access to NGSS. ✓ 100% of EL Beginners, Early Intermediates, and Intermediates receive sheltered instructional services. ✓ 100% of EL Early Advanced and Advanced receive access to core and elective programs with ongoing monitoring by ELD specialist. ✓ 77% of students (grades 3-8 & 11) met/exceeded standards in English ✓ 73% of students (grades 3-8 & 11) met/exceeded standards in Math. ✓ <u>NGSS aligned assessments will be operations 2018-2019. No assessment information will be available for the 2018-2019 LCAP.</u> ✓ Approximately 65% of high school students will complete a-g requirements 	<ul style="list-style-type: none"> ✓ 85% of English learners enrolled in US schools for 5 years or more attained English proficiency. ✓ 99-100% of English learners enrolled in Albany schools for five years or more will attain English proficiency. ✓ 45% of AHS total 11th-12th graders are enrolled in at least one AP class (64.2%). ✓ 80% of AP exams will score a 3 or better. ✓ 68.29% (+5) African American/Black students will enroll in AP coursework (59%). ✓ 29.14% (+5) Hispanic/Latino will enroll in AP coursework (54%) ✓ 75% of students will meet or exceed standards on ELA and mathematics SBAC. ✓ 100% of 6-8th graders have 5 core classes and 2 electives. ✓ 100% of 9th-12th graders have access to all UC/CSU a-g subject courses and up to 2 electives. ✓ 100% of our K-12 EL Beginners, Early Intermediates, and Intermediates have specialized services. ✓ 100% of our K-12 students with IEPs or 504 plans have additional services, modifications, and/or accommodations. ✓ 95% of 8th graders will successfully complete the "I-Search". ✓ 95% of 9th graders will successfully complete the "Debate Project". 	<ul style="list-style-type: none"> ✓ Average Daily Attendance Rate will remain above 95%. ✓ Chronic Absence Rates will remain below 5%. ✓ Middle School Drop-Out rate will remain at 0% (3 dropouts in 2015-2016). ✓ High School Drop-Out rates will remain below 5% ✓ HS graduation rate will remain above 95%. ✓ HS suspension rate will remain below 4%. ✓ HS expulsion rate will remain below 1% ✓ District will administer CHKS in spring 2018 and compare results from 2016. District will identify and incorporate questions related to equity and inclusion.
		<u>Goal #3 Leadership</u> <ul style="list-style-type: none"> ✓ 100% of our schools will be clean and safe ✓ District will work on long term plans to increase the percentage of schools that are earthquake safe ✓ District will work on short and long term plans for new construction and provision of temporary portable buildings to alleviate overcrowding. ✓ 100% of schools will maintain active School Site Councils composed of parents and staff. ✓ 100% of schools have active PTAs ✓ 100% of schools with active Parent & Community Volunteer programs. ✓ The District provides 100% of our parents of Black/African American,

Appendix B

Albany Unified School District

Annual Update on Measurable Objectives and Program Implementation, 2018

✓ = AUSD achieved the goal as specified in the 2017-18 LCAP.

✓ = AUSD did not achieve the goal as specified in the 2017-18 LCAP.

✓ = Data collection is in process for the 2017-2018 LCAP.

<ul style="list-style-type: none"> ✓ 90% of English learners will make progress learning English (89.3%) ✓ 99-100% of EL students enrolled in Albany schools for 5 years or more will attain English proficiency. ✓ 60% of EL students enrolled in US schools less than five years will attain English proficiency. 		<p>Hispanic, or Low-Socioeconomic students with targeted outreach programs.</p> <ul style="list-style-type: none"> ✓ 100% of schools will have active site based English Learner Advisory Committees and a District English Learner Advisory Committee. ✓ 100% of students will have schools and a district who implement SST , 504, or IEP program. ✓ The district will establish baselines and set goals for improvement in the area of effective communication.
--	--	--

Goal #1 Services Provided, Academics

<p><u>Action 1.1: Implement CA Standards</u></p> <ul style="list-style-type: none"> ✓ Hire 5.0 Teachers on Special Assignment ✓ Plan professional development ✓ Review and adoption of new reading and language arts instructional materials in grades TK-5. ✓ Provide professional development in Culturally Responsive Pedagogy. ✓ Implement new Comprehensive Sexuality Education Program for students in 7th Grade. <p><u>Action 1.2: Provide intervention</u></p> <ul style="list-style-type: none"> ✓ K-5 Reading Specialists for intervention ✓ 6-12 course sections of ELA and Math intervention ✓ Provide the FLEX Program for mentoring, intervention, and tutoring to 9-12 students <p><u>Action 1.3 Provide Programs for English Learners</u></p> <ul style="list-style-type: none"> ✓ ELD Specialist Teachers for each school site. ✓ Administer CA English Language Development Test and <i>English Learner Proficiency Assessment for California</i> ✓ Review and purchase curriculum that is aligned with English Language Development Standards. 	<p><u>Action 1.4: Provide project-based learning</u></p> <ul style="list-style-type: none"> ✓ Professional development on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays. ✓ Purchase instructional materials and supplies. <p><u>Action 1.5: Provide Career Technical Education (Estimated 20 sections)</u></p> <ul style="list-style-type: none"> ✓ Staff and train teachers. ✓ Purchase materials and supplies, including specialized equipment. <p><u>Action 1.6: Provide Advanced Placement Courses (Estimated 27 sections)</u></p> <ul style="list-style-type: none"> ✓ We will staff and train teachers. <p><u>Action 1.7: Provide Visual and Performing Arts</u></p> <ul style="list-style-type: none"> ✓ Provide music in grades 1-5 and electives in grades 6-12. ✓ Provide visual arts electives in grades 7-12. ✓ Provide performing arts electives in grades 7-12.
---	--

Appendix B

Albany Unified School District

Annual Update on Measurable Objectives and Program Implementation, 2018

✓ = AUSD achieved the goal as specified in the 2017-18 LCAP.

✓ = AUSD did not achieve the goal as specified in the 2017-18 LCAP.

✓ = Data collection is in process for the 2017-2018 LCAP.

<p>✓ Provide Professional Development to ELD Teachers and General Education Teachers</p>	<p><u>Action 1.8: Provide technology</u></p> <p>✓ Staff two technicians to maintain hardware and software.</p> <p>✓ Refresh current computers for student and staff use.</p> <p>✓ Provide professional development related to the integration of technology</p> <p><u>Action 1.9: Provide library programs</u></p> <p>✓ Staff fully credentialed librarians. (5.0 FTE)</p> <p>✓ Staff qualified library technicians. (0.5FTE)</p> <p><u>Action 1.10 Attract and retain a highly qualified and diverse staff.</u></p> <p>✓ Recruit for positions using multiple strategies for communicating and networking.</p> <p>✓ Provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.</p>
--	--

Goal #2 Services Provided, Climate	
<p><u>Action 2.1: Robust attendance and intervention programs</u></p> <p>✓ Identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.</p> <p>✓ Intervene with communication and counseling services.</p> <p>✓ Staff and train classified clerical staff for every school site and at the district office.</p> <p><u>Action 2.2: counseling services in grades 6-12th</u></p> <p>✓ We will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.</p> <ul style="list-style-type: none"> o AMS: 6-8: 1.5 Counselors o AHS: 9-12: 3.6 Counselors o MAC: 10-12: 0.4 FTE Counselors <p>✓ Provide counselors with program funds, training and professional development.</p>	<p><u>Action 2.5: Athletics program for grades 6-12</u></p> <p>✓ Staff an Athletics Director to coordinate programs</p> <p>✓ Staff Athletics Coaches</p> <p>✓ Provide equipment, supplies, and transportation</p> <p><u>Action 2.6: Physical Education programs for students in grades K-12</u></p> <p>✓ Staff credentialed Physical Education teachers for every school site.</p> <p><u>Action 2.7: Counselor Staffing</u></p> <p>✓ Staff counselors to provide at risk counseling</p> <ul style="list-style-type: none"> o AHS 0.2 FLEX o AHS 0.2 At Risk o AMS 0.5 At Risk

Appendix B

Albany Unified School District

Annual Update on Measurable Objectives and Program Implementation, 2018

✓ = AUSD achieved the goal as specified in the 2017-18 LCAP.

✓ = AUSD did not achieve the goal as specified in the 2017-18 LCAP.

✓ = Data collection is in process for the 2017-2018 LCAP.

<p style="text-align: center;"><u>Action 2.3: Social Worker and Mental Health programs</u></p> <ul style="list-style-type: none"> ✓ Staff Mental Health Specialists ✓ Contract with a coordinator of Mental Health programs to supervise Interns ✓ Staff School Social Worker <p style="text-align: center;"><u>Action 2.4: Provide all students with schools that maintain a safe, inclusive, and positive climate.</u></p> <ul style="list-style-type: none"> ✓ Provide a part-time Safe and inclusive Schools coordinator. ✓ Coordinate programs including elementary conflict managers, safe school ambassadors, AHS advisory and ASB. ✓ Teach curriculum specific to character building: Speak up/Be safe, 9th grade IHS ✓ Provide clubs and extracurricular activities ✓ Review curriculum so issues of equity and inclusion are considered ✓ Provide PD to all staff so that issues of equity and inclusion are strengthened 	
--	--

Goals #3: Leadership and Communication, Services Provided	
<p style="text-align: center;"><u>Action 3.1: Support the engagement of parents and community members.</u></p> <ul style="list-style-type: none"> ✓ Increase the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, Black/African American, & Latino. ✓ Strengthen a task force of parents and staff to plan for events to engage more parents from African-American/Black and Hispanic families. ✓ Maintain English Language Advisory Committees, School Site Councils, and PTAs at every school site. We will maintain a district level English Language Advisory Committee (DELAC) 	<p style="text-align: center;"><u>Action 3.4: District will implement strategies to strengthen communication regarding Bond Measures B&E</u></p> <ul style="list-style-type: none"> ✓ Continue to update a designated webpage on the district website with items related to Bond Measures B & E. ✓ Host regularly scheduled open meetings for community members to ask questions and receive information. ✓ Produce communications including flyers to provide pertinent project information ✓ Engage stakeholders on temporary school facilities needed during the rebuilding process.

Appendix B

Albany Unified School District

Annual Update on Measurable Objectives and Program Implementation, 2018

✓ = AUSD achieved the goal as specified in the 2017-18 LCAP.

✓ = AUSD did not achieve the goal as specified in the 2017-18 LCAP.

✓ = Data collection is in process for the 2017-2018 LCAP.

<p>and a District Community Fundraising Advisory Committee.</p> <p>✓ Provide a Student Study Team and Individualized Educational Process that includes the participation of parents with exceptional needs.</p> <p>✓ Strengthen student stakeholder input through the formation of the “Student Equity Advisory Council” facilitated by the Superintendent and the Director of Curriculum, Instruction, and Assessment.</p> <p>✓ Strengthen parent and community stakeholder input through the formation of the “Albany Coming Together” task force to address program improvements in curriculum, professional development, student engagement, parent engagement, policy development, and safe use of technology</p> <p><u>Action 3.2: Provide highly qualified clerical support throughout the district.</u></p> <p>✓ Provide all schools with appropriately staffed clerical support.</p> <p>✓ Hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Departments.</p> <p><u>Action 3.3: District staff will maintain and improve the facilities across the school district.</u></p> <p>✓ Review the 2014 Facility Master Plan, ongoing facility needs, and continue to prioritize next steps.</p> <p>✓ Design facilities on the San Gabriel site for new construction in the future years.</p> <p>✓ Explore a permanent location for the District Office.</p> <p>✓ Recruit and retain maintenance staff to maintain clean and safe learning environments for students.</p> <p>✓ Recruit and retain secretarial staff to support the Business and Maintenance Departments.</p>	<p><u>Action 3.5: District will adapt up-to-date methods of maintaining a well-informed school community</u></p> <p>✓ Continue to maintain up-to-date and extensive information on the district website.</p> <p>✓ Maintain social media accounts and promote these channels.</p> <p>✓ Produce and distribute an annual newsletter to the community describing school achievements and major construction events.</p> <p>✓ Re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to re-align with those channels that parents access frequently.</p>
---	--

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

ITEM: RESOLUTION 2017-18-18: REDUCTION OF CLASSIFIED SERVICES

PREPARED BY: CYNTHIA ATTIYEH, HUMAN RESOURCES DIRECTOR

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE:

The purpose of this item is to reduce services and support provided by classified staff for the 2017-18 school year.

BACKGROUND INFORMATION: Yearly, the district determines which, if any classified positions need to be reduced due to lack of work/lack of funds. Employees who are affected by the lay-off are placed on a 39 month re-hire list. Should the funds or work return, the employees are contacted to return to work in order of seniority.

DETAILS: Classified staff will be reduced by 4.7142 FTE.

KEY QUESTIONS AND ANSWERS:

Q: Are the classified employees who are laid-off eligible for unemployment?

A: Human resources will provide employees affected by the lay-offs with information on how to file for unemployment benefits. The Employment Development Department makes the determination as to whether or not a person receives unemployment benefits.

FINANCIAL INFORMATION: General Fund – \$167,434.00

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 Resolution 2017-18-18: Reduction Of Classified Services

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION 2017-18-18**

REDUCTION OF CLASSIFIED SCHOOL SERVICES FOR THE 2017-2018 SCHOOL YEAR

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorize the district to lay off classified employees for lack of work and/or lack of funds upon sixty (60) days prior notice; and

WHEREAS due to a lack of work and/or a lack of funds, certain services now being provided by the District must be reduced/eliminated;

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2018, the following positions be reduced/eliminated:

Position	FTE
Library Technician	2.5
Para-educator: TK-12	.667
Para-educator: Elementary Math	.8597
Athletic Clerk	.6875
Total	4.7142

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of this District pursuant to District rules and regulations and applicable provisions of the Education Code not later than sixty (60) days prior to the effective date of such reduction or discontinuance as set forth above.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at a regularly called meeting of the governing board of the Albany Unified School District on the 24th of April, 2018 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Clerk of the Board of Trustees
Albany Unified School District
Alameda County, California

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 24, 2018

ITEM: APPROVE DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

PREPARED BY: CYNTHIA ATTIYEH

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: The purpose of this item is for the board to approve the Declaration of Need for Fully Qualified Educators for 2018/19.

BACKGROUND INFORMATION: The California Commission on Teacher Credentialing (CCTC) requires districts that anticipate a need to hire emergency credentialed teachers to adopt a Declaration of Need for Fully Qualified Educators on an annual basis.

DETAILS: If a fully credentialed teacher cannot be found for a certificated vacancy in one of the specific areas identified by the state, the district may hire a teacher who qualifies for an emergency credential if a Declaration of Need for Fully Qualified Educators has been adopted by the Board and filed with the California Commission on Teacher Credentialing. The areas of anticipated need are limited to Crosscultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), Resource Specialist, and Library Media Teacher Services. Should the district find that the estimation of need originally stated on the declaration is not sufficient; the Commission allows the district to submit a revision as needed.

The declaration also allows the district to request Limited Assignment Permits which authorizes fully credentialed teachers to acquire an authorization to teach in core academic areas outside of their credential area. An example of a teacher needing a Limited Assignment Permit is a middle school core teacher who has a credential to teach English but does not have a credential to teach history. A Limited Assignment Permit in social science would be requested and the teacher is then authorized for the year to teach history. The teacher would have time to take additional courses or take the required subject matter exam in the core academic area to earn a credential in that area.

KEY QUESTIONS/ANSWERS:

Q: What types of teachers in 2017/18 were hired in areas identified in the Declaration of Need filed with the Commission of Teacher Credentialing (CTC)?

A: We had one Limited Assignment Permit for PE and one for Math.

Q: What types of teachers in 2018/19 are anticipated to be hired in areas identified in the Declaration of Need?

A: The district doesn't anticipate the need to hire any new employee who would require an emergency permit as a resource specialist or librarian. All teachers are required to have an English Learner Authorization. The emergency CLAD fulfills that requirement for those teachers who do not have CLAD certification. The need to apply for a limited assignment permit would only occur if a current employee needs to be authorized to teach outside of their credential area. The district may need to hire intern teachers or those on short term staff permits for part-time positions.

FINANCIAL INFORMATION: N/A

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>RECOMMENDATION: APPROVE DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS</p>

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District:_____ District CDS Code:_____

Name of County:_____ County CDS Code:_____

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

<i>Name</i>	<i>Signature</i>	<i>Title</i>

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
-------------------	-------------------------	-------------

Mailing Address

*E*Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

ALBANY UNIFIED SCHOOL DISTRICT BOARD AGENDA BACKUP

Regular Meeting of April 24, 2018

ITEM:	JOB DESCRIPTION: PRODUCT DEVELOPMENT ASSISTANT
1	1. Assist in the development of new products and services.
2	2. Conduct market research and analyze customer needs.
3	3. Collaborate with cross-functional teams to design and develop products.
4	4. Perform quality control and testing of products.
5	5. Maintain accurate records of product development progress.
6	6. Assist in the preparation of product documentation.
7	7. Participate in product launches and marketing activities.
8	8. Monitor product performance and provide feedback to the development team.
9	9. Assist in the management of product inventory.
10	10. Perform other duties as assigned by the supervisor.

PREPARED BY: CYNTHIA ATTIYEH, HUMAN RESOURCES DIRECTOR

TYPE OF ITEM:	REVIEW AND ACTION
1. <u>Administrative</u>	
2. <u>Financial</u>	
3. <u>Legal</u>	
4. <u>Medical</u>	
5. <u>Other</u>	

PURPOSE:

The purpose of this item is for the Board of Trustees to consider approval of the job description for Product Development Assistant.

BACKGROUND INFORMATION:

As the Central Kitchen continues to improve and expand, classifications need to be developed to be able to keep pace with changes. This position was created to fill multiple needs within the food service department. In a recent poll conducted by the Dining by Design project, one of the most requested changes was more variety. Through community engagement we can make sure new offerings are well received. This position will assist in taste tests and product development to meet the demands of the Albany Unified School District (AUSD) community. This new position will have a crucial role in this process.

This position is trained in every aspect of the day to day operations. This ensures that when needed, this person would be able to fill in at any position, to make certain the nutritional needs are being met for AUSD students.


DETAILS:

The Director of Human Resources, the Chief Business Official and representatives from the Service Employees International Union (SEIU) met to develop the classification of Product Development Assistant, Range 28 of the SEIU salary schedule.

FINANCIAL INFORMATION: \$59,000.00-\$68,500.00

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 Job Description: Product Development Assistant

ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

Product Development Assistant

POSITION DESCRIPTION: The position also assists the Executive Chef in the development of new food items by polling clients, preparing the food items for sale, and receiving feedback on the items to communicate the information to the Executive Chef. This position is trained to fill in for food service staff, including managers. The position may travel to multiple sites during the day to fill in as needed.

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. Prepare, assemble, and dispense meals E
2. Perform routine cleaning tasks in cafeteria and do related work required E
3. Set up counters and dishes/silverware for lunches; wash dishes, trays, pots & pans; clean counters, work area, equipment and dispose of refuse E
4. Prepare, cook, and bake main dishes E
5. Monitor cafeteria student line E
6. Estimate food quantities to be ordered for food preparation E
7. Work POS during lunch service (collect money, check off free and reduced lunch lists) E
8. Follow recipe directions E
9. Complete various record keeping functions E
10. Other related duties as assigned
11. Support student workers as needed E
12. Conduct taste testing with site staff for development of new food items E
13. Participate in the development of new food items E
14. Conduct surveys with students/staff to develop new food items E
15. Obtain feedback on new food items E
16. Fill in for various positions, as needed E
17. Document product development process and stakeholder input E

KNOWLEDGE OF:

1. Kitchen appliances and utensils
2. Sanitation and safety requirements in food preparation
3. Basic computer skills
4. Kitchen operations
5. Ability to cook, bake, and prepare food in large quantities
6. Follow written and oral directions
7. Product development, including documentation and testing of new recipes
8. Essential duties of all positions

ABILITY TO:

1. Operate equipment and perform moderately heavy manual tasks
2. Operate machines found in school cafeterias
3. Interact in a tactful and courteous manner with a diverse community
4. Communicate effectively with stakeholders
5. Be flexible and adaptable

PHYSICAL REQUIREMENTS: This position:

ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION
Product Development Assistant

- Performs work which is primarily in a kitchen setting
- 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
- May require working at a computer screen
- Requires the mobility to stand, stoop, reach, and bend
- Requires lifting, pushing and/or pulling kitchen supplies
- Ability to lift 50 pounds

EDUCATION AND EXPERIENCE: Completion of high school or equivalent, or any combination of education, experience, or training that meets or exceeds the qualifications; experience in food preparation required

SEIU Range: 28

3/27/18

[Signature]

[Signature] 3/27/18

[Signature] 3/27/18

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

**ITEM: INDEPENDENT CONTRACTOR SERVICES AGREEMENT
WITH SARA WICHT, WICHT CONSULTING**

PREPARED BY: VAL WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW & ACTION

PURPOSE:

Board of Trustees to review and approve the Independent Contractor Services Agreement with Sara Wicht, Wicht Consulting

BACKGROUND INFORMATION & DETAILS:

In February of 2018, 40 elementary staff and administrators and AHS Social Studies teachers, counselors, and administrators attended the Museum of Tolerance educators workshop. Staff returned and expressed a desire to bring these tools and strategies to our AUSD staff. Sara Wicht was one of the facilitators and the trainer who provided the Tools for Tolerance training at the Museum of Tolerance.

Description of Professional Development:

The August 24th's professional development will help teachers learn how to effectively implement culturally responsive instruction in their classrooms. Staff will explore practical strategies for creating space where academic and social-emotional goals are accomplished side by side. They will discuss learning conditions that honor all identities and reflect diversity, equity and justice. They will also plan to make culturally responsive practices part of a larger individual, school and community action strategy. Participants will receive use-tomorrow tools and resources for classroom lesson and building-level strategic planning.

Essential Questions to drive our learning:

- How do identity and culture impact the work we do with students, families and colleagues?
- How can anti-bias education bridge the goals of prejudice reduction and collective action?
- How can schools affirm identity, celebrate diversity, teach justice and inspire action among students?

Participants will be able to:

- Support students' identities and make it safe for them to be their full self.
- Create classroom environments that reflect diversity, equity and justice.

- Engage families and communities in meaningful, culturally competent ways.
- Develop skills to stand up (and encourage students to stand up) against bias and injustice.

Sara will provide two 3-hour training sessions so elementary staff can attend one session, and secondary staff can attend the second session.

Sara Wicht is an educational consultant with over 20 years of experience in K-12 education. Her work in social justice and anti-bias education includes expertise in literacy instruction, equity and diversity and inclusive practice, teacher mentoring, professional development, curriculum design and educational publishing. Sara Wicht is the former senior manager of teaching and learning for Teaching Tolerance, a project of the Southern Poverty Law Center. She has facilitated professional development on anti-bias education at an abundance of national conference events, including events hosted by the National Council for Teachers of English, the Coalition of Schools Educating Boys of Color, the Association for Supervision and Curriculum Development, the White Privilege Conference and HRC's Time to Thrive. Currently, Sara Wicht is working with schools and districts in MA, WI, IL, CA and NY.

KEY QUESTIONS AND ANSWERS:

Q. Will staff have access to additional tools and strategies throughout the year?

A. Yes, the tools can be found on the Tools for Tolerance website and are free to access and use.

FINANCIAL INFORMATION: The cost of the professional development is \$2,000 plus travel, lodging, and materials. This will be paid out of funding allocated in the Local Control 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.*



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.*

<p>RECOMMENDATION: Board of Trustees to review and approve the Independent Contractor Services Agreement with Sara Wicht, Wicht Consulting</p>

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

This agreement is hereby entered into this ____ day of _____, _____ in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Sara Wicht

CONTRACTOR

Sara Wicht

MAILING ADDRESS

4529 31st Ave South Minneapolis	MN	55406
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"):
Two, three-hour in-person professional development sessions on social justice teaching practices and tools for tolerance.

All consumable materials will be provided by the school district and requested three weeks in advance of the trainings.

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 date's _____, _____, _____, _____, _____, _____, _____, and _____ complete performance no later than _____;

OR

☒ Commence providing services under this AGREEMENT on August, 24, 2018 and complete performance no later than August, 24, 2018.

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. 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.
- ☒ \$ \$2,000 plus reimburse air/ground travel and lodging expenses
- b. Payment method shall be:
- ☒ Upon Completion.
- ☐ Date of Service
- ☒ **Other (Specify):** within 30 days of invoicing

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, 1051 Monroe Street, 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, unless both parties mutually agree otherwise.
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:

[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. Contractor 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

CONTRACTOR: Sara L. Wicht

4/5/18

Tax Identification Number _____

By Wicht Consulting _____

Name: Sara L. Wicht

Title: Educational Consultant

By: _____

Name: _____

Title: _____

Address for District Notices:

Albany Unified School District
1051 Monroe Street
Albany, CA 94706

Address for Contractor Notices:

4529 31st Avenue South
Minneapolis, MN 55406

Date of Board Approval: _____

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

ITEM: RESOLUTION 2017-18-19: CALIFORNIA SCHOOLS & LOCAL COMMUNITIES FUNDING ACT OF 2018

PREPARED BY: VAL WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW & ACTION

PURPOSE: The Board of Trustees to approve Resolution 2017-18-19 of the California Schools & Local Communities Funding Act of 2018

BACKGROUND INFORMATION:

Proposition 13, or the People's Initiative to Limit Property Taxation, was passed in 1978, stemming from concern over soaring property values and resulting in rising property taxes. It was championed by anti-tax activists Howard Jarvis and Paul Gann. Proposition 13 ensures valuations of property may not grow by more than 2% annually, and market value reassessment may only occur with a change of ownership. Additionally, Proposition 13 created the requirement that all state and local tax increases be approved by a two-thirds vote of the legislature or voting public.

The state of California continues to face chronic budget crises in large part because Proposition 13 has forced the state to rely on more volatile revenue sources than the property tax, like income taxes and sales taxes paid by working families that move in tandem with economic cycles, causing deficits and requiring cuts to vital services that grow our economy and thereby worsening economic downturns. Regularly reassessing non-residential commercial property would, according to an analysis of data provided by the California Board of Equalization, generate at least \$11 billion in additional revenue for California, and shift the tax burden from homeowners, renters, and working families to corporations and commercial landholders.

On August 13, 2013, the Albany Unified School District passed Resolution 2013-14-2: Close the Commercial Property Loophole. This resolution supported the commercial property tax reform that will require non-residential commercial properties to be reassessed regularly while maintaining residential property owners' protections under Proposition 13.

DETAILS:

The California Schools & Local Communities Funding Act of 2018 will:

- Restore over \$11 billion a year in revenue for our schools and local communities by closing the Proposition 13 Corporate Loophole.
- Not raise taxes on homeowners, renters, or small businesses.
- Help small businesses by eliminating the burdensome business personal property tax while also leveling the playing field for new businesses.
- Mandate full transparency and accountability for all revenue restored to California's schools and local communities.

Decreases the tax burden on working families. Only 8% of commercial properties get 77% of the money from the Proposition Corporate Loophole - but it costs our local schools and community services over \$11 billion a year. This has resulted in higher income, sales, and local taxes for everyone else. Closing the Proposition 13 Corporate Loophole would restore billions in funding for our local schools and communities without raising taxes on homeowners or renters.

Provides over \$11 billion a year of revenue to our schools and public services. Prior to Proposition 13, California schools ranked in the top ten nationally in per pupil spending, today we are in the bottom ten. Meanwhile, we have the most overcrowded classrooms in the country. Restoring funding to our schools is critical for the future of California and making corporations pay their fair share is the best way to do this.

Makes California's property tax system fairer. In most counties, the property tax burden was equally shared prior to Proposition 13. Since Proposition 13 passed, the property tax burden in California has dramatically shifted from commercial property to residential property. Today, homeowners pay 72% of property taxes, while commercial Properties pay 28%.

Recommended Endorsement:

The Board of Education for the Albany Unified School District endorses the Schools and Local Communities Funding Act to restore \$11 billion for schools, community colleges, and other critical neighborhood services by closing California's commercial property tax loophole if protections can be maintained for small businesses, homeowners and renters.

KEY QUESTIONS AND ANSWERS:

Q: Will reforming Proposition 13 affect homeowners?

A: The proposal will not change Proposition 13 for any residential property. Voters passed Proposition 13 to protect people, not corporate landowners. Apartments will not be affected either, nor residential renters of any kind. In mixed-use buildings, only the large commercial property will lose Proposition 13 protections.

Q: What about small businesses?

A: Small business owners will be exempt from this reform and also provided with direct tax relief through elimination of the business personal property tax.

Q: Won't this cause businesses to leave California?

A: We are the only state in the country that does not regularly reassess commercial property. Most states actually tax their commercial property at a higher percentage than residential property.

Q: Won't businesses just pass the cost for goods and services down to consumers? Won't rents go up?

A: Large commercial property owners don't share their Proposition 13 Corporate Loophole savings with consumers. Prices for goods and services are based on the market, not on the property taxes a business pays.

Q: Where will the new revenue from this reform go?

A: This is revenue that goes to our local schools, cities and counties to fund services that we all rely on like health clinics, parks and roads. Closing the Proposition 13 Corporate Loophole will restore over \$11 billion a year to our schools and community services without increasing taxes on homeowners or renters. At least \$5 billion will go to directly to California public schools - which are currently ranked 44th in the nation in per-pupil funding and have the largest classroom sizes in the country. This will be local money that will stay local, and will not go to Sacramento.

Q: How often will businesses be re-assessed? Will this be phased in, or happen all in one year?

A: Commercial property will be reassessed every 1-3 years, it's up to the legislature how often it will be but it cannot be any less frequent than 3 years. There will be a phase-in period to give everyone, including the Assessors, time to adjust. The oldest properties that haven't been reassessed in 3-4 decades will be the first to be brought up to fair market value and the other properties will follow suit in subsequent years. The initiative leaves it up to the legislature on specifically when all properties will be reassessed. For smaller properties, it will probably end of being about 5 years. The fact of the matter is nearly 80% of the revenue will be coming from only 8% or commercial properties in California because most property has changed hands more recently and is already paying at or near market value.

Q: How will the new revenue be allocated? How much is guaranteed to go to schools?

A: 60% of the revenue will go to cities, counties, and special districts, and 40% of the money will go to K-14 education.

Q: What is the cutoff between a large and a small business?

A: All business property will be regularly re-assessed unless the property is valued at less than \$2

million. Properties valued at less than \$2 million will continue to have Proposition 13 protections until the property is sold.

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.*

RECOMMENDATION: The Board of Trustees to approve Resolution 2017-18-19: California Schools & Local Communities Funding Act of 2018

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION 2013-14-2

CLOSE THE COMMERCIAL PROPERTY LOOPHOLE

WHEREAS, Proposition 13, passed in 1978, is unfair in that it allows commercial property owners to avoid paying their fair share and has shifted the tax burden to residential property and away from business, including everyday homeowners and working families; and

WHEREAS, the state of California continues to face chronic budget crises in large part because Proposition 13 has forced the state to rely on more volatile revenue sources than the property tax, like income taxes and sales taxes paid by working families that move in tandem with economic cycles, causing deficits and requiring cuts to vital services that grow our economy and thereby worsening economic downturns; and

WHEREAS, regularly reassessing non-residential commercial property would, according to an analysis of data provided by the California Board of Equalization, generate at least \$6 billion in additional revenue for California, and shift the tax burden from homeowners, renters, and working families to corporations and commercial landholders.

THEREFORE BE IT RESOLVED, that the Albany Unified School District supports commercial property tax reform that will require non-residential commercial properties to be reassessed regularly while maintaining residential property owners' protections under Prop 13.

THEREFORE BE IT FURTHER RESOLVED, that the Albany Unified School District will communicate this position to local elected officials.

PASSED AND ADOPTED by the Governing Board of the Albany Unified School District on this 13th day of August 2013, by the following vote:

AYES: 4
NOES: 0
ABSENT: 1
ABSTAIN: 0



Clerk of the Board of Trustees
Albany Unified School District
Alameda County, California

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION 2017-18-19:
CALIFORNIA SCHOOLS & LOCAL COMMUNITIES FUNDING ACT OF 2018**

WHEREAS California Proposition 13, passed in 1978, created a loophole for corporations by allowing commercial properties to change hands without a reassessment of their value; and

WHEREAS only 8% of commercial properties get 77% of the money from the commercial property tax loophole, but it costs our local schools and community services over \$11 billion a year, resulting in higher income, sales, and local taxes for everyone else; and

WHEREAS closing the Proposition 13 commercial property tax loophole would restore billions in funding for our local schools and communities without raising taxes on homeowners or renters; and

WHEREAS restoring funding to our schools is critical for the future of California;

THEREFORE, BE IT RESOLVED that the Board of Education for the Albany Unified School District endorses the Schools and Local Communities Funding Act of 2018 to restore \$11 billion for schools, community colleges, and other critical neighborhood services by closing California's commercial property tax loophole, maintaining protections for small businesses, homeowners, and renters.

AYES:

NOES:

ABSTAIN:

Clerk of the Board of Trustees
Albany Unified School District
Alameda County, California

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

ITEM: **AMENDMENT FOR DESIGN-BUILD SERVICES WITH RODAN BUILDERS FOR THE ALBANY MIDDLE SCHOOL (AMS) ANNEX PROJECT WITH GUARANTEED MAXIMUM PRICE (GMP)**

PREPARED BY: **VALERIE WILLIAMS, SUPERINTENDENT**

TYPE OF ITEM: **REVIEW & ACTION**

PURPOSE: To review and approve the Amendment for Design-Build Services with Rodan Builders for the Albany Middle School (AMS) Annex Project

BACKGROUND INFORMATION: Key Board Meeting Dates are below.

At the [February 13, 2018 Regular Board Meeting](#) the Board approved an Amendment with Rodan Builders and authorized Change Order 1 for preliminary design work needed to receive firm and competitive bids for proposed work. At the [October 10, 2017 Regular Board Meeting](#), the Board approved an Amendment with Rodan Builders and authorized Phase II – Construction for the Albany Middle School Annex Project. At the [August 22, 2017 Regular Board Meeting](#), the Board received an update on the final design of the Albany Middle School Annex Project and approved the Albany Middle School Annex Educational Specifications. At the [June 27, 2017 Regular Board Meeting](#), the Board received an update on the Albany Middle School Annex Project. At the [February 28, 2017 Regular Board Meeting](#), the Board approved the agreement with Rodan Builders for the Albany Middle School Annex Project. At the [September 27, 2016 Regular Board Meeting](#), the Board approved a Bridging Architectural Agreement (Design-Build Method) with HY Architects for the Albany Middle School Annex. At the [August 9, 2016 Regular Board Meeting](#), the Board approved Resolution 2016-17-01: Sustainability & the Design and Construction of High Performance Schools. At the [January 12, 2016 Regular Board Meeting](#), HY Architects provided an update of the San Gabriel Site Project based on multiple design meetings with the design team. At the [December 8, 2015 Regular Board Meeting](#), the Board created a Sustainability / Integrated Design Committee to assist with the design of the upcoming construction projects. At the [March 10, 2015 Regular Board Meeting](#), the Board approved an agreement with HY Architects authorizing the development of Schematic Design level detail for the project. At the [October 28, 2014 Regular Board Meeting](#), the Board approved an agreement with WLC Architects to develop a scope for the project. At the [March 25, 2014 Board Meeting](#), the Board reviewed a Facilities Master Plan developed by WLC Architects.

DETAILS: This amendment represents changes resulting from plan approval by jurisdictional authorities including by DSA, PG&E and EBMUD. The proposed work will represent Change Order #2 for this agreement, which includes Proposed Change Orders (PCOs) #5, 9, 10, 11, 13, 14, 17, 18 listed below. This change order represents work planned and budgeted for the project, but not formerly in the Design-Build Agreement with Rodan Builders. This change order is being recommended for approval based on a thorough review by the District's Program Manager and concurrence by the DSA Inspector of Record that the proposed compensation is fair and justified for the added work.

The Amendment includes:

- PCO #5 – This covers Reimbursables expenses incurred by Rodan necessary to produce plans and specification for plan approval.
- PCO #9 – This covers additional irrigation zones added to the project to reduce the EBMUD meter size, request from EBMUD.
- PCO #10 – This covers addition of a locking cover on the ladder to the roof that is in the Drama Support Space, request from CDE in their review.
- PCO #11 – This change was the result of new regulatory requirements deemed necessary by DSA that could not be reasonably anticipated by the Rodan.
- PCO #13 – This is a credit to the GMP because of meetings with Staff regarding movable furniture. This eliminated cabinets to allow rolling carts to be stored under the counter at each classroom.
- PCO #14 – This represents the cost to provide an 81 KW Solar System on the roof of the Annex as part of the Prop 39 Energy Efficiency Plan with funding from the CEC. **The District received a Prop. 39 grant of \$350,000 to partially subsidize the total cost. The net cost to the District will be \$57,858.**
- PCO #17 – This is a credit for site gas piping that was not in the GMP but not a part of the project scope so is being deleted.
- PCO #18 – This is added work because the PG&E service point changed after the DSA plan was approved.

KEY QUESTIONS AND ANSWERS:

1. Where can I go to learn more about the Albany Middle School Annex project?
 - a. The Albany Unified School District website at: www.ausdk12.org has a lot information and is routinely updated with pertinent information.
2. Will \$11,234,029 be the final cost of construction?

- a. The \$11,234,029 represents the cost to build the project as submitted to the Division of the State Architect plus various changes requested from CDE, PG&E, EBMUD and as the result of Prop 39 funding of solar. Additional Change Orders will be necessary to increase or decrease this Guaranteed Maximum Price based on further requirements from the City of Albany, the addition of card access/CCTV and infrastructure in the Drama Theater as the result of the FF&E review, bids to perform the Change Proposals of this current amendment, and potential future work are included in the project budget, but not formally included in this agreement.

FINANCIAL INFORMATION: 2016 Measure B Bond:

Phase	<i>Board Approval 02/28/2017</i>	<i>Board Approval 10/10/2017</i>	<i>Board Approval 02/13/2018</i>	Recommendation of 4/24/2018
Guaranteed Maximum Price (GMP)	<i>\$11,656,987</i>	<i>\$10,533,009</i>	<i>\$10,580,509</i>	<i>\$11,234,029</i>

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: Board of Trustees to review and approve the Amendment for Design-Build Services with Rodan Builders for the Albany Middle School Annex Project

**AMENDMENT TO AGREEMENT FOR DESIGN-BUILD SERVICES
FOR THE ALBANY MIDDLE SCHOOL ANNEX PROJECT BY AND BETWEEN
ALBANY UNIFIED SCHOOL DISTRICT (“DISTRICT”) AND RODAN BUILDERS,
INC. (“DESIGN-BUILD CONTRACTOR”)**

The Design-Build Agreement between Albany Unified School District (“District”) and Rodan Builders, Inc. (“Design-Build Contractor”) shall be amended as follows:

- I. Pursuant to Article VII – Contract Documents of the Design-Build Services Agreement, the following sections of the Agreement are amended as follows:
 - a. Article IV – Contract Sum;
Final Guaranteed Maximum Contract Sum is eleven million two hundred thirty four thousand and twenty nine dollars (\$11,234,029.00)
 - b. Attachment 1 – Scope of Work;
Fixed pricing for the following Proposed Change Orders:
 - Proposed Change Order #5 – This covers Reimbursables expenses incurred by Rodan necessary to produce plans and specification for plan approval.
 - Proposed Change Order #9 – This covers additional irrigation zones added to the project to reduce the EBMUD meter size, request from EBMUD.
 - Proposed Change Order #10 – This covers addition of a locking cover on the ladder to the roof that is in the Drama Support Space, request from CDE in their review.
 - Proposed Change Order #11 – This change was the result of new regulatory requirements deemed necessary by DSA that could not be reasonably anticipated by the Rodan.
 - Proposed Change Order #13 – This is a credit to the GMP because of meetings with Staff regarding movable furniture. This eliminated cabinets to allow rolling carts to be stored under the counter at each classroom.
 - Proposed Change Order #14 – This represents the cost to provide an 81 KW Solar System on the roof of the Annex as part of the Prop 39 Energy Efficiency Plan with funding from the CEC.
 - Proposed Change Order #17 – This is a credit for site gas piping that was not in the GMP but not a part of the project scope so is being deleted.
 - Proposed Change Order #18 – This is added work because the PG&E service point changed after the DSA plan was approved.

Amendment: \$653,520

Guaranteed Maximum Price (GMP): \$11,234,029.00

DESIGN-BUILD CONTRACTOR:

Rodan Builders, Inc.

By:

Its:_____

Date:_____

DISTRICT:

Albany Unified School District

By:

Its:_____

Date:_____

PCO	Description	Agreed Cost	Comment
-----	-------------	-------------	---------

These items would have Mark-up, Bonds and Insurance applied.

9	EBMUD additional irrigation valves	\$	1,741	Result of EBMUD review
10	CDE locking cover on ladder in Drama	\$	947	Result of CDE review
11	DSA Backcheck Bent Plate Changes	\$	193,759	Result of DSA Back-Check item
14	81 KW Solar System	\$	372,473	\$350k funding from Prop 39 EEP
18	Extend Primary Service to PG&E Pole	\$	34,185	Result of PG&E design

Subtotal Direct Cost of the Work		\$	603,105	
Mark-Up per mutual agreement (7.5%)		\$	45,233	
Insurance per mutual agreement (1%)		\$	6,031	
Bonds per mutual agreement (1%)		\$	6,031	
Total		\$	660,400	

5	Printing costs for DSA and IOR	\$	11,437	No mark-up applied to this item per mutual agreement.
13	Credit for deleted casework	\$	(7,884)	Outcome of FFE meetings, to accommodate rolling carts.
17	Credit for Site Gas Piping	\$	(10,433)	4/10 meeting with Jeff & Adam, Rodan suggested to be consistent they would give back mark-up, bonds and insurance on this work.
	Change Order #2 Recommendation	\$	653,520	



DATE: 1/30/2018

Adam Bayer, DCA Architects

ATTN: Adam Bayer

SUBJECT: Reimbursables (reference Change Proposal No. 5 dated 11-15-17)

PCO#: 05

Dear Adam,

Below is the cost to provide reproduction of documents for dsa submission, backchecks and for owner/inspector use at completion of design.

DESCRIPTION	Sub		Total Cost
SVA Architects	\$ 722	\$ 2,933	\$ 3,655
	\$ 1,048	\$ 513	\$ 1,561
	\$ 409	\$ 965	\$ 1,374
	\$ 1,285	\$ 3,561	\$ 4,846
SUBTOTAL			
Markup - Contractor			\$ -
Insurance - 1%			\$ -
Bonds - 1%			\$ -
TOTAL COST			\$ 11,437

Feel free to contact me with any questions or concerns.

Sincerely,

Signature

Print Name

Rodan Builders, Inc.

Markups revised 4-9-18



DATE: 4/8/2018

Albany unified school district

ATTN: Adam Bayer

SUBJECT: CCD 9: Revise number of zones to accommodate EBMUD

PCO#: 09

Dear Adam

Below is the cost to provide three additional irrigation zones and change controller to an 18 station controller from 12 station

DESCRIPTION	Material	Labor	Sub	Total Cost
Valve, Box, Wiring			\$ 1,075	\$ 1,075
18 station controller			\$ 892	\$ 892
12 station controller			\$ (226)	\$ (226)
				\$ -
SUBTOTAL				\$ 1,741
Markup - Contractor				\$ 131
Insurance - 1%				\$ 17
Bonds - 1.0%				\$ 17
TOTAL COST				\$ 1,906

Feel free to contact me with any questions or concerns.

Sincerely,

Signature

Print Name

Rodan Builders, Inc.



Search for anything

All Categories

Search

eBay Business & Industrial

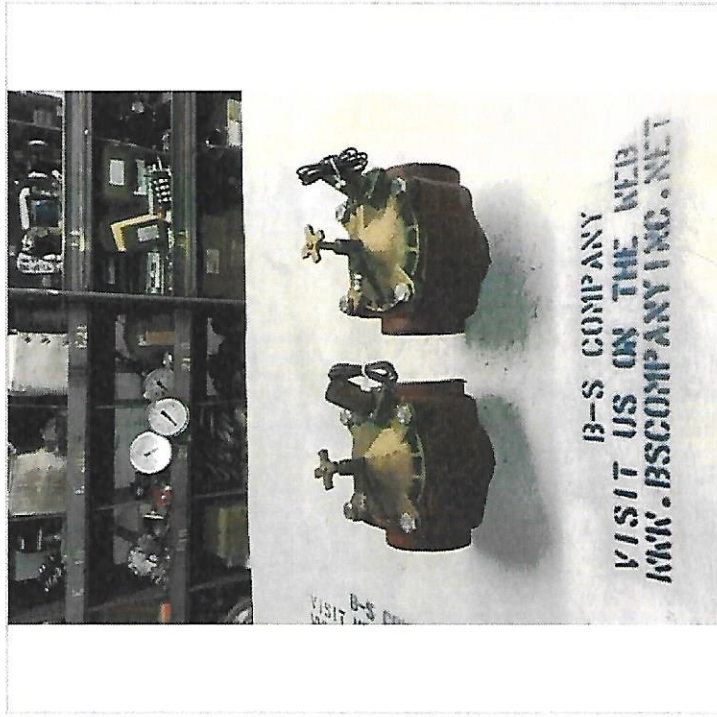
Hydraulics, Pneumatics & Pumps

Valves & Manifolds

Other Valves & Manifolds

Share

Griswold Controls 2.5" NPT Heavy Duty Irrigation Diaphragm Valve Series 2000



\$350.00
+ \$25.00 Shipping

1050
25
\$1675

Qty :

1

Buy It Now

Add to cart

or Best Offer

Get it by **Wednesday, Apr 18** from Magna, Utah

- **New other (see details)** condition
- No returns, but backed by eBay Money back guarantee

"New surplus. Old stock."

Read full description

See details >

Sold by
b-scompany (606)
99.3% Positive feedback

1-888-787-5977 We Can Special Order Anything, Over 100,000 Parts Available

HOME > PRODUCTS > IRRITROL - MC-18E - 18-STATION MC-E CONTROLLER

CATEGORIES

- Lawn Sprinklers
- Sprinkler Controllers
- Sprinkler Valves
- Sprinkler Valve Boxes
- Sprinkler Weather Sensors
- Drip Irrigation Supplies
- Sprinkler Fittings
- Wire and Electrical
- Backflow Prevention Devices
- Sprinkler Tools
- Sprinkler Brands
- Landscape Lighting Transformers
- Lamps and Bulbs
- Landscape Lighting Wire
- Lighting Stakes
- Lighting Timers
- Transformer Photocells
- Landscape Lighting Splices
- Landscape Lighting Parts
- Landscape Lighting Brands
- Pond Components
- Pond Free
- Pond Lighting

IRRITROL - MC-18E - 18-STATION MC-E CONTROLLER



Our Price:
\$892.07

List Price:
\$1,265.00

You Save:
\$372.93

— 1 +

ADD TO CART

Availability: In Stock

★ Add To List

Product Code: MC-18E

FREE SHIPPING
on orders over \$149

Try Prime Garden & Outdoor ▾

Deliver to
paloalto 94301

Departments ▾ Your Recommendations

EN ▾ Hello. Sign in
Account & Lists ▾

Orders

Try Prime ▾

0 Cart

Amazon Home

Shop by Room

Shop by Look

Home Décor

Furniture

Kitchen & Dining

Bed & Bath

Garden & Outdoor

Home

FRESHEN UP YOUR SPACE FOR SPRING [Shop now](#)

Sign in

New customer?
Start here.



Patio, Lawn & Garden > Gardening & Lawn Care > Watering-Equipment > Hose Timers

Irritrol

Irritrol Rain Dial RD1200-EXT-R 12

Station Outdoor Irrigation Controller

14 customer reviews

| 4 answered questions

Price: **\$226.62 & FREE Shipping**

Qty: 1 ▾

Share

\$226.62 + Free Shipping

In Stock. Sold by **PlumberStock**



Click to open expanded view

In Stock.

Get it as soon as **April 12 - 16** when you choose **Expedited Shipping** at checkout.
Ships from and sold by PlumberStock.

- Climate Logic ready - Automatically reschedules Rain Dial-R watering based on the weather
- Remote CONTROL ready - Compatible with CRR (Contractor Residential Remote) remote series
- Rain sensor ready - Sensor bypass switch and terminal for sensor hookup
- Three independent programs - Programming flexibility to meet the needs of a wide variety of plant material on the landscape site
- Water well recovery (delay between stations) - Option of pump circuit ON or OFF during

Compare with similar items

Used & new (7) from \$125.00 + \$7.49 shipping

CAMCO

Lead-free 50 ft drinking water hose

[Shop now](#)



Ad feedback

Frequently bought together



Total price: **\$345.20**

[Add both to Cart](#)

[Add both to List](#)

Add a Protection Plan:

- ☐ 4-Year Protection for \$17.91
- ☐ 2-Year Protection for \$13.98

[Add to Cart](#)

Turn on 1-Click ordering for this browser

Deliver to paloalto 94301

[Add to List](#)

Other Sellers on Amazon

\$226.62

& FREE Shipping on eligible orders. Details
Sold by: Amazon.com

[Add to Cart](#)

\$227.98

+ Free Shipping
Sold by: HomePlumbing

[Add to Cart](#)

\$228.00

+ Free Shipping
Sold by: Sprinkler Supply

[Add to Cart](#)

Used & new (7) from \$125.00 + \$7.49 shipping

Have one to sell?

[Sell on Amazon](#)



DATE: 4/6/2018

Albany Unified School District

ATTN: Adam Bayer

SUBJECT: Provide locking cover on roof access ladder

PCO#: 10

Dear Adam

E

Below is the cost to provide a locking cover on roof access ladder to meet added requirement resulting from CDE review.

DESCRIPTION	Material	Labor	Sub	Total Cost
Locking cover w/ hinges	\$ 551	\$ 396		\$ 947
				\$ -
				\$ -
				\$ -
SUBTOTAL				\$ 947
Markup - Contractor 7.5%				\$ 71
Insurance - 1%				\$ 9
Bonds - 1%				\$ 9
TOTAL COST				\$ 1,037

Feel free to contact me with any questions or concerns.

Sincerely,

Jeff Lovitt

Print Name

Rodan Builders, Inc.



DATE: 3/21/2018

Adam Bayer
DCA

ATTN: Adam Bayer

SUBJECT: DSA backcheck structural changes
PCO#: 11

Adam

Below is the cost to provide additional scope of work on final construction drawings stamped 12-28-17

DESCRIPTION	Material	Labor	Sub	Total Cost
ACW Steel added scope items			\$ 93,055	\$ 93,055
Rodan Builders bolt/fit to added steel	\$ 2,000	\$ 19,800		\$ 21,800
ACW Steel added bent plates			\$ 59,104	\$ 59,104
Rodan Builders fit additional bent plates		\$ 19,800		\$ 19,800
Glu Lam Sales added lams				
Glu Lam Sales must use Alaskan yellow Cec				\$ -
Rodan Builders fit additional lams				\$ -
Add shear wall/footing between line 7.1 and 8.1				\$ -
added bolts for added steel/glb connections				
Rodan Builders Detailed takeoff				\$ -
SUBTOTAL				\$ 193,759
Markup - Contractor				\$ 14,532
Insurance - 1%				\$ 1,938
Bonds - 1.0%				\$ 1,938
TOTAL COST				\$ 212,166

Feel free to contact me with any questions or concerns.

Sincerely,



DATE: 3/21/2018

Adam Bayer
DCA

ATTN: Adam Bayer

SUBJECT: Casework Scope Reduction
PCO#: 13

Adam

Below is the cost to reduce scope of casework per LBD quote revised 3/20/18

DESCRIPTION	Material	Labor	Sub	Total Cost
Casework scope reduction			\$ (7,200)	\$ (7,200)
				\$ -
				\$ -
SUBTOTAL				\$ (7,200)
Markup - subcontractor				\$ (540)
Insurance - 1%				\$ (72)
Bonds - 1.0%				\$ (72)
TOTAL COST				\$ (7,884)

Feel free to contact me with any questions or concerns.

Sincerely,

Signature

Print Name
Rodan Builders, Inc.



DATE: 4/5/2018

Albany Unified School District

ATTN: Adam Bayer

SUBJECT: provide solar at roof top locations for 81 kw system

PCO#: 04

Dear Adam

Below is the cost to provide 81kw solar system consisting of 265 ea 340 watt modules per attached proposal from Atlas Pellizzari and Blue Mountain Energy.

DESCRIPTION	Material	Labor	Sub	Total Cost
Atlas			\$ 284,300	\$ 284,300
Install Stanchions furnished by Atlas	\$ 1,000	\$ 9,900		\$ 10,900
Roofing			\$ 75,089	\$ 75,089
Disposal/Cleanup	\$ 600	\$ 1,584		\$ 2,184
SUBTOTAL				\$ 372,473
Markup - Contractor				\$ 27,935
Insurance - 1%				\$ 3,725
Bonds - 1%				\$ 3,725
TOTAL COST				\$ 407,858

Feel free to contact me with any questions or concerns.

Sincerely,

Jeff Lovitt

Print Name

Rodan Builders, Inc.



DATE: 4/5/2018

Albany Unified School District

ATTN: Adam Bayer

SUBJECT: provide solar at roof top locations for 25 kw system to be paired with PCO 4 to make a net zero
PCO#: 04.1

Dear Adam

Below is the cost to provide 81kw solar system consisting of approx 82 ea 340 watt modules per attached proposal from Atlas Pellizzari and Blue Mountain Energy.

DESCRIPTION	Material	Labor	Sub	Total Cost
Atlas			\$ 97,500	\$ 97,500
Install Stanchions furnished by Atlas	\$ 3,000	\$ 2,970		\$ 5,970
Roofing			\$ 22,217	\$ 22,217
Disposal/Cleanup	\$ 300	\$ 792		\$ 1,092
SUBTOTAL				\$ 126,779
Markup - Contractor				\$ 9,508
Insurance - 1%				\$ 1,268
Bonds - 1.5%				\$ 1,902
TOTAL COST				\$ 139,457

Additional work excluded from Change Order 2

Feel free to contact me with any questions or concerns.

Sincerely,

Jeff Lovitt

Print Name
Rodan Builders, Inc.



March 21, 2018

To: Rodan Builders
Attn: Mr. Jeff Lovitt

Reference: Albany Middle School Annex
Albany Unified School District
601 San Gabriel Ave, Albany, CA 94706

Subject: 81KWAC Photovoltaic System - Bid Proposal
Atlas / Pellizzari Electric Estimate #: E180635R1
Bid Date: ASAP

Dear Mr. Lovitt:

Atlas / Pellizzari Electric is pleased to confirm our turnkey rooftop Photovoltaic System Proposal in accordance with 100% Construction Drawings and DCA Change Proposal Request 4 dated January 30, 2018. Atlas / Pellizzari Electric's scope of work is clarified as follows:

Inclusions:

- Provide turn-key 81KWAC rooftop photovoltaic system as specified.
- Provide engineered photovoltaic drawings prepared by Blue Oak Energy.
- Includes (265) 340 watt modules (Canadian Solar CS3U-340P) mounted flat on roof with renusol aluminum rails and mounting hardware.
- Includes (1) PV string Inverter (Canadian Solar CSI-66KTL-GS) and (1) 250A, 240V fused disconnect switch in Electric Room.
- Includes (15) DC strings with (18) modules per string connected to DC combiner box.
- Furnish (130) roof mounted stanchions and hand-over to roofing contractor for installation and weatherproofing.
- Provide electrical interconnect at main switchboard per NEC 690.
- Includes DAS (data acquisition system) with third party for monitoring system (5 year service included).
- Provide grounding, hardware, UV resistant labeling and cable ties as required.
- Jobsite requires adequate staging area for modules and equipment prior to installation.
- Includes 3 ton crane with adequate reach to lift material up to roof.
- EMT with rain-tight fittings figured for all rooftop conduits.
- Includes 10 year manufacturer warranty and 5 year installation warranty.

ATLAS/PELLIZZARI ELECTRIC, INC.
450 Howland Street - Redwood City, CA 94063
(650) 364-1204 main (650) 364-6193 fax
CCL# 375862; DIR #1000000068

- Work to be performed on straight-time only.
- Refer to attached cut-sheets for proposed products.

Exclusions:

- DSA Submittal or Structural Calculations (4PSF required).
- Roof penetrations, weatherproofing, and stanchion installation by roofing contractor.
- Structural backing to support PV System not included.
- Performance Guarantee not included.
- Operations and Maintenance not included.
- Fees, permits, or cost of bonds.
- Premium Time.
- Temporary construction power and lighting.

Base Bid: *81 KW SYSTEM* **\$ 284,300.00**

~~**Add Alternate: 25KWAC increase**~~ This line has been declined in Change Order 2 ~~**\$ 97,500.00**~~

Atlas / Pellizzari Electric includes adequate manpower to accommodate the published schedule on normal straight-time hours. Since our work is precedent and subsequent to other trades, this will require the same level of commitment from the General Contractor and other subcontractors.

In conclusion, should Atlas / Pellizzari Electric be the successful electrical contractor on this project, we reserve the right to review your subcontract for mutual acceptance.

Please call the undersigned to discuss any scope clarifications.

Sincerely,

Atlas / Pellizzari Electric, Inc.

Jordan Sink
Estimator / Project Manager
 650.868.7372

PCI**Pioneer Contractors, Inc.**

CA License # 777064

Roofing Specialist

12 April 2018

Jeff Lovitt,
 Rodan Builders
 4070 Nelson Avenue, Suite K
 Concord, CA 94520

RE: Albany MS Project PCO 1 - Pipe Boots for Solar Panel Stanchions

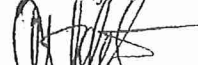
Dear Jeff,

As requested, please find cost proposal for the pipe flashings for 100 pcs of pipe stanchions for the solar panels. Please note that the original scope of work required us to just layout 2 layers of insulation and install the TPO roof. The additional stanchions will require additional man-hours to layout the insulation, cut out the provisions for the stanchions, install the TPO roof and flash the stanchions.

A. PV SUPPORT - ALBANY MS					
Item	Description	Qty	Unit	Cost	Total
Labor					
1	Cut 2 layers of 2.6" polyiso insulation	80	MH	\$ 88.25	\$ 7,060.00
2	Additional labor to Install 2 layers insulation at PV area	120	MH	\$ 88.25	\$ 10,590.00
3	Cut 1/2" Dens dek cover board for stanchion	40	MH	\$ 88.25	\$ 3,530.00
4	Additional labor to install Dens dek cover board at PV area	60	MH	\$ 88.25	\$ 5,295.00
5	Cut TPO at stanchion	80	MH	\$ 88.25	\$ 7,060.00
6	Additional labor to install TPO at PV area	160	MH	\$ 88.25	\$ 14,120.00
7	Install TPO pipe boots flashing	80	MH	\$ 88.25	\$ 7,060.00
8	Install clamp	10	MH	\$ 88.25	\$ 882.50
10	Supervision	32	MH	\$ 105.70	\$ 3,382.40
11	Mark-up (15%)				\$ 8,846.99
	Sub-Total				\$ 67,826.89
Materials					
12	TPO membrane	900	SF	\$ 0.70	\$ 630.00
13	Sealant	40	Tube	\$ 14.00	\$ 560.00
14	Fasteners	400	EA	\$ 0.40	\$ 160.00
15	Pipe boots	100	EA	\$ 40.00	\$ 4,000.00
16	Mark-up (15%)				\$ 802.50
	Sub-Total				\$ 6,152.50
B.	BOND 1.5 %				\$ 1,109.69
C.	TOTAL PIONEER CHANGE ORDER (FOR 100 STANCHIONS)				\$ 75,089.08
D.	ALTERNATE 1 (30 ADDITIONAL STANCHIONS)	This line has been declined in Change Order 2		\$ 740.59	\$ 22,217.70
E.	GRAND TOTAL INCL. ALT. 1	This line has been declined in Change Order 2			\$ 97,306.78

We hope you find everything in good order. Thank you.

Sincerely,



Lou Polentino
 Project Manager
 #1561

1485 Armstrong Ave. San Francisco, CA 94124 Tel (415) 671-1070

Fax (415) 671-0448

An Equal Employment Opportunity Employer



DATE: 3/15/2018

Albany Unified School District
Allan Garde/Adam Bayer

ATTN: Adam Bayer

SUBJECT: Site gas credit

PCO#: 17

Dear Adam

Below is the credit to reduce the scope of gas work on the project. GMP budget anticipated possibility of a need for site gas piping for interior appliances. This was eliminated through design development and cd's. The credit is the value of site gas on the SOV and in the GMP.

DESCRIPTION	Material	Labor	Sub	Total Cost
Rodan Builders			\$ (9,750)	\$ (9,750)
				\$ -
				\$ -
				\$ -
SUBTOTAL				\$ (9,750)
sub markup				\$ (488)
bonds				\$ (98)
insurance				\$ (98)
TOTAL COST				\$ (10,433)

Feel free to contact me with any questions or concerns.

Sincerely,

Jeff Lovitt

Print Name
Rodan Builders, Inc.



DATE: 3/23/2018

Adam Bayer
DCA Architects
Albany Middle School/Albany Unified School District

ATTN: Responsible Individual

SUBJECT: Brief Description of Scope
PCO#: 18

Dear Adam

Below is the cost to provide an additional 220 lf of underground power conduit, bedding feeder and concrete cover as required by relocating of poc for power by the approved pg&e drawings.

DESCRIPTION	Material	Labor	Sub	Total Cost
Atlas Pellizzari	see backup		\$ 9,820	\$ 9,820
Rodan Builders (underground)	see backup		\$ 24,365	\$ 24,365
				\$ -
				\$ -
SUBTOTAL				\$ 34,185
Markup				\$ 2,564
Insurance - 1%				\$ 342
Bonds - 1%				\$ 342
TOTAL COST				\$ 37,433

Feel free to contact me with any questions or concerns.

Sincerely,

Jeff Lovitt

Print Name
Rodan Builders, Inc.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 24, 2018

ITEM: **AMENDMENT WITH A3GEO FOR GEOTECHNICAL
ENGINEERING SERVICES FOR THE ALBANY MIDDLE
SCHOOL ANNEX PROJECT**

PREPARED BY: **VALERIE WILLIAMS, SUPERINTENDENT**

TYPE OF ITEM: **REVIEW & ACTION**

PURPOSE: To review and approve the amendment with A3GEO for Geotechnical Engineering of Record Services for the Albany Middle School Annex Project as the Geotechnical Engineer of Record (GEOR), which is required by the Division of the State Architect (DSA).

BACKGROUND INFORMATION: Key Board Meeting Dates are below.

At the [October 10, 2017 Regular Board Meeting](#), the Board approved the Independent Contractor Agreement with A3GEO for Geotechnical Engineering Services for the AMS Annex. At the [August 22, 2017 Regular Board Meeting](#), the Board received an update on the final design of the Albany Middle School Annex Project and approved the Albany Middle School Annex Educational Specifications. At the [June 27, 2017 Regular Board Meeting](#), the Board received an update on the Albany Middle School Annex Project. At the [February 28, 2017 Regular Board Meeting](#), the Board approved the agreement with Rodan Builders for the Albany Middle School Annex Project.

DETAILS:

DSA Geotechnical Engineer of Record Services for the Albany Middle School Annex Project.
Expected Timeframe: October 2017 to June 30, 2018

Revisions in personnel and hours for Tasks 1 through 4, Task 3 has additional scope noted in the amendment.

- Task 1 – Review and Comment on Plans and Specifications
- Task 2 – Review and Comment on Submittal and Request for Information (RFI)
- Task 3 – Geotechnical Observation and Laboratory Testing
- Task 4 – Meetings, Senior Oversight, Project Management, and Reporting

KEY QUESTIONS/ANSWERS:

1. What is a Geotechnical Engineer of Record?
 - a. Public schools are a function of the State of California. The State of California has a division called the Division of the State Architect (DSA) that provides rules and regulations specific to Structural, Safety, and Accessibility for public buildings, including schools and hospitals. DSA issues licenses to certified inspectors across the State to help ensure buildings meet all the code requirements set by the State. A Geotechnical Engineer of Record confirms the project meets the structural requirements of the State.

FINANCIAL INFORMATION:

- Total Amendment: \$11,325 – Bond Measure B

STRATEGIC GOALS ADDRESSED: This Board Item addresses



Objective #3: Communicate and Lead Together.

Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: To review and approve the amendment with A3GEO for Geotechnical Engineering of Record Services for the Albany Middle School Annex Project as the Geotechnical Engineer of Record (GEOR), which is required by the Division of the State Architect (DSA).

**AMENDMENT TO AGREEMENT FOR GEOTECHNICAL ENGINEERING SERVICES
FOR THE ALBANY MIDDLE SCHOOL ANNEX PROJECT BY AND BETWEEN
A L B A N Y UNIFIED SCHOOL DISTRICT (“DISTRICT”) AND A3GEO
 (“CONTRACTOR”)**

The Independent Contractor Agreement between Albany Unified School District (“District”) and A3GEO (“CONTRACTOR”) shall be amended as follows:

- I. Pursuant to Section 18 – Amendments of the Independent Contractor Agreement, the following section of the Agreement are amended as follows:
- a. Section 1 – Contractor Services;
Additional Scope – Main Building Footing Excavations, Drama Building Footings, Site Work
 - b. Section 5 – Compensation;
 - *Not to Exceed* \$21,710

Total Amendment: \$11,325
Total Agreement: \$21,710

CONTRACTOR:

DISTRICT:

A3GEO

Albany Unified School District

By:

By:

Its: _____

Its: _____

Date: _____

Date: _____