

**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

Tuesday, June 11, 2019

Albany City Hall

1000 San Pablo Ave., Albany, CA 94706

Closed Session: 6:00 p.m. - 6:30 p.m.

Open Session: 6:30 p.m. - 9:45 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

Meeting Norms

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.

All Regular Meetings are videotaped.
(To view the videos, visit www.ausdk12.org)

I. OPENING BUSINESS

6:00 p.m.

A) Call to Order

B) Roll Call

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.

III. CLOSED SESSION

6:05 p.m.

With Respect to Every Item of Business To Be Discussed In Closed Session:

A) Pursuant to Govt. Code Section 54957.6:

- 1) Conference with Labor Negotiator (Superintendent Valerie Williams, District Representative), Regarding Negotiations as it Pertains to:
- Albany Teachers Association (ATA)
 - California School Employees Association (CSEA)
 - Service Employees International Union (SEIU)
- (20 mins.)*

IV. OPEN SESSION

6:30 p.m.

Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 6:30 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 the AUSD Mission & Vision Statement and Board of Education Meeting Norms

E) Report of Action Taken in Closed Session

F) Approval of Agenda

G) Spotlight: *Marin Elementary School* (15 mins.)

6:35 p.m.

H) Recognition:

6:50 p.m.

1) Student Board Members (5 mins.)

2) Retiring Employees of Albany Unified School District (20 mins.)

I) Consent Calendar (5 mins.)

7:15 p.m.

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

1) Superintendent

- a) Minutes of the May 28, 2019 Board of Education Regular Meeting----- (pg.5)

2) Human Resources

- a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order----- (pg.29)
- b) Contract Order Form for Glass Arc LLC (ReadySub)----- (pg.30)

3) Curriculum, Instruction, and Assessment

- a) School Plans for Student Achievement: Albany Middle School, Albany High School, and MacGregor High School----- (pg.34)
- b) Overnight Field Trip: Albany High School Cross Country Team to ASICS Clovis Invitational in Fresno, California----- (pg.131)

- c) Overnight Field Trip: Albany High School Cross Country Team to Mt. SAC Invitational in Los Angeles, California------(pg.133)

4) Student Services

- a) Agreement between Albany Unified School District and Challenge Day------(pg.135)
- b) Independent Contract Agreement Between Albany Unified School District and Joanne Wile for Mental Health and Grant Programs Coordination and Oversight------(pg.146)
- c) Appointment of Representatives to the California Interscholastic Federation North Coast Section------(pg.155)
- d) Independent Contractor Agreement Between Albany Unified School District and Dr. Matthew Lodewick for Epinephrine Standing Order Protocol------(pg.157)

5) Business Services

- a) Measure LL Parcel Tax Rate Increase for 2019/20------(pg.166)

J) Board and Superintendent Reports (5 mins.)

7:20 p.m.

K) Student Board Members' Report (5 mins.)

7:25 p.m.

L) Persons To Address the Board on Matters Not on the Agenda (5 mins.)

7:30 p.m.

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.

M) Review And Action

7:35 p.m.

1) Human Resources

- a) 2020-2021 School Year Calendar (15 mins.) ------(pg.178)
- b) Ratification of the Tentative Agreement between the Albany Teachers Association (ATA) and the Albany Unified School District (5 mins.) ------(pg.181)
- c) Ratification of the Tentative Agreement between the California School Employees Association (CSEA) and the Albany Unified School District (5 mins.) ------(pg.198)

2) Business Services

8:00 p.m.

- a) Parcel Tax Public Opinion and Polling Services Request for Proposals (20 mins.) ------(pg.211)

N) Review And Discussion

8:20 p.m.

1) Superintendent

- a) Later Start Time for Albany High School (30 mins.) ------(pg.297)

2) Educational Services

- a) Public Hearing: Local Control Accountability Plan (15 mins.) -----(pg.376)

3) Business Services

- a) Public Hearing: 2019-2020 Budget (30 mins.) -----(pg.524)

4) Educational Services

- a) Adoption of Elementary Instructional Materials: Phonological and Phonemic Awareness and Decoding (5 mins.) -----(pg.712)

V. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD (5 mins.)

9:40 p.m.

VI. ADJOURNMENT

9:45 p.m.

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

FUTURE BOARD MEETINGS

Date	Time	Location
June 25, 2019: Regular Meeting	7:00 - 9:30 p.m.	Albany City Hall

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

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

MINUTES OF REGULAR MEETING

Tuesday, May 28, 2019

(pending approval)

Albany City Hall
1000 San Pablo Avenue
Albany, CA 94706

I. OPENING BUSINESS

A) Call to Order

President Kim Trutane called the meeting to order at 6:35 p.m.

B) Roll Call

- 1) **Board Members Present:** President Kim Trutane, Vice President Brian Doss, Trustee Jacob Clark, Trustee Sara Hinkley, Trustee Clementina Duron, Student Board Member Michaela Weinstein
- 2) **Staff Members Present:** Superintendent Valerie Williams; Marie Williams, Assistant Superintendent, Educational Services; Jackie Kim, Chief Business Official; Marina Gonzales, Human Resources Coordinator

C) Identify Closed Session Pursuant to Agenda Section III Below

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

Having no one present to address the Board, the Board convened to Closed Session.

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

A) Pursuant to Govt. Code Section 11126(a)1:

- 1) Discussion of Employment and Appointment of a Public Employee (Superintendent):
 - Contract Negotiations

B) Pursuant to Government Code Section 54957.6:

- 1) Conference with Labor Negotiator (Superintendent Valerie Williams, District Representative), Regarding Negotiations as it Pertains to:
 - Albany Teachers Association (ATA)
 - California School Employees Association (CSEA)
 - Service Employees International Union (SEIU)

IV. OPEN SESSION

A) Call To Order (Reconvene to Open Session)

The Board reconvened to Open Session at 7:40 p.m.

B) Roll Call

- 1) **Board Members Present:** President Kim Trutane, Vice President Brian Doss, Trustee Jacob Clark, Trustee Sara Hinkley, Trustee Clementina Duron; Student Board Member Michaela Weinstein, Student Board Member Audrey Mallah
- 2) **Staff Present:** Superintendent Valerie Williams; Jackie Kim, Chief Business Official; Marie Williams, Assistant Superintendent, Educational Services; Marina Gonzales, Human Resources Coordinator; Dax Kajiwara, Director of Technology
- 3) **Staff Excused:** Carrie Nerheim, Director I, Student Services; Cheryl Cotton, Director of Human Resources; Diane Marie, Director III, Special Education

C) Pledge of Allegiance

D) Reading of the AUSD Mission & Vision Statement and Meeting Norms

Student Board Members Mallah and Weinstein read the AUSD Mission and Vision statement, and the Meeting Norms of the Board of Education.

E) Report of Action Taken in Closed Session

The Board took no action in Closed Session.

F) Approval of Agenda of May 28, 2019 Regular Board Meeting

- **Changes to Agenda:** President Trutane requested to pull the Consent Calendar.
- **Motion to approve the Agenda with that change:** by Jacob Clark
- **Second:** Clementina Duron
- **Result:** unanimously approved

G) Recognition: *Albany High School Science Olympiad & National Ocean Sciences Bowl Teams*

Students from the *Albany High School Science Olympiad Team* presented a slideshow to highlight the progression and success of this club. They stated that the students who founded this club in middle school are now graduating from high school. They are also working with the middle school to try to promote Science Olympiad at that level.

Students from the *Albany High School Science Club* also presented a slideshow to highlight their club. They clarified that the Science Club has two competitions that they attend each year: the National Sciences Bowl, and the National Ocean Sciences Bowl (NOS Bowl). The AHS Ocean Sciences Bowl team won the national competition this year.

Students from the Science Club requested a display case for their trophies at the high school. The Board and Superintendent Williams discussed how to make this happen for them. Trustee Clark requested to agendize this to make sure it happens; President Trutane seconded that request.

H) Approval of Consent Calendar

1) Superintendent

- a) Minutes of the March 26, 2019 Board of Education Regular Meeting
- b) Minutes of the April 16, 2019 Board of Education Regular Meeting
- c) Minutes of the April 30, 2019 Board of Education Regular Meeting
- d) Minutes of the May 14, 2019 Board of Education Regular Meeting

2) Human Resources

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

3) Curriculum, Instruction, and Assessment

- a) School Plans for Student Achievement for Cornell Elementary School, Marin Elementary School, and Ocean View Elementary School
- b) Board Policy 5145.9 (Hate-Motivated Behavior)

4) Special Education

- a) Master Contract Between Albany Unified School District and Heritage Schools, Inc. for 2018-2019

5) Student Services

- a) Independent Contractor Agreement With ProCare Therapy, Inc.

6) Business Services

- a) April 2019 Warrant Report
- b) April 2019 Donation Report

Before the Board voted on the Consent Calendar, Superintendent Williams introduced Catherine Floresca, the new Vice Principal of Albany Middle School. Deborah Brill, Principal of Albany Middle School, welcomed Ms. Floresca and presented her with some Albany Middle School Cobra gear. Ms. Floresca addressed the Board and stated that she is very excited about the 2019-2020 school year, and looks forward to being a Cobra!

Superintendent Williams requested that the Board approve this appointment of Ms. Floresca as the new Vice Principal of Albany Middle School as part of the Consent Calendar (Certificated Personnel Assignment Order & Classified Personnel Assignment Order).

- **Motion to Approve the Consent Calendar:** by Sarah Hinkley
- **Second:** Clementina Duron
- **Result:** unanimously approved

I) Board and Superintendent Reports

1) Superintendent Williams:

- Saturday, June 8th at 10:00 a.m., the Albany and El Cerrito Rotary Clubs will hold a dedication ceremony for the tree in honor and memory of Marla Stephensen, former AUSD Superintendent. The ceremony will be held at Peggy Thomsen Pierce Street Park.
- Also on June 8th, the Open House for the Albany Middle School Annex will be held from 2:00-5:00 p.m.

2) President Kim Trutane:

- The KDFC Pop-Up Concert performed for a special assembly at Ocean View on May 16th. She hopes it can be held at the other elementary schools in the future.
- Projected picture of beautiful tile mosaic at Albany Middle School.

3) Vice President Brian Doss:

- This Thursday, May 30th will be the last Black Empowerment Club meeting/party at Marin Elementary School, and encouraged all students to attend.

4) Trustee Jacob Clark:

- Gave a big shout out and thank you to everyone who put together Cobrachella at the Albany Middle School.

5) Trustee Sara Hinkley: No report

6) Trustee Clementina Duron:

- Albany Middle School presented a production: Once On This Island, Jr. at the high school. It was a fabulous theater presentation.
- She attended the *Full and Fair Funding Rally* in Sacramento on May 22nd with President Kim Trutane and Student Board Member Michaela Weinstein.

J) Student Board Members' Report

Student Board Member Michaela Weinstein reported that there was a Rally for the CTA that meshed with the *Full and Fair Funding Rally* on May 22nd. She stated that 40 teachers were there and it was very exciting. She thanked the teachers on behalf of Albany High School students for advocating for them and for themselves.

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

Albany High School:

- Students celebrated Prom Night at the San Francisco Design Center on Sunday, May 26th.
- Advanced Placement Exams were recently completed at Albany High.
- Seniors celebrate the end of their high school years with Senior Week
- Leadership interviews were conducted and people were appointed and elected to various positions. Michaela Weinstein and Audrey Mallah will serve as Student Board Members again next year.

Albany Middle School:

- On June 3rd, students will show off their orchestra skills at the AMS Concert
- Students in 8th grade will head to Six Flags for their end of the year field trip.
- Cobrachella was a success as students had fun with the booths and music.
- *Play Like A Girl 2019* will be on June 2nd, promoting the inclusion of girls in sports.

Cornell Elementary:

- The 6th annual *Coyote Fun Run* Fundraiser began today, May 28th, and will continue through Friday, May 31st. Participants will electronically pledge to participate, exercise, and have a good time.

Ocean View Elementary:

- The Ocean View PTA Aloha Potluck will take place on Friday, May 31.
- On May 30th, parents are welcome to visit the Albany Middle School Annex, where the 1st and 2nd graders will be next year.

Marin Elementary:

- Marin had a successful Open House and Science Fair to celebrate a year of learning.
- Marin's annual Dance Party will be held on May 31st.

Additional events going on around town:

- Free Film at the Albany twin about Girls and Sports
- Albany Aquatic Center is holding lessons, fitness classes, and aqua camp for kids this summer.
- A number of sports camps being held at both Albany High and Albany Middle Schools this summer.

K) Persons To Address the Board on Matters Not on the Agenda

A parent requested that the Board consider changing the policy on PE waivers at Albany High School. He stated that currently only students who participate in school-sponsored sports are allowed to receive credit for PE, but students who play on outside athletic teams do not.

While Board members are not allowed to comment or discuss items that are not on the agenda, President Trutane stated that this would be reflected in the Minutes. Board Member Clark made a motion to agendize this; Vice President Doss seconded the motion. This will go on the Issues Bin for the Board Agenda Committee to agendize at a future meeting.

Olga Miranda, parent, addressed the Board to express concerns about the following issues: the math gap at the high school; she requested parents receive copies of math tests to help their students study; the number of people leaving at the Middle School this year and how this will affect students who have disabilities and need continuity; and that awards ceremonies held at the end of the year exclude students who may not fall under college tracks or AP exams and courses.

L) Review And Action

1) Board of Education/Human Resources

a) *Employment Contract and Appointment of Superintendent*

President Kim Trutane stated that the District has selected Dr. Frank Wells as our new Superintendent. Before the Board voted on the appointment and contract, President Trutane read the terms of the contract (which is also attached at the end of these Minutes), as required under California law. Specifically, they are offering:

- i) 3-year term
- ii) Base salary of \$220,000.00
- iii) The Superintendent will buy his own benefits
- iv) Annual performance evaluations of Superintendent
- v) Based upon a positive evaluation, the Superintendent will given a raise which would be the same as any raise ATA may receive in that year
- vi) There are no other stipends given to the Superintendent

President Trutane read a summary of Dr. Wells' accomplishments, and members of the Board spoke briefly about why they chose him among other candidates.

- **Motion to approve:** by Jacob Clark
- **Second:** Clementina Duron
- **Roll Call Vote:** 7 Ayes; 0 Nays
- **Result:** unanimously approved

President Kim Trutane introduced Dr. Frank Wells as the new Superintendent of Albany Unified School District. Dr. Wells addressed the Board and community and stated that it is an honor and privilege to serve the students in this community. He spoke briefly about his leadership style being inclusive, collaborative, transparent, reflective, and transformative; and about how to address the needs of all kids; and that he is excited to get started.

The negotiated contract was signed by the Board and Dr. Wells; pictures were taken, and the Board took a short recess for the community to greet Dr. Wells.

RECESS: 8:40 - 8:50 p.m.

L) Review And Action (continued)

2) Business Services

a) *Parcel Tax Public Opinion and Polling Services*

Jackie Kim, Chief Business Official, recommended Terris Barnes Walters Boigon Heath, Inc. (TBWB), to be the firm used. She introduced Charles Seith, partner with Terris Barnes Walters Boigon Heath, Inc. (TBWB), who discussed their proposal and answered questions from the Board.

After lengthy discussion about the firms and the survey process, the Board decided to take no action on this item, and gave the following directions to Staff:

- Reach out to two firms, Clifford Moss and Tramultola, to see if they are interested in submitting a proposal.
- If they do not submit a proposal, then Staff should bring back a contract from Terris Barnes Walters Boigon Heath, Inc. (TBWB) that includes the following: a consulting fee, a polling survey fee, and specifies the maximum dollar amount that AUSD would pay.
- **Motion for the Board to give direction to Staff and take no action on this item:**by Jacob Clark
- **Second:** Sara Hinkley
- **Result:** unanimously approved

b) Request for Allowance of Attendance Due to Emergency Conditions

Jackie Kim, Chief Business Official, brought this item to the Board. There was no discussion by the Board.

- **Motion to approve:** by President Trutane
- **Second:** Sara Hinkley
- **Result:** unanimously approved

c) Amendment #01 to Design-Build Services for the Ocean View Elementary Rebuild Project By and Between Albany Unified School District and Overaa & Co.

Jackie Kim, Chief Business Official, reviewed this item briefly as presented in the agenda packet. The Board discussed briefly why this does not include the District Office. President Trutane stated that the original plan included the District Office, but with the price asking, the District Office eventually dropped out of the plan.

- **Motion to approve:** by Sara Hinkley
- **Second:** President Trutane
- **Roll Call Vote:**
 - President Trutane: Aye
 - Vice President Doss: Abstain
 - Jacob Clark: Abstain
 - Sara Hinkley: Aye
 - Clementina Duron: Aye
- **Result:** approved with 3 Ayes; 2 Abstain; 0 Nays

d) California Environmental Quality Act (CEQA) Categorical Exemption for the Albany High School Addition Project

Jackie Kim, Chief Business Official, brought this item to the Board. There was no discussion by the Board.

- **Motion to approve:** by Jacob Clark
- **Second:** Sara Hinkley
- **Result:** unanimously approved

e) Independent Contractor Agreement with Metropolitan Van & Storage

Jackie Kim, Chief Business Official, brought this item to the Board. There was no discussion by the Board.

- **Motion to approve:** by Sara Hinkley
- **Second:** Jacob Clark
- **Result:** unanimously approved

f) Agreement with Derivi Castellanos Architects for Design and Engineering of a New Neighbor Fence at the Albany Middle School Annex

Superintendent Williams reviewed the item as presented in the board agenda packet. The Board discussed briefly the construction process and the fence. Superintendent Williams stated that the neighbors requested a wooden fence. President Trutane stated that a wood fence will provide more security to the school.

- **Motion to approve:** by Jacob Clark
- **Second:** Clementina Duron
- **Result:** unanimously approved

g) Independent Contractor Services Agreement with United Fence Services, Inc. for Installation of New Neighbor Fence at the Albany Middle School Annex

Superintendent Williams reviewed the item as presented in the board agenda packet. The Board and Staff discussed briefly how Staff determined to chose United Fence Services, Inc. to do this work. Juan Barroso, Managing Partner of Derivi Castellanos Architects, provided some specifics on the selection process and stated that this was a valid recommendation.

- **Motion to approve:** by Clementina Duron
- **Second:** Sara Hinkley
- **Result:** unanimously approved

NEED TO EXTEND MEETING:

President Trutane requested a motion to extend the board meeting.

- **Motion to extend the meeting until 10:20 pm:** by Jacob Clark
- **Result:** approved

L) Review And Action (continued)

h) Agreement with Fagen Friedman & Fulfroft, LLP, for Legal Services

Jackie Kim, Chief Business Official, reviewed the item presented in the Board agenda packet.

The Board discussed the process for evaluating the attorney group, exploring other legal groups, and how to improve communications consulting advice.

- **Motion to table the agreement with *Fagen Friedman & Fulfroft, LLP*, until a future meeting in August, with the direction to Staff:** by Jacob Clark
- **Direction to Staff:**
 - Chief Business Official Kim will request an extension of the current contract for two months (until end of August)
 - Arrange for F3 to discuss communications with the Board;
 - Request attorney firms Adkinson, Andelson, Loya, Ruud & Romo; and Lozano Smith, to present proposals in August.
- **Second:** President Trutane
- **Result:** unanimously approved

NEED TO EXTEND MEETING:

President Trutane requested a motion to extend the meeting for another 15 minutes.

- **Motion to extend the meeting until 10:45 pm:** by Jacob Clark
- **Second:** President Trutane
- **Result:** unanimously approved

M) Staff Reports

1) Superintendent's Report on the Special Education Focus Group

Superintendent Williams reviewed the report as presented in the agenda packet.

Members of the Board thanked Superintendent Williams and everyone who was involved in this.

Trustee Hinkley was also involved in this group and she thanked Superintendent Williams for organizing this and commented on how it was incredibly valuable.

Olga Miranda also spoke briefly about being involved in this, thanked Superintendent Williams for having this “uncomfortable conversation” but those conversations are what makes changes. She also asked for Special Education items be put in board meetings earlier on the agendas.

Trustee Clark stated that he appreciates Olga Miranda for what she said about needing to have the tough conversations. He added that he would like the Board to watch the TED talk called “Dare to Disagree” by Margaret Heffernan.

V. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Trophy case at Albany High School
- Policy on PE waivers at Albany High School
- Contract with legal firms
- Polling Services Contract

VI. ADJOURNMENT

The Board adjourned the meeting at 11:02 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
June 11, 2019: Regular Meeting	7:00 - 9:30 p.m.	Albany City Hall
June 25, 2019: Regular Meeting	7:00 - 9:30 p.m.	Albany City Hall

ATTACHMENTS: *Superintendent Contract for Dr. Frank Wells for 2019-2020*

**ALBANY UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT**

THIS AGREEMENT is effective July 1, 2019. It is by and between the Governing Board of the Albany Unified School District ("District" or "Board") and Frank Wells, II ("Superintendent").

1. Term

The employment contract for the Superintendent is for a period of three (3) years, beginning July 1, 2019, and terminating on June 30, 2022, subject to the terms and conditions set forth below.

2. Salary

Superintendent's base salary for the 2019-2020 school year is Two Hundred and Twenty Thousand Dollars and 00 cents (\$220,000.00) per annum payable in twelve (12) equal monthly payments, less all applicable deductions and withholdings required by law or authorized by the Superintendent.

Upon receipt of a satisfactory evaluation for the school year just completed, the Superintendent's base salary shall be increased by the same percentage that the District provides to Albany Teachers Association unit members for that school year. If the Superintendent has been rated as less than "satisfactory" for the school year just completed, as determined by the Board pursuant to the evaluation process described in Paragraph 6, the Superintendent shall not receive the salary increase described in this section of the Agreement.

The Board reserves the right to further increase, or decrease, Superintendent's salary for any year or any portion of a year of this contract with the mutual written consent of Superintendent and the Board. A change in salary shall not constitute the creation of a new contract nor extend the termination date of this Agreement.

3. Work Year/Vacation

Superintendent shall be required to render twelve (12) months of full and regular service to the District during each school year, except that he shall be entitled to twenty (20) days of annual vacation with pay, in addition to holidays as defined in Education Code section 37220. In the event vacation is not taken during the school year in which it is granted, it may only be accumulated up to a total of thirty (30) days. In the event of the expiration or termination of this Agreement, Superintendent shall be entitled to compensation for unused vacation days up to a maximum of 30 days at the Superintendent's salary rate effective during the last year of the Agreement.

Annual vacation is accrued upon commencement of services at the beginning of a school year. If service for the full school year is not performed, Superintendent shall only receive that number of vacation days which is proportional to the number of months of the school year served. If Superintendent has taken vacation days in excess of that proportion, Superintendent hereby consents to an offset on his final paycheck representing the amount of the excess vacation days used. When Superintendent determines to be absent for five (5) or more consecutive days off of work for vacation purposes, he shall give notice in advance to the Board President.

4. Fringe Benefits

a. Health and Welfare Benefits

Superintendent shall be entitled to select and participate at Superintendent's sole expense, medical, dental and vision benefits offered under the District approved plans available to management employees in the District. The District will provide the Superintendent the option of paying for the health and welfare benefits pre-tax through the use of a section 125 Plan.

b. Health Benefits Upon Retirement

Superintendent shall be entitled to the same retirement health benefits available to other certificated administrators and under the same eligibility criteria as specified in BP 4354.

c. Sick Leave

Superintendent shall earn one (1) day of sick leave with pay for each full month of service rendered during the term of this Agreement. Time off required by the Superintendent for illness or injury that is not compensated by sick leave, differential leave, or other leave provided by law shall be uncompensated. The Superintendent shall follow District procedures and use District forms or applicable electronic reporting systems for reporting use of sick leave. Earned, unused sick leave may be accumulated without limitation; however, under no circumstances shall the District be obligated to compensate Superintendent for earned, unused sick leave. Unused sick leave may be credited for retirement purposes as authorized by the State Teachers Retirement System (STRS) and applicable law.

5. Superintendent's Duties

a. General Duties

Superintendent is employed as District Superintendent and shall perform the duties of District Superintendent as prescribed by the laws of the State of California and the District's job description for the Superintendent, if any. The

Superintendent shall have primary responsibility for execution of Board policy and responsibility for the duties prescribed by Education Code section 35035. Superintendent shall be the Board's chief executive officer.

b. Personnel Matters

- (1) Superintendent, after consultation with the Board, shall have the authority to organize and arrange the administrative and supervisory staff: including instruction, personnel, business and operational affairs which in his judgment best serve the District.
- (2) Superintendent is responsible for making timely and appropriate recommendations to the Board regarding the employment of personnel.

c. Administrative Functions Superintendent, as chief executive officer, shall:

- (1) Review all policies adopted by the Board and make appropriate recommendations to the Board;
- (2) Periodically evaluate or cause to be evaluated all District employees;
- (3) Advise the Board of sources of funds that might be available to implement present or contemplated District programs;
- (4) Assume responsibility for those duties specified in Education Code section 35250;
- (5) Endeavor to maintain and improve his professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate professional associations;
- (6) Establish and maintain positive community, staff and Board relations;
- (7) As directed by the Board, serve as the District's labor representative with respect to all collective bargaining matters and make recommendations to the Board concerning those matters.
- (8) Recommend to the Board District goals and objectives;
- (9) Unless unavoidably detained, or for reasons determined by the Board or mutually agreed upon by the Board and Superintendent, attend all regular, special, and executive session meetings of the Board.

6. Evaluation

a. Goals, Objectives, and Process

The Board shall annually evaluate the working relationship between the Board and Superintendent. The Parties will endeavor to agree upon an evaluation instrument; however, if the Parties are unable to reach an agreement, the Board will select the evaluation instrument. *The* evaluation will *be* based upon the factors contained in the evaluation instrument and any mutually agreed upon District goals and objectives. By no later than September 1 of each year of this Agreement or as soon as practicable following Board agreement on District goals and the evaluation instrument, the Superintendent shall submit to the Board a written document detailing priorities, goals and tasks to be addressed by the Superintendent for the following school year. The Governing Board will review the document and if necessary, will modify the document, with the agreement of the Superintendent. After review by the Governing Board and any amendments, these priorities, goals and tasks will become the Superintendent's goals and objectives for the school year.

The Board shall assess in writing the performance of the Superintendent on the identified goals and objectives by June 30th of each year. The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Superintendent and the Board. Every effort will be made to conduct this meeting by a date to be determined by the Board and the Superintendent. Such meeting to discuss the actual evaluation shall only be conducted in closed session. Evaluations shall be based upon the mutually developed and agreed upon performance goals and objectives for that year's evaluation. The Board and the Superintendent shall also meet semiannually during the course of the year to give oral feedback to the Superintendent concerning the Superintendent's progress towards meeting the mutually agreed upon goals and objectives, and making any agreed upon modifications to those goals and objectives. After reviewing the performance of the Superintendent based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Superintendent in writing whether the Superintendent has performed, in the Board's judgment, satisfactorily or unsatisfactorily.

An evaluation shall be deemed to be "satisfactory" if a majority of the Board members have rated the Superintendent's performance as satisfactory in all performance categories. If the Board determines that the Superintendent's performance is unsatisfactory in any respect, it shall describe in writing and in reasonable detail said unsatisfactory performance, citing specific instances where possible, and provide him with direction as to how to improve his performance.

The Board shall, if requested by the Superintendent, meet and discuss the contents of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation.

A copy of the evaluation shall be delivered to the Superintendent and a copy of the evaluation shall be placed in the Superintendent's personnel file. The Superintendent shall then have ten (10) days from receipt of the evaluation to respond in writing to the evaluation

b. Failure to Evaluate

The evaluation procedures and requirements set forth in this Agreement shall be the exclusive means by which the Superintendent is evaluated and is intended to supersede any other provision regarding evaluation which might exist in applicable law or by virtue of any District rules, regulations, handbooks, and Policies, or other agreements. Any failure on part of the Board to meet the requirements or deadlines set forth in the Agreement shall not release the Superintendent from fully and faithfully performing the services under this Agreement or constitute a default by the District of its obligations under this Agreement.

7. Termination of Agreement

a. Mutual Consent

This Agreement may be terminated at any time by mutual consent of the Board and the Superintendent.

b. Resignation

The Superintendent may resign and terminate this Agreement by providing the Board with at least sixty (60) calendar days advance written notice, unless the parties agree otherwise.

c. Non-Renewal of Agreement b' the District

The Board may elect not to renew this Agreement upon its expiration by providing written notice to the Superintendent not less than six (6) months prior to the last day of this Agreement. Superintendent shall give the Board written notice, of this Section 7(c) six month non-renewal notice requirement, at least 30 calendar days in advance of the six month non-renewal notice deadline. If Superintendent fails to provide this six month non-renewal notice, the notice of non-renewal requirements of Education Code section 35031 (currently 45 days' prior notice) shall apply.

d. **Termination for Cause**

Notwithstanding Labor Code section 2924, the parties agree that the determination of cause shall be based upon the Board's reasonable belief in the existence of good cause for termination. The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the parties under this Agreement. The Board may terminate Superintendent for good cause including, but not limited to: (1) acts done in bad faith to the detriment of the District; (2) refusals or failures to act in accordance with specific provisions of this Agreement or lawful Board directives; (3) material breach of this Agreement; (4) conviction of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; (5) occurrence of any event which would justify dismissal of a tenured teacher as set forth in Education Code section 44932; (6) misconduct or dishonest behavior with regard to the Superintendent's employment; (7) suspension or revocation of credential; and (8) unsatisfactory performance. No termination for cause based on unsatisfactory performance alone shall be pursued unless the Board has issued a "less than satisfactory" evaluation in accordance with Paragraph 6, provided an improvement plan, and allowed six (6) months for Superintendent to improve his performance to a "satisfactory" rating as determined by the Board.

If the Board believes that cause to terminate the Agreement exists, it shall meet with the Superintendent. Board will submit a written statement of grounds for termination and copies of supporting documents. If the Superintendent disputes the cause, the Superintendent shall then be entitled to a conference before the Board in closed session. Superintendent shall have a reasonable opportunity to respond to all matters raised. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. The Superintendent shall have the right to have counsel attend at his own expense.

If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Superintendent with a written decision setting forth the cause for termination and findings supporting its decision. The decision of the Board shall be final. Superintendent's conference before the Board shall be deemed to satisfy the Superintendent's entitlement to due process of law and shall be the Superintendent's exclusive right to any conference or hearing otherwise required by law. Superintendent waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent's administrative remedies and then authorizes the Superintendent to contest the Board's determination in a court of competent jurisdiction.

e. **Termination without Cause**

The Board may, for any reason, without cause or a hearing, terminate the Superintendent's employment in any capacity in the District at any time upon five (5) calendar day's prior written notice to the Superintendent. During this five (5) calendar day period, the parties shall discuss the Board-Superintendent employment relationship. In consideration for the exercise of this right to terminate without cause, the District shall pay to the Superintendent from the date of termination until the expiration of this Agreement, an amount equal to the monthly salary of the Superintendent multiplied by the number of months left on the unexpired term of this Agreement. If the unexpired term is greater than twelve (12) months, the maximum cash settlement shall be an amount equal to the monthly salary of the Superintendent multiplied by twelve months. The amount of pay described in this section shall be defined as "severance."

Superintendent's health benefits can be purchased by the Superintendent at his own expense through the District's plans for the same duration of time as covered in subsection 7(e) of this Agreement, up to twelve (12) months.

The amount payable to the Superintendent as severance pursuant to Section 7(e) shall be reduced by the amount of the employment-related income earned by the Superintendent from a public education employer during the period of the unexpired term of this agreement on the date of the termination up to a period of twelve months.

Any such termination without cause shall be in writing, shall specify the effective date of the termination, and shall terminate all of the Superintendent employment rights and entitlements with the District. The Superintendent shall execute a full release of claims against the District and its officers, agents and employees as a condition of receipt of any severance payment under this section, otherwise, no severance payments shall be required and the termination shall be effective nonetheless.

For purposes of this Agreement, the term "salary" shall include only the Superintendent's regular monthly base salary and shall not include the value of any other stipends, allowances, reimbursements or benefits received under this Agreement. All severance payments made pursuant to this termination without cause provision shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. No severance payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for retirement purposes since the payments are considered as final settlement pay; accordingly, no deductions shall be made for retirement purposes.

If the Superintendent is terminated without cause and elects to retire, the parties agree that, effective upon the date of the Superintendent's retirement with

CalSTRS or CalPERS, the amount payable to the Superintendent as salary shall be reduced by the amount of retirement income earned by the Superintendent from CalSTRS or CalPERS.

The parties agree that any damages to the Superintendent that may result from the Board's early termination of this Agreement cannot be readily ascertained.

Accordingly, the parties agree that the payments made pursuant to this termination without cause provision, constitutes reasonable liquidated damages for the Superintendent, fully compensates the Superintendent for all tort, contract and other damages of any nature whatsoever, whether in law or equity, that are related to this Board's termination of this Agreement, and does not result in a penalty. The parties agree that the District's completion of its obligations under this Agreement constitutes the Superintendent's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code sections 53260, et seq.

- f. Superintendent shall also be terminated in accordance with Education Code section 41326 upon appointment of a State Administrator by the State Superintendent of Public Instruction. Notwithstanding any other provision of this Agreement, in such case the Superintendent's final compensation shall be determined in accordance with subdivision (j) of section 41326.
- g. Superintendent shall also be terminated in accordance with Government Code section 53260 if the Board believes, and an independent audit subsequently confirms, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices. Notwithstanding any other provision of this Agreement, in such case Superintendent's final compensation shall be determined in accordance with subdivision (b)(1) of section **53260**.
- h. **Disability**

In the event of disability by illness or incapacity in excess of sixty (60) days, Board shall have the right to appoint an Interim Superintendent who may perform all the duties of the position of Superintendent. Further, the District may terminate this Agreement by written notice to Superintendent at any time after Superintendent has exhausted any accumulated and extended sick leave and vacation leave as may be available and has been absent from employment for whatever cause for an additional continuous period of thirty (30) days. All obligations of the District arising from this Agreement shall cease upon such termination.

If a question exists concerning the capacity of Superintendent to return to duty after such leave, the District may require Superintendent to submit to a medical examination, to be performed by a physician. District and Superintendent shall

mutually agree upon the physician who shall conduct the examination. The examination shall be done at the expense of the District. The physician shall limit his/her report to the issue of whether Superintendent has a continuing disability which prohibits him from performing the duties of Superintendent with or without reasonable accommodation.

i. Disability of the Superintendent

If, based on medical evidence submitted by the Superintendent's physician or obtained through a District required medical examination, the District determines that the Superintendent is disabled and, following an interactive dialogue with the Superintendent, that the Superintendent is unable to perform the essential functions of the position with or without reasonable accommodation, this Agreement may be immediately terminated by *the* Board upon written notice to the Superintendent in the manner required by law.

j. Effect of Abuse of Office Conviction

Notwithstanding any other provision of this Agreement, and as mandated by Government Code sections 53243 et seq., in the event Superintendent is convicted of a crime constituting "abuse of office," Superintendent shall reimburse the District to the fullest extent mandated by law (e.g. paid leave, criminal defense expenses, or any cash settlement). In the event of such conviction, the District shall make no payments barred by Government Code sections 53243 et seq.

k. Death

Death of the Superintendent terminates the Agreement immediately. In such event, all salary and other monetary amounts due to the Superintendent at the time of death, if any, shall be paid to the Superintendent's estate unless otherwise declared in writing by the Superintendent.

8. Expense Reimbursement

- a. The District shall reimburse the Superintendent for actual and necessary expenses incurred by the Superintendent within the scope of employment so *long* as such expenses are permitted by District policy or incurred with prior approval of the Board. For reimbursement, the Superintendent shall submit an expense claim to the Board in writing for the Superintendent's reimbursable expenses for the prior month. The Superintendent's expense claim shall be submitted with appropriate written documentation verifying the contents of the report prior to the Board's authorization of reimbursement.
- b. Superintendent shall not be provided an automobile allowance. The Superintendent will be allowed, however, to submit the mileage incurred in

performing his duties as would any other certificated or classified employee of the District and will be reimbursed at the IRS rate per mile approved rate.

- c. Superintendent shall not be provided a stipend to compensate Superintendent for use of a personal mobile communication device and other technology for school district business.

9. Professional Memberships and Outside Professional Activities

- a. **Professional Memberships.** District agrees to pay Superintendent's annual professional membership dues in the Association of California School Administrators (ACSA) during the term of this Agreement. The District shall also pay for membership for one additional professional organization or one local community service organization.
- b. **Outside Professional Activities.** The Superintendent may undertake for consideration outside professional activities, including consulting, speaking and writing. The Superintendent's outside professional activities shall not occur during regular work hours or otherwise interfere with Superintendent's ability to satisfactorily perform the duties of the position. The Superintendent may continue to draw a salary while engaged in such outside activities. The Superintendent agrees not to use District staff or property in performing these outside activities without prior written approval by the Board. In no case will the District be responsible for any expenses attendant to the performance of such outside activities unless prior Board approval is obtained.

10. Annual Reporting Requirements

The Superintendent shall report his use of sick leave to the Human Resources Department in the same manner as other employees of the District. At the end of each school year, Superintendent shall report to the Board in writing the Superintendent's annual use of sick leave and vacation days in the preceding year.

11. Professional Meetings

The Superintendent is expected to attend appropriate professional meetings at local and state levels. Prior approval of the Board shall be obtained when the Superintendent attends a function outside of the state. To the extent authorized by law, the District shall pay expenses related to attendance at all such meetings, including travel expenses, as set forth in Paragraph 8, above

12. Notice of Seeking Employment

The Superintendent agrees to provide written notice to the Board within twenty-four (24) hours of being notified that he is a semifinalist for a position in another school district. Once the Superintendent is determined to be a successful candidate for another employer, the Board and the Superintendent will develop a plan selecting an appropriate replacement and the Superintendent will assist in the transition.

13. Tax/Retirement Liability

Notwithstanding any other provision of this Agreement, the District shall not be liable for any retirement or state/federal tax consequences to the Superintendent, any designated beneficiary, heirs, administrators, executors, successors or assigns of the Superintendent. The Superintendent shall assume sole responsibility and liability for all state or federal tax consequences of this Agreement and all related payroll and retirement consequences, including, but not limited to, whether compensation or service is creditable for purposes of retirement, all tax and retirement consequences stemming from any payments made to the Superintendent as a result of the termination without cause provision of this Agreement, retirement payments, expense reimbursements, and payments for insurance.

14. Dispute Resolution

- a. Mediation. The Superintendent and Board agree to make a good faith effort to settle any dispute that arises under this Agreement through discussion and negotiations unless they agree otherwise in writing. If the dispute is not resolved within thirty (30) calendar days, the dispute shall be mediated unless the parties agree otherwise in writing.

Both parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. If the parties cannot agree on a mediator, the mediator shall be appointed by the State Conciliation and Mediation Service unless the parties agree otherwise. The mediator's fee, if any, shall be paid equally by both parties. Each party shall bear its own attorney fees and costs. Any mediator selected by the parties shall have expertise in the area of the dispute and be knowledgeable regarding the mediation process.

No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, shall not be binding on the parties. Mediation pursuant to this provision shall be private and confidential. Only the parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq. and shall sign a written document to that effect.

- b. **Binding Arbitration.** The Superintendent and Board agree to submit all disputes to final and binding arbitration, either following a mediation which failed to resolve all disputes or in lieu of mediation as may be agreed by the parties. Either party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within thirty (30) days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the parties' disputes, the request must be made within five (5) days of termination of the mediation.

The parties shall make a good faith attempt to select an arbitrator and complete the arbitration with ninety (90) days. The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney unless otherwise agreed by the parties. The arbitration shall take place in Alameda County, California, unless otherwise agreed by the parties. The arbitrator's fee shall be paid equally by both parties. Each party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281 et seq.

- c. **Disputes covered under Paragraph 14.** Subdivisions (a) and (b) of this Paragraph 14 shall not apply to any dispute between the Board and Superintendent regarding the cause(s) for termination of employment or process used to terminate Superintendent with cause. Consistent with paragraph 7(d), any dispute related to the Superintendent's termination with cause must be filed with the appropriate superior court.

15. **Exclusivity**

To the extent permitted by law, the parties agree that the employment relationship between the District and the Superintendent shall be governed exclusively by the provisions of this Agreement and not by board policies, administrative regulations, Management Handbooks or similar documents.

16. **Public Record**

The parties recognize that, once final, this Agreement is a public record and must be made available to the public upon request.

17. **Integration**

This Agreement constitutes a complete and exclusive statement of the understanding between the parties with respect to its subject matter. This Agreement supersedes any and all other prior communications between the parties, whether written or oral. Any prior

agreements, promises, negotiations or representations related to the subject matter not expressly set forth in this Agreement are of no force and effect.

18. Indemnity

To the extent required by Government Code sections 825 and 995 and other applicable provisions of law, the District shall defend and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's individual or official capacity as an agent and employee of the District.

19. Board Approval

The effectiveness of this Agreement shall be contingent upon approval by the District's Governing Board as required by law.

20. Waiver

No waiver of any breach of any term or provision of this Agreement shall be construed to be, nor shall it be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing and signed by the party waiving the breach.

21. Governing Law

This Agreement has been executed and delivered within the State of California, and rights and obligations of the parties hereunder shall be construed and enforced in accordance with, and governed by, the laws of the State of California.

22. Construction

Each party has cooperated in the drafting and preparation of this Agreement. Hence, in any construction to be made of this Agreement, the same shall not be construed against any party on the basis that the party was the drafter. The captions of this Agreement are not part of the provisions of this Agreement and shall have no force or effect.

23. Execution

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. A copy, facsimile or photographic copies of such signed counterparts may be used in lieu of the originals for any purpose. In addition, this Agreement may be signed in person or electronically and such signatures shall be binding.

24. **No Assignment**

The Superintendent may not assign or transfer any rights granted or obligations assumed *under* this Agreement.

25. **Modification**

This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties.

26. **Independent Representation**

The Superintendent and the Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys or other representatives, and that the terms of this Agreement have been completely read and explained to them by their attorneys or representatives, and that those terms are fully understood and voluntarily accepted. The Superintendent acknowledges and agrees that legal counsel for the Board represents the Board's interests exclusively and that no attorney-client relationship exists between Superintendent and legal counsel to the Board.

27. **Savings Clause**

If any provision of this Agreement or its application is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement that can be given effect without the invalid provisions or applications and the provisions of this Agreement are declared to be severable.

28. **Binding Effect**

This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heirs, and assigns.

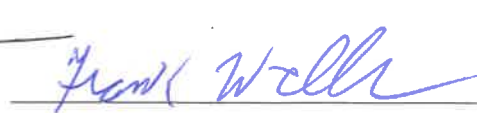
29. **Execution of Other Documents**

The parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.

AGREED to on 28 day of May, 2019



Board President



Frank Wells, II
Superintendent

Personnel Assignment Order: Pending Approval

BOE Meeting: 6/11/2019

Class: Certificated

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher, Special Education	Freeman, Aubrey	SE	0.08	8/23/2019	6/12/2019	Approve	SE
ESY Teacher, Special Education	Messina-Godfrey, Michael	SE	\$36.83/hour	6/19/2019	7/19/2019	Approve	SE
Teacher	Nguyen, Meredith	MA	1.00	8/23/2019	6/12/2019	Approve	GF
Teacher	Yuan, Annie	CO	1.00	8/23/2019	6/12/2019	Approve	GF

Class: Classified

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Para-educator, Special Education	Anderson, Tracey	AMS	0.8	5/16/2019		Approve	

Category: Increase FTE

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Para-educator, Special Education	Alatorre, Lourdes	SE	0.533	8/1/2019		Approve	SE
Para-educator	Rydman, Jennifer	ACC	0.27	8/1/2019		Approve	CCTR
Para-educator	Sibai, Maya	ACC	0.53	8/1/2019		Approve	CCTR

Class: Uncompensated Service

Category: Volunteer

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
	Choden, Lobsang			6/12/2019			
	Goldberg, Melanie			6/12/2019			
	Ku, Jennifer			6/12/2019			
	Stine, Kathrine			6/12/2019			
	Surrowitz, Emily			6/12/2019			

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: **CONTRACT ORDER FORM FOR GLASS ARC LLC
(READYSUB)**

PREPARED BY: **CHERYL COTTON**

TYPE OF ITEM: **CONSENT**

PURPOSE: The purpose of this item is to approve the renewal of Glass Arc LLC (ReadySub) services contract.

BACKGROUND INFORMATION: ReadySub is an online substitute management and absenteeism system. This system allows teachers to enter their absences into a database, which then alerts substitutes of the absence. Substitutes are then able to accept a job with a couple of clicks of a button.

DETAILS: This is a renewal of an annual contract.

KEY QUESTIONS/ANSWERS:

Q. How long does the agreements last?

A. The service term is August 1, 2019-July 31, 2020

FINANCIAL INFORMATION: \$3,350.00

STRATEGIC GOALS ADDRESSED: STRATEGIC GOALS ADDRESSED:



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

RECOMMENDATION: Approve Contract Order Form for Glass Arc LLC (ReadySub)



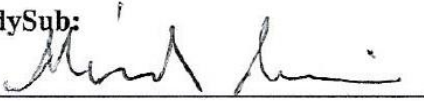
CONTRACT ORDER FORM

Customer: Albany Unified School District		Contact: Cheryl Cotton	
Address: 1200 Solano Ave., Berkeley, CA 94706		Phone: 510-558-3757	
		E-Mail: ccotton@ausdk12.org	
Services: ReadySub Substitute Scheduling and Absence Tracking Software and Support Services			
Promotional 5-School Service Fees:	\$3,350.00	Service Term:	Start Date: August 1 st , 2019 End Date: July 31 st , 2020
Implementation Fees:	\$0.00	Launch:	Date: August 1 st , 2019
Total Fees:	\$3,350.00		
Payment of Services: All fees are per year of the Contract Service Term and paid annually within 30 days of the Service Term Start Date.			
Implementation: Company will prepare the Customer to effectively use the ReadySub platform including account import, account parameter specification, and training.			

SAAS SERVICES AGREEMENT

This SaaS Services Agreement (“Agreement”) is entered into on this 2nd day of June, 2019 (the “Effective Date”) between Glass Arc LLC (“ReadySub”) with a place of business in Leander, TX, and the Customer listed above (“Customer”). This Agreement includes and incorporates the above Order Form. There shall be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. This Agreement is valid only if signed by the Customer and received by ReadySub within 60 days of the Effective Date.

ReadySub:

By: 

Name: Michael Lucia

Title: Business Development

Customer:

By: _____

Name: _____

Title: _____



TERMS AND CONDITIONS

1. SAAS SERVICES AND SUPPORT

1.1 Subject to the terms of this Agreement, ReadySub will use commercially reasonable efforts to provide quality Customer Service. As part of the initial registration process, ReadySub will create all users for the Customer's ReadySub account. Subsequent users may be created by either ReadySub or Customer in accordance with Customer preferences. ReadySub reserves the right to refuse registration of or cancel accounts it deems inappropriate.

1.2 Subject to the terms hereof, ReadySub will provide Customer with reasonable technical support services in accordance with ReadySub's standard practice.

2. RESTRICTIONS AND RESPONSIBILITIES

2.1 Customer will not, directly or indirectly: reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas, know-how or algorithms relevant to the Services or any software, documentation or data related to the Services ("Software"); modify, translate, or create derivative works based on the Services or any Software (except to the extent expressly permitted by ReadySub or authorized within the Services); use the Services or any Software for timesharing or service bureau purposes or otherwise for the benefit of a third; or remove any proprietary notices or labels.

2.2 Customer shall be responsible for obtaining and maintaining any equipment and ancillary services needed to connect to, access or otherwise use the Services, including, without limitation, modems, hardware, servers, software, operating systems, networking, web servers and the like (collectively, "Equipment"). Customer shall also be responsible for maintaining the security of the Equipment, Customer account, passwords (including but not limited to administrative and user passwords) and files, and for all uses of Customer account or the Equipment with or without Customer's knowledge or consent.

3. CONFIDENTIALITY; PROPRIETARY RIGHTS

3.1 Each party (the "Receiving Party") understands that the other party (the "Disclosing Party") has disclosed or may disclose business, technical or financial information relating to the Disclosing Party's business (hereinafter referred to as "Proprietary Information" of the Disclosing Party). Proprietary Information of ReadySub includes non-public information regarding features, functionality and performance of the Service. Proprietary Information of Customer includes non-public data provided by Customer to ReadySub to enable the provision of the Services ("Customer Data"). The Receiving Party agrees: (i) to take reasonable precautions to protect such Proprietary Information, and (ii) not to use (except in performance of the Services or as otherwise permitted herein) or divulge to any third person any such Proprietary Information. The Disclosing Party agrees that the foregoing shall not apply with respect to any information after five (5) years following the disclosure thereof or any information that the Receiving Party can document (a) is or becomes generally available to the public, or (b) was in its possession or known by it prior to receipt from the Disclosing Party, or (c) was rightfully disclosed to it without restriction by a third party, or (d) was independently developed without use of any Proprietary Information of the Disclosing Party or (e) is required to be disclosed by law.

3.2 Customer shall own all right, title and interest in and to the Customer Data, as well as any data that is based on or derived from the Customer Data and provided to Customer as part of the Services. ReadySub shall own and retain all right, title and interest in and to (a) the Services and Software, all improvements, enhancements or modifications thereto, (b) any software, applications, inventions or other technology developed in connection with Implementation Services or support, and (c) all intellectual property rights related to any of the foregoing.

3.3 Notwithstanding anything to the contrary, ReadySub shall have the right to collect and analyze data and other information relating to the provision, use and performance of various aspects of the Services and related systems and technologies (including, without limitation, information concerning Customer Data and data derived therefrom), and ReadySub will be free (during and after the term hereof) to (i) use such information and data to improve and enhance the Services and for other development, diagnostic and corrective purposes in connection with the Services.

4. PAYMENT OF FEES

4.1 Customer will pay ReadySub the then applicable fees described in the Order Form for the Services and Implementation Services in accordance with the terms therein (the "Fees"). ReadySub reserves the right to change the Fees or applicable charges and to institute new charges and Fees at the end of the Initial Service Term or then-current renewal term, upon thirty (30) days prior notice to Customer (which may be sent by email). If Customer believes that



ReadySub has billed Customer incorrectly, Customer must contact ReadySub no later than 60 days after the closing date on the first billing statement in which the error or problem appeared, in order to receive an adjustment or credit. Inquiries should be directed to ReadySub's customer support department.

4.2 ReadySub may choose to bill through an invoice, in which case, full payment for invoices issued in any given month must be received by ReadySub thirty (30) days after the mailing date of the invoice. ReadySub has the right to impose a charge of 1.5% per month on any outstanding, unpaid balance, or the maximum permitted by law, whichever is lower and may result in immediate termination of Service.

5. TERM AND TERMINATION

5.1 Subject to earlier termination as provided below, this Agreement is for the Initial Service Term as specified in the Order Form. If neither party has given the other at least thirty (30) days written notice of its intent not to renew prior to the end of any Term, the Agreement shall automatically renew for the next year (the "Renewal Term"). ReadySub reserves the right to increase any of the fees after the Initial Term, by providing at least thirty (30) days prior written notice of same to Customer.

5.2 In addition to any other remedies it may have, either party may also terminate this Agreement upon thirty (30) days' notice (or without notice in the case of nonpayment), if the other party materially breaches any of the terms or conditions of this Agreement. Customer will pay in full for the Services up to and including the last day on which the Services are provided. Should the Customer provide written notice of termination within 30 days of the Effective Date as a result of a material breach of contract by the Company, the Customer will be reimbursed in full. All sections of this Agreement which by their nature should survive termination will survive termination, including, without limitation, accrued rights to payment, confidentiality obligations, warranty disclaimers, and limitations of liability.

6. WARRANTY AND DISCLAIMER

ReadySub shall use reasonable efforts consistent with prevailing industry standards to maintain the Services in a manner which minimizes errors and interruptions in the Services and shall perform the Implementation Services in a professional and workmanlike manner. Services may be temporarily unavailable for scheduled maintenance or for unscheduled emergency maintenance, either by ReadySub or by third-party providers, or because of other causes beyond ReadySub's reasonable control, but ReadySub shall use reasonable efforts to provide advance notice in writing or by e-mail of any scheduled service disruption. HOWEVER, READYSUB DOES NOT WARRANT THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE; NOR DOES IT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM USE OF THE SERVICES.

7. LIMITATION OF LIABILITY

NOTWITHSTANDING ANYTHING TO THE CONTRARY, EXCEPT FOR BODILY INJURY OF A PERSON, READYSUB AND ITS SUPPLIERS (INCLUDING BUT NOT LIMITED TO ALL EQUIPMENT AND TECHNOLOGY SUPPLIERS), OFFICERS, AFFILIATES, REPRESENTATIVES, CONTRACTORS AND EMPLOYEES SHALL NOT BE RESPONSIBLE OR LIABLE WITH RESPECT TO ANY SUBJECT MATTER OF THIS AGREEMENT OR TERMS AND CONDITIONS RELATED THERETO UNDER ANY CONTRACT, NEGLIGENCE, STRICT LIABILITY OR OTHER THEORY: (A) FOR ERROR OR INTERRUPTION OF USE OR FOR LOSS OR INACCURACY OR CORRUPTION OF DATA OR COST OF PROCUREMENT OF SUBSTITUTE GOODS, SERVICES OR TECHNOLOGY OR LOSS OF BUSINESS.

8. MISCELLANEOUS

If any provision of this Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect and enforceable. This Agreement is not assignable, transferable or sublicensable by Customer except with ReadySub's prior written consent. ReadySub may transfer and assign any of its rights and obligations under this Agreement without consent. This Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of this Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. No agency, partnership, joint venture, or employment is created as a result of this Agreement and Customer does not have any authority of any kind to bind ReadySub in any respect whatsoever. In any action or proceeding to enforce rights under this Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. All notices under this Agreement will be in writing and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or e-mail; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. This Agreement shall be governed by the laws of the State of Nevada.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: **SCHOOL PLANS FOR STUDENT ACHIEVEMENT:
ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL, AND
MACGREGOR HIGH SCHOOLS**

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

TYPE OF ITEM: **CONSENT**

PURPOSE:

The purpose of this item is for the Governing Board to approve the School Plans for Student Achievement for Albany Middle, Albany High and MacGregor High Schools.

BACKGROUND INFORMATION:

School Plans for Student Achievement are a required part of school planning that must be developed in conjunction with the School Site Council and approved on an annual basis by the district's governing board.

DETAILS:

The attached School Plans for Student Achievement were discussed during a work-study session on May 28, 2019.

FINANCIAL INFORMATION:

Funds allocated to school sites through the Consolidated Application and Reporting System (CARS) and supplemental funds allocated to sites through the Local Control and Accountability Plan are included in the School Plans for Student Achievement. Additionally, each school site is allocated discretionary funds and restricted state lottery funds. Discretionary funds can be used for any educational purpose; restricted lottery funds may only be used for instructional materials and supplies. Site funds are allocated based on projected student enrollment at each school site. For the 2019-2020 school year, in order to address the District's structural deficit, site discretionary budgets will be reduced by 10%.

STRATEGIC OBJECTIVES ADDRESSED:



***Objective #1:** Assess and Increase Academic Success. **Goal:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth*

so that all students will achieve their fullest potential.



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



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

RECOMMENDATION: APPROVE THE SCHOOL PLANS FOR STUDENT ACHIEVEMENT FOR ALBANY MIDDLE, ALBANY HIGH, AND MACGREGOR HIGH SCHOOLS.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Albany High School
Address	603 Key Route Blvd. Albany, CA 94706
County-District-School (CDS) Code	01-61127-0130450
Principal	Alexia Ritchie
District Name	Albany Unified School District
SPSA Revision Date	4/15/19
Schoolsite Council (SSC) Approval Date	4/13/19
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission of Albany High School is to provide an environment challenging to our students and educate them to become happy, productive, and responsible citizens of a diverse society. In order to accomplish this vision we expect our graduates to be:

1. Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts
2. Effective communicators in a variety of formats and cultural contexts
3. Self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives
4. Individuals academically prepared for college and other post-secondary educational opportunities

Vision for Equitable Access to Vibrant and Challenging Coursework:

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

School Profile

Albany Community

Albany is a town of approximately one square mile, primarily urban residential, located at the north end of Alameda County, bordered by the cities of El Cerrito and Kensington on the north and east, and Berkeley on the south. For a small town of 18,539 Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, UC Berkeley's family housing complex, is located within Albany USD. According to the 2010 census, Albany's population consists of 54.6% Caucasian, 31.2% Asian, 10.2% Hispanic, and 3.5% African American. Thirty-two percent of Albany residents are foreign born. In addition, 67.6% of residents hold managerial or professional employment and 69% have completed a bachelor's or graduate degree. The median household income is \$85,458, and the median home price in Albany is \$973,000. Real estate values in Albany are higher than in some surrounding areas in large part due to the school district's reputation. Many families are attracted to Albany because of its strong support for education. Commercial interests in Albany are represented by many small shops and restaurants along Solano and San Pablo Avenues and Golden Gate Fields, one of the largest horse racing facilities in the United States.

Albany High School

Within the Albany Unified School District there are three elementary schools, one middle school and two high schools. Albany High School (AHS) is the only comprehensive public high school in the Albany Unified School District. It services approximately 1158 students in grades nine to twelve. MacGregor High School is the District's continuation high school that serves about 30 students and has been located on the AHS site since 2013-14. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor's programs and services. The MacGregor staff includes a principal, a .4 FTE counselor, a secretary, and instructors. MacGregor students are able to take courses at both MacGregor and AHS, depending on their academic needs and interests.

Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. Based on the available 2018-19 enrollment data the school's approximately 1158 students are composed of approximately 36% White, 28% Asian/Pacific Islander, 3.2% African-American, 16% Hispanic/Latino, 17% American Indian, 35% Pacific Islander, 1.12% Filipino and 13.73% Two or More Races. Around 20% of the students qualify for the Free/Reduced Price Lunch Program. We have 8.7% English Learners and 25.3% fluent-English proficient students. The Albany High student population has decreased over the past few years. There is a current initiative to actively recruit inter-district transfer students to grades 9 and 11 next year.

Albany High School is currently offering a seven period schedule to students with ample opportunities to fulfill graduation requirements that include fine and applied art coursework. In 2018-19, we offered 13 ROP courses in fields such as Photography, Engineering and Design, Culinary Arts and Sports Medicine. Our FLEX services offer alternative education opportunities such as tutoring, independent study and online learning. We are currently building a new wing which includes 6 general purpose classrooms, one larger learning space and one CTE designed maker's space which will house the expanded Engineering and Design pathway. There are a minimum of 10 different Advanced Placement

courses offered in science, English, world language, computer science, and art. We offer academic support for students via courses in Math 1, 2 and a Math 3 Advisory, homework lab, lunch and after-school tutoring in math, science and world languages. We have robust mental health services for students that include individual and group supports and 4.4FTE counselors that focus on both general and intervention counseling services.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Albany High School went through an extensive self-study WASC process in 2018-2019. This afforded staff, students and family stakeholders the opportunity to examine site goals, student data and academic achievement factors in areas where we thrive and where we still have challenges. Beginning in the spring of 2018 and continuing up to the WASC visit in March of 2019, the school improvement goals, which are aligned with AUSD LCAP and strategic plan, were reviewed by staff and our School Site Council, PTSA and Instructional Improvement Council. We worked hard to align our WASC, and Student Plan goals with those outlined in the AUSD LCAP.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,129	21.7%	9.1%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.







2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	9.1%
Foster Youth	1	0.1%
Homeless	4	0.4%
Socioeconomically Disadvantaged	245	21.7%
Students with Disabilities	81	7.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	3.6%
American Indian	1	0.1%
Asian	338	29.9%
Filipino	18	1.6%
Hispanic	187	16.6%
Two or More Races	121	10.7%
Pacific Islander	4	0.4%
White	406	36.0%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		
College/Career  Green		

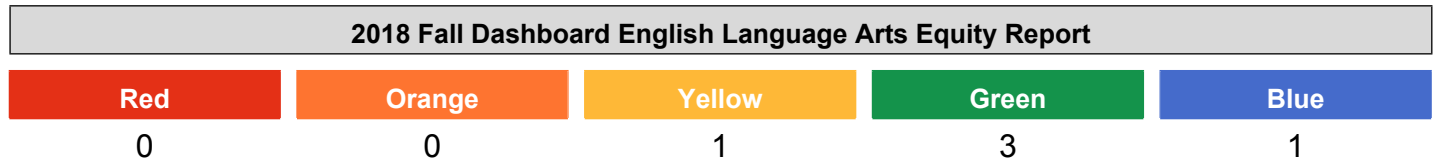
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 No Performance Color		 No Performance Color	
60.9 points above standard		32.8 points below standard		0 Students	
Declined -30.9 points		Declined -38.7 points			
271 students		33 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		13.7 points above standard		102.4 points below standard	
2 students		Declined -44.6 points		Declined -57.1 points	
		68 students		12 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 17.5 points below standard 12 students	American Indian  No Performance Color 0 Students	Asian  Green 75.9 points above standard Declined -32.9 points 82 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Blue 41.1 points above standard Increased 22.8 points 46 students	Two or More Races  Green 79.8 points above standard Declined -19.2 points 31 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Green 63.9 points above standard Declined -50.3 points 88 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 49.6 points below standard Declined -49.3 points 22 students	Reclassified English Learners 0.6 points above standard Declined -12 points 11 students	English Only 63.2 points above standard Declined -35.1 points 169 students
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Conclusions based on this data:

- Overall, AHS students are meeting and exceeding standards with our Hispanic subgroup seeing particular, positive growth.
- Overall and within subgroups, we observe a decline and wonder what the statistical significance of these declines and the true causes.
- We notice two subgroups with lowest performance are SES and African American students. We wonder what extra supports for ELA are provided and how the diversification of curriculum impacts this.

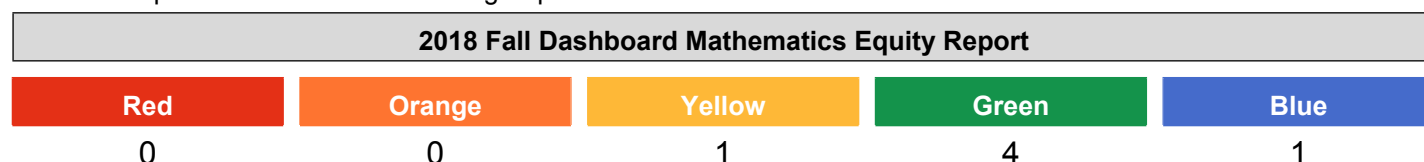
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 42.5 points above standard Declined -21 points 272 students	English Learners  Green 24.6 points below standard Increased 5.1 points 33 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Yellow 7.9 points below standard Declined -34.6 points 68 students	Students with Disabilities  No Performance Color 143.9 points below standard Declined -21.6 points 12 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 64.2 points below standard 12 students	American Indian  No Performance Color 0 Students	Asian  Blue 90.1 points above standard Maintained 2.5 points 82 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Green 9.7 points below standard Increased 11.6 points 47 students	Two or More Races  Green 61 points above standard Declined -10.6 points 32 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Green 34.5 points above standard Declined -55.1 points 87 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 15.4 points below standard Increased 36.3 points 22 students	Reclassified English Learners 43 points below standard Declined -43.9 points 11 students	English Only 39.1 points above standard Declined -26.8 points 170 students
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Conclusions based on this data:

1. Concerned about performance of African American students. Current English Learners increased performance by 36.3 points.
2. We would like to see data of this cohort from 8th grade.
3. Wondering if low scores can be attributed to students stopping math after 10th grade because graduation requirement is satisfied?

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
44	45.5%	15.9%	20.5%	18.2%

Conclusions based on this data:

1. Significant portion of EL students are scoring at the highest level.
2. We do not have information on student's progress and length of time as EL students.
3. We recommend the SPSA provide more data on our EL population with the goal of more meaningful recommendations.

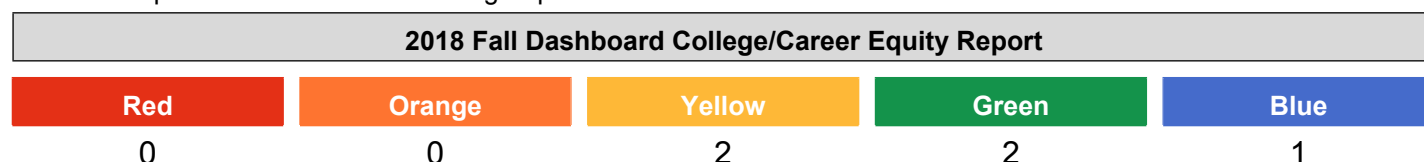
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 69.1% prepared Maintained 1.6% 282 students	English Learners  No Performance Color 22.6% prepared Declined -18.2% 31 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Yellow 51.7% prepared Maintained -1.9% 87 students	Students with Disabilities  No Performance Color 15% prepared Declined -6.2% 20 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 72.5% prepared Declined -4% 80 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 48.9% prepared Increased 2% 47 students	 Yellow 68.8% prepared Declined -4.6% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 80.2% prepared Increased 6.6% 106 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
59.2% Prepared	67.5 Prepared	69.1 Prepared
17% Approaching Prepared	10.9 Approaching Prepared	10.3 Approaching Prepared
23.8% Not Prepared	21.5 Not Prepared	20.6 Not Prepared

Conclusions based on this data:

1. Students with disabilities have significantly lower rate (15% vs all students 69%)
2. Groups of socio-economically and all students maintained level of preparedness. Overall trend is increasing levels of preparedness 2016-18
3. Two or more races are yellow with 68% prepared while Latinx/Hispanic group is green with 48%.

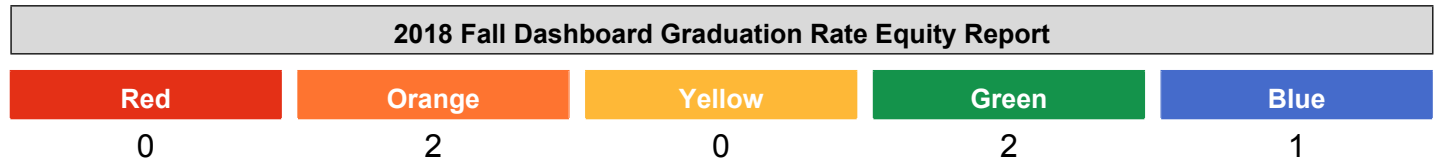
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 92.9% graduated Maintained +0.2% 282 students	English Learners  No Performance Color 83.9% graduated Increased +2.4% 31 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 89.7% graduated Declined -1.8% 87 students	Students with Disabilities  No Performance Color 75% graduated Declined -3.8% 20 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 93.8% graduated Increased +1.2% 80 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 89.4% graduated Declined -2.5% 47 students	 Blue 96.9% graduated Maintained +0.2% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 92.5% graduated Maintained -0.1% 106 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
92.7% graduated	92.9% graduated

Conclusions based on this data:

1. The percentages among the groups is high across the board. AHS is doing a good job and should continue doing whatever they are doing.
2. It was surprising to see that the 89.7% that the SES received was in the "orange" zone. This number seems high to us.
3. It would be helpful to see data for the African American group although we do understand that if there are not enough students included in the data set, the information cannot be included statistically. How did those students do?

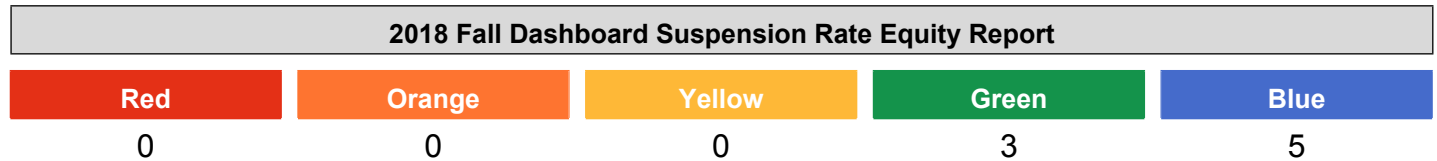
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.9% suspended at least once Declined -2.6% 1164 students	English Learners  Green 0.9% suspended at least once Maintained 0% 117 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 3 students
Homeless  No Performance Color Less than 11 Students - Data Not 5 students	Socioeconomically Disadvantaged  Blue 0.4% suspended at least once Declined -3% 268 students	Students with Disabilities  Green 4.5% suspended at least once Declined -4.1% 89 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0% suspended at least once Declined -5.9% 42 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0.3% suspended at least once Declined -1.5% 352 students	Filipino  No Performance Color 5.6% suspended at least once Increased 5.6% 18 students
Hispanic  Blue 1% suspended at least once Declined -4.3% 196 students	Two or More Races  Green 1.5% suspended at least once Maintained 0% 135 students	Pacific Islander  No Performance Color Less than 11 Students - Data 4 students	White  Blue 1% suspended at least once Declined -3.2% 416 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

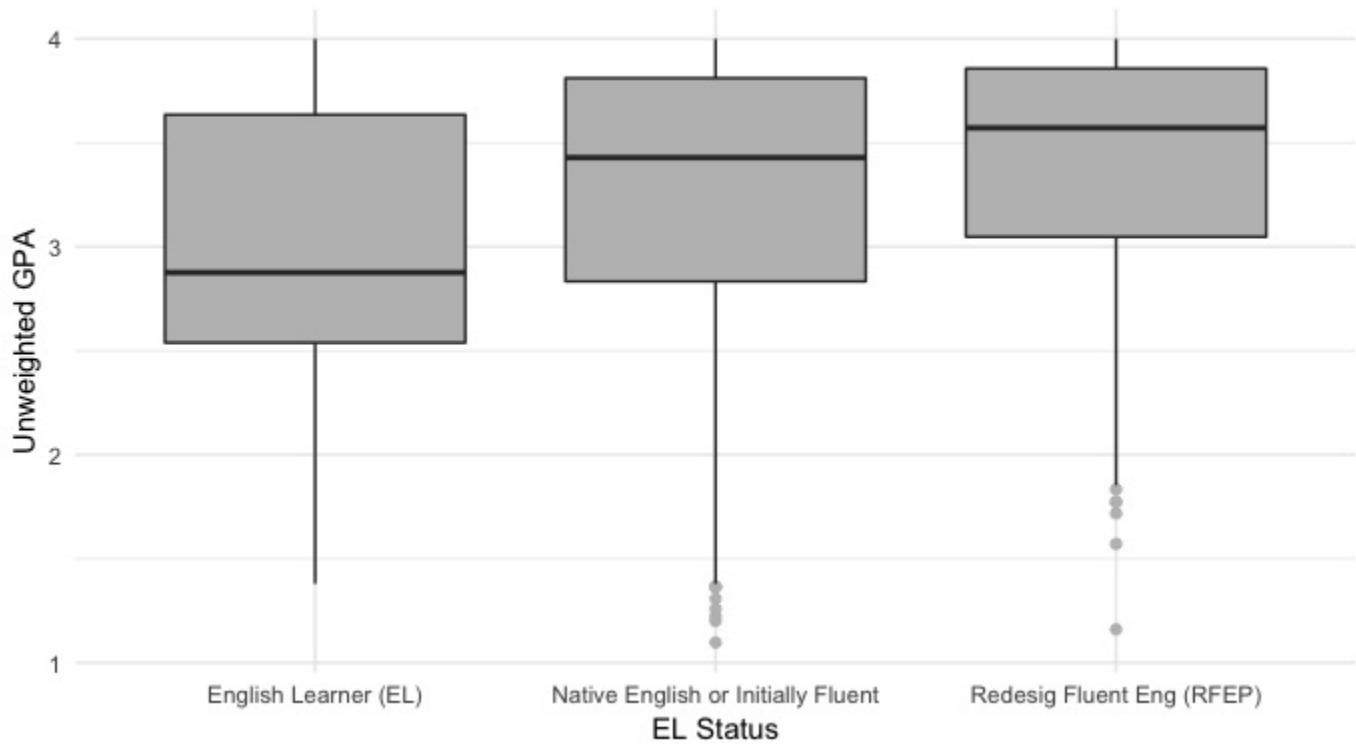
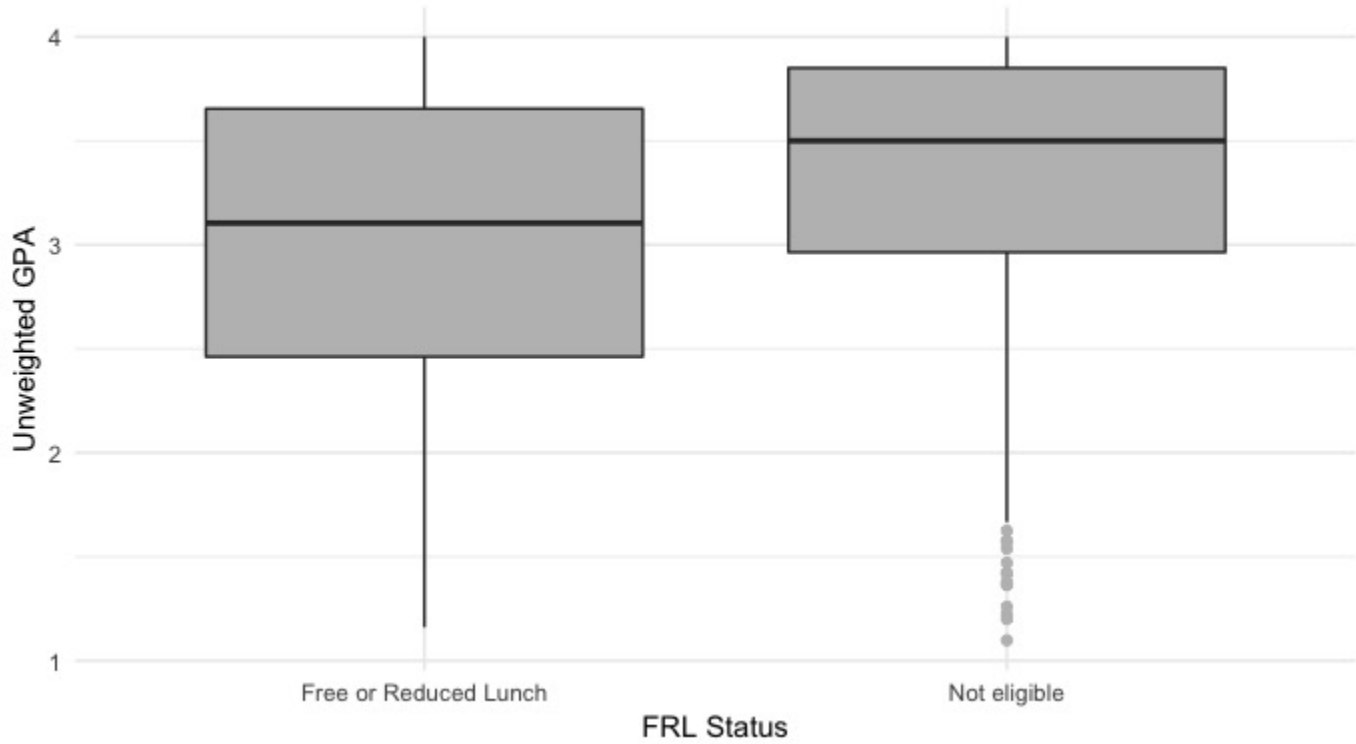
2016	2017	2018
2.5% suspended at least once	3.5% suspended at least once	0.9% suspended at least once

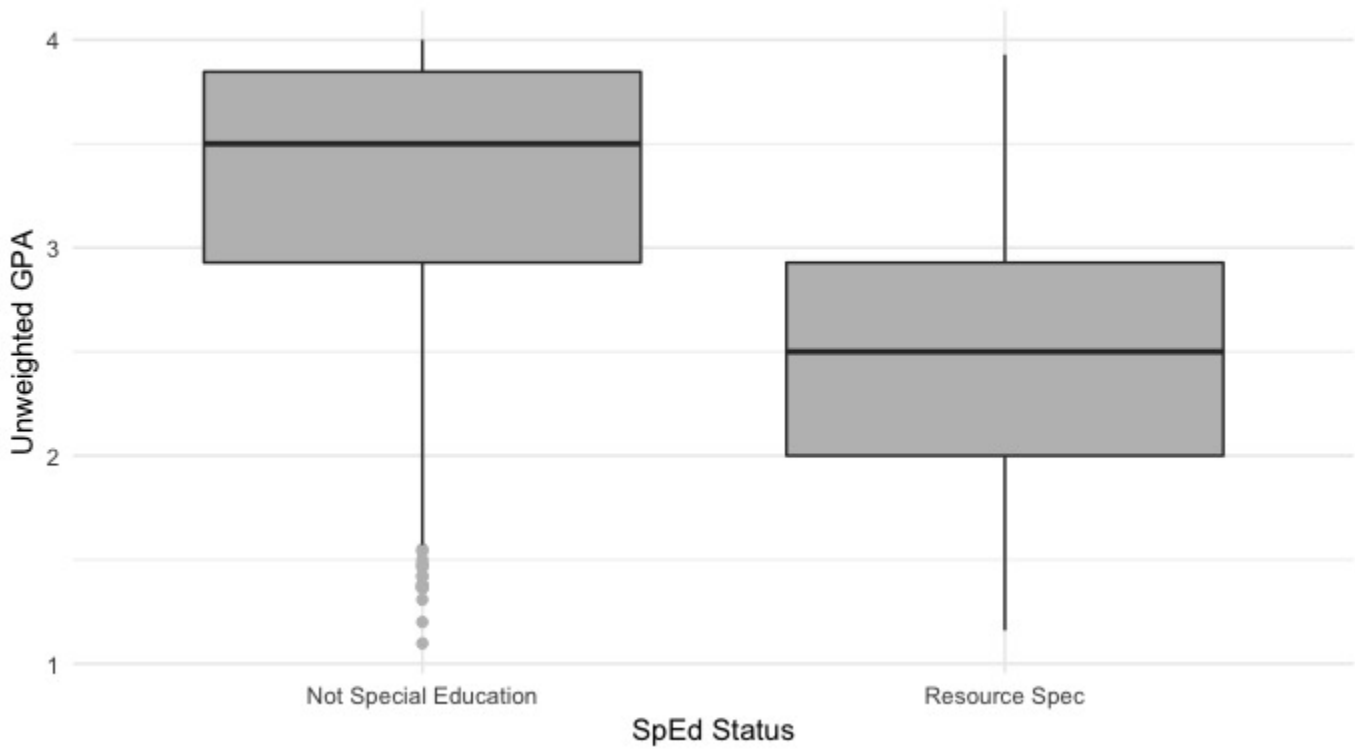
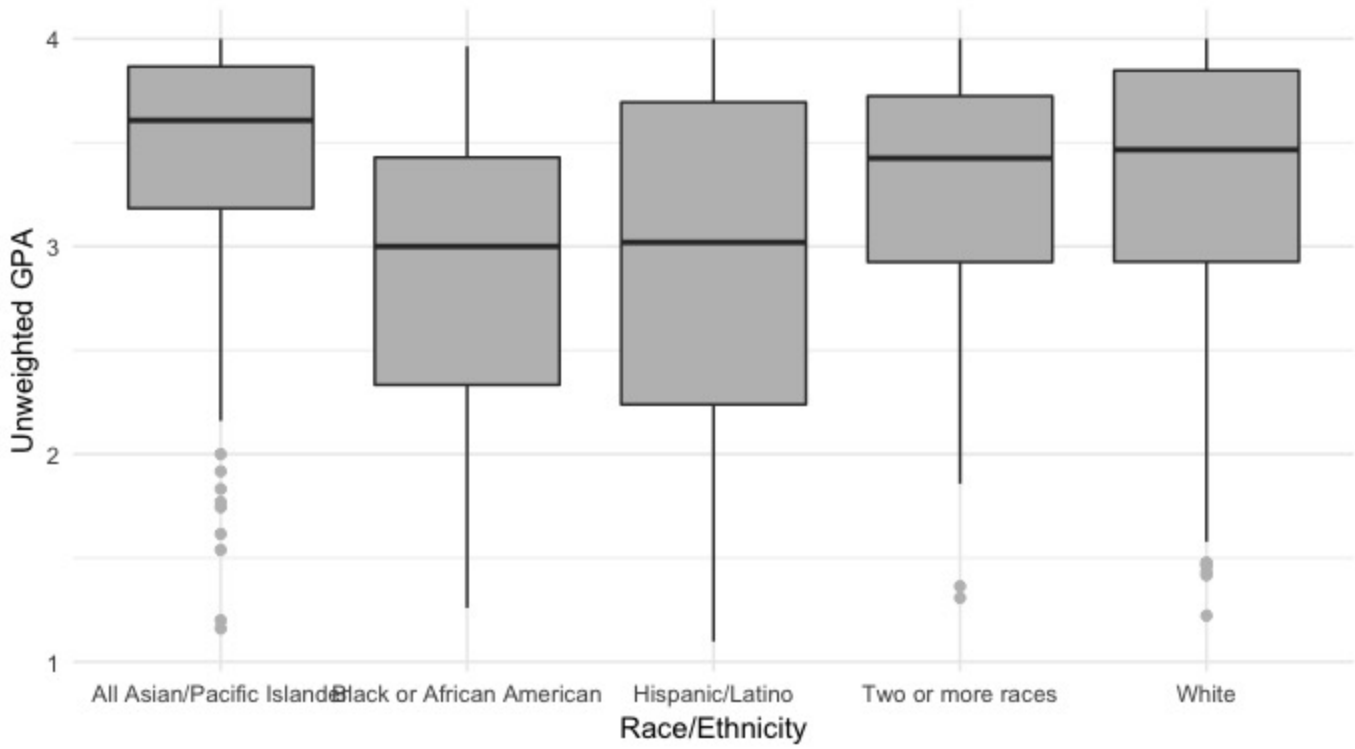
Conclusions based on this data:

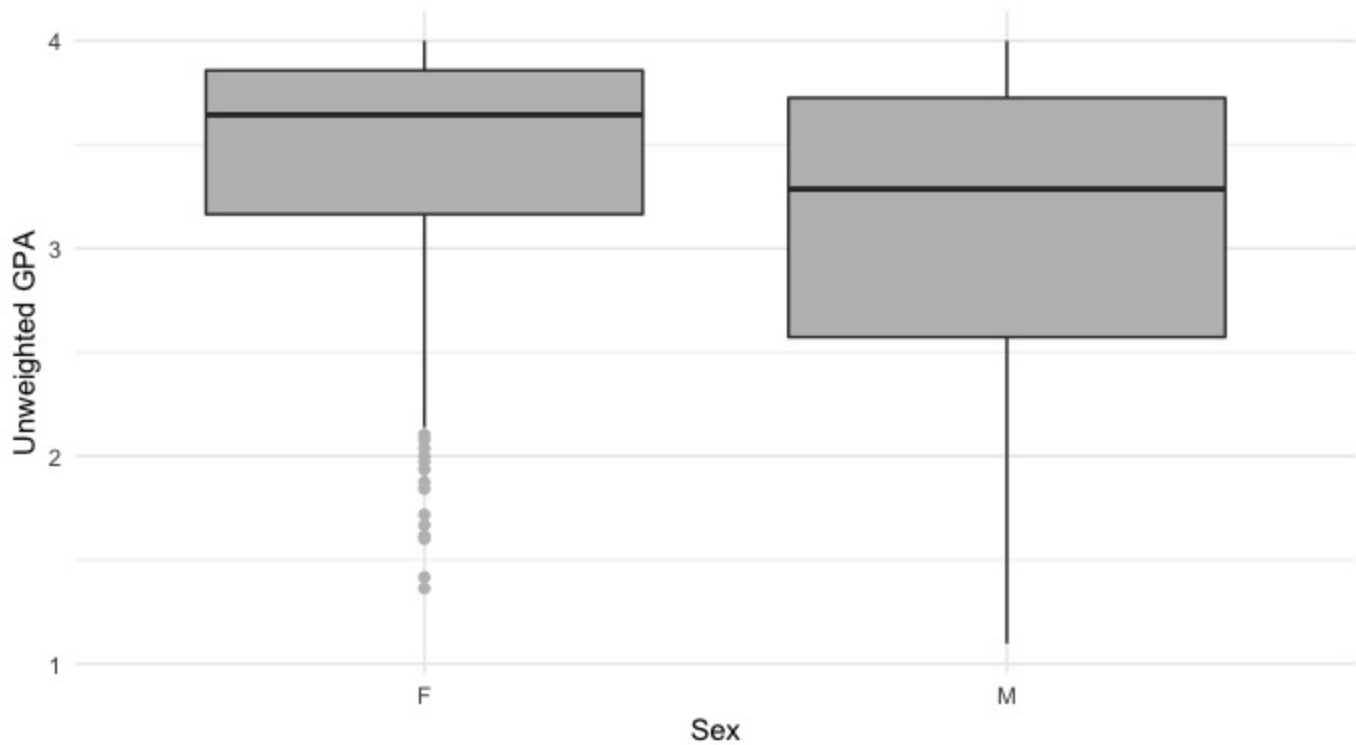
1. Suspension rates are low in general but may have declined from 2016-2018 due to the new behavior matrix instituted at AHS.
2. We noticed that students with disabilities had the highest rate of suspension but the numbers have gone down which is good.
3. We are missing the attendance data but are curious to see if there is a correlation between suspensions and attendance rate.

School and Student Performance Data

Local Assessment Data







Conclusions based on this data:

1. GPA's for students who qualify for free or reduced lunch is lower than those that do not but is still above a 2.0
2. Students receiving special education or EL services have a lower GPA than their counterparts but is still above a 2.0.
3. GPA by ethnicity shows that all groups are above a 2.0 and even in the 3.0 range. Female students are also earning higher GPA's than males. We should study best practices for male students to perhaps address this gap.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Organization: Vision and purpose, governance, leadership, staff and resources

Goal Statement

Student Outcomes: Integrate new social-emotional learning goals and established vision and expected schoolwide learning results into a coherent set of expectations for students Provide training and implementation time to staff on how to incorporate new goals into curriculum and self-assessment practices for students and staff.

LCAP Goal

AUSD Strategy #1.12 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

AUSD Strategy #2.4 Provide all students with schools that maintain an safe, inclusive and positive climate.

AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district

AUSD LCAP Action 1.2: Provide intervention

Basis for this Goal

Social-emotional learning goals have been introduced based on data from the California Healthy Kids Survey and other data sources demonstrating that some of our students are experiencing increases in feelings of disconnectedness, sadness, etc. In the last six years we have introduced new academic standards that require examination of social-emotional competencies to navigate our local and global community learning environment. Because social-emotional factors influence every aspect of student success, incorporating these learning goals into our existing student expectations is central to our District goals of supporting the whole child and our five-year vision for course offering including CTE pathways.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Learning Outcomes (SLO)	Current Expected Student Learning Results (ESLR)	Revised SLO agreement published within the AHS community that includes Social-emotional/Social Justice competencies.
Professional Development plan for Albany High staff.	District focus on SE/SJ PD in collaboration with CCSS/NGSS training.	Increased awareness and identification of SE/SJ competencies in the classroom and in the greater school community.
Social emotional and academic data from CHKS, local indicators and CA Dashboard regarding school climate factors.	The number of students reporting a disconnect with school is increasing.	A decrease in students reporting a disconnect with school and an increase of SE/SJ competencies and positive behaviors.

Planned Strategies/Activities

Strategy/Activity 1

1. Revise Expected School-wide Learning Goals/Student Learning Outcomes.
2. Support Professional development for certificated and classified staff on learning goals with time to integrate into curriculum, discipline practices, and teacher/staff evaluation process.
3. Communicate standards to and with students and the community.
4. Implement continuous review to ensure learning goals are being implemented on an ongoing basis.
5. Collect social emotional and academic data including post-graduation trends, longitudinal/elementary and middle school trends and commit the time needed to interpret and implement the standards.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

All staff. Safe and inclusive school coordinator. Instructional Improvement Council

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Standards Based Student Learning: Curriculum

Goal Statement

Administration and staff will work to develop a long-term (5 year) vision for the classes and pathways we want to offer. Reconfigure the school's course offerings over several years to meet goals for long-range planning and strengthen existing offerings. There is a need for ongoing/recurring collaboration between District leadership and departments to reassess long-term goals and vision.

LCAP Goal

AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.
 AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district
 AUSD LCAP Action 1.1 Implement CA (CCSS/NGSS) standards
 AUSD LCAP Action 1.5 Provide Career Technical Education
 AUSD LCAP Action 2.4 Provide all students with schools that maintain a safe, inclusive and positive climate.

Basis for this Goal

Concerns with master scheduling and the number of singletons we offer; Student confusion about course offerings and sequence; programs last a short time and end abruptly; teacher turnover issue with pathways and course offerings; expectation to fill a newly developed course when there is uncertainty about its future.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Career Tech Pathway courses offered on the master schedule	Multiple singletons, two CTE pathways in photography and culinary arts.	Career Tech Education strategic plan for Albany High school

Planned Strategies/Activities

Strategy/Activity 1

Create a long-term vision for what courses we want to offer students.

Students to be Served by this Strategy/Activity

All students

Timeline

September 2019-June 2020 (ongoing)

Person(s) Responsible

Administration, department chairs, Instructional Improvement Council

Proposed Expenditures for this Strategy/Activity**Amount**

0

Description

Collaborative planning opportunities facilitated by Career Tech committee

Strategy/Activity 2

Make improvements to the Freshman humanities benchmark learning experiences and ensure that all IHS teachers hold a health credential.

Students to be Served by this Strategy/Activity

All 9th grade students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, Human Resources

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Offer multiple intervention classes at each grade level. Our annual budget must provide for these student supports.

Students to be Served by this Strategy/Activity

All students who benefit from intervention classes.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, Chief Business Official

Proposed Expenditures for this Strategy/Activity**Amount**

22,000

Description

.20 Intervention teacher.

Strategy/Activity 4

Develop vision and strategy for Design + Build CTE program including FTE for additional advance courses and future internship coordinator.

Students to be Served by this Strategy/Activity

Students enrolled in the Design + Build CTE pathway.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers, C & I Director

Proposed Expenditures for this Strategy/Activity

Amount	80,000
Source	Other
Budget Reference	6000-6999: Capital Outlay
Description	ROP Program Funds

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Standards-based Student Learning-Instruction

Goal Statement

Increase school interventions such as on site tutoring, to support all students' academic growth. In particular, we are focused on those students who are not achieving in comparison to their peers, for example, those who currently and chronically receive D's and F's in academic classes required for graduation and/or 4 year college eligibility.

LCAP Goal

AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

AUSD LCAP Action 1.1: Implement CA standards

AUSD LCAP 1.2 Provide intervention

AHS Student Learning Outcome: Individuals academically prepared for college and other post-secondary educational opportunities.

Basis for this Goal

This year, about 30% of AHS students have at least one D or F, which indicates they are not progressing or adequately accessing the curriculum. In addition, as indicated by SBAC and GPA data, we have some demographic groups who consistently underperform, resulting in a marked achievement gap. Our goal of increased intervention through tutoring is intended to decrease that gap.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
D/F lists, SBAC data	30% of students receiving a D/F grade in courses needed for graduation.	Fewer students receiving D and F grades needed for graduation and an increase in SBAC scores for students who traditionally fall in the achievement gap.

Planned Strategies/Activities

Strategy/Activity 1

Pay faculty hourly pay to provide on-site tutoring after school in math, science and world language.

Students to be Served by this Strategy/Activity

All students who would benefit from tutoring in the areas of math, science and world languages.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Hourly

Strategy/Activity 2

Continue intervention programs at the Tier 1-3 levels

Students to be Served by this Strategy/Activity

All students who would benefit from Tier 1-3 supports.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE At-Risk/FLEX Counselors
Amount	42,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0,6 FTE Intervention
Amount	20,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 English Language Development
Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

0.8 English Language Development

Strategy/Activity 3

Increase para-educator push-in support for SPED students

Students to be Served by this Strategy/Activity

Students identified and who are receiving Special Education services

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers, Special Education staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Continue school-wide systems to contact parents and guardians of struggling students.

Students to be Served by this Strategy/Activity

Students that are struggling academically/socially or emotionally.

Timeline

August 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers, mental health support team.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Standards-based Student Learning-Assessment and Accountability

Goal Statement

Centralize the data evaluation process to identify students struggling with D and F grades. Share targeted data with teachers. Staff/administration collaboration to develop a plan for intervention to increase graduation rates and college readiness.

LCAP Goal

AUSD Strategy #1 We will provide a comprehensive educational experience with expanded opportunities for engagement assessment and academic growth so that all students will meet or exceed grade level standards.
 AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district
 AUSD LCAP Action 3.1 Support the engagement of parents and community members
 AUSD LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
 AUSD LCAP Action 1.1.2 We will collaboratively plan professional development to include district-wide PD days and Wednesday collaboration time.
 AUSD LCAP Action 1.2 Provide intervention.

Basis for this Goal

There are many strategies employed at AHS to use assessment as a targeted learning evaluation and reteaching tool. We have removed access barriers to classes, standardized much of evaluation procedures and used assessment data to reteach and re-evaluate the learning process. We have improved our communication with students and parents. Yet, we still have some students failing to receive credit that qualifies them for graduation or UC/CSU eligibility. We feel a more systematic targeting of specific students for intervention is needed for this population.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC/Graduation rates/College/Career Readiness indicators	69.1% of AHS students are meeting the College/Career readiness standards.	An increase in the College/Career readiness standards.

Planned Strategies/Activities

Strategy/Activity 1

Develop a centralized system for identifying students in need of intervention

Students to be Served by this Strategy/Activity

All students who benefit from intervention strategies to meet the college/career readiness standards.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, teachers, and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Develop a system of staff development to more regularly share data with teachers.

Students to be Served by this Strategy/Activity

All students who are not making adequate progress towards meeting the College/Career readiness standards.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, teachers, and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Develop a system of professional development for designing intervention strategies for students with academic needs.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, teachers, and counselors, PD committee

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Allocate hourly funds for data analysis mining and other data requests made by staff.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, intervention team, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Culture and Support for Student Personal and Academic Growth

Goal Statement

Our major area of focus is communication, largely communication from the district office to admin, and from admin to faculty. We would like to see clearer communication about how the new behavior matrix is being implemented and more timely communication from the district office to the administration and faculty regarding larger district decisions around budget cuts. Classroom cleanliness continues to be an issue as many teachers report their classrooms are not fully swept each night. We would also like to see clearer emergency evacuation plan.

LCAP Goal

AUSD Strategy #3 All stakeholders will collaborate and communicate about decisions that guide the sites and district.
 LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
 LCAP Action 3.3.4 District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students.
 LCAP Action 1c (School facilities) as measured by levels of cleanliness, rates of maintenance and repair, adequacy of space in relation to enrollment, design of space in relation to quality instruction and safety.

Basis for this Goal

Communication directly and indirectly affects students, Teachers need to know how to close the loop with students once administration has stepped in to address student behavior using the Behavior Matrix and more complex Restorative Justice practices. Staff also need to be better apprised and trained in emergency evacuation procedures to ensure student safety.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff surveys, maintenance work orders, emergency planning agendas and plan.	Current school emergency plans, current classroom conditions.	Comprehensive emergency plan, improved communication protocols, emergency evacuation training for all staff and students.

Planned Strategies/Activities

Strategy/Activity 1

Improved communication from admin team to faculty about use of restorative justice behavior matrix.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, teachers and all support staff.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improved communication from District Office to site staff

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

District leadership

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Consistently clean school environment.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

District leadership, administration, custodial and maintenance personnel.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Thorough and practical training for emergency plans beyond the written document

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, District leadership, staff.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Improved supervision of campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, District leadership, security personnel.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Alignment of our goals with local governing bodies is key to building the capacity of all stakeholders when implementing and accomplishing components of our SPSA. We are fortunate to have collaborated with our PTSA, School Site Council, Instructional Improvement Council, Associated Student Body and our Albany USD leadership to maintain a shared focus and commitment to positive student outcomes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference we will encounter is to accomplish these goals with the current budget cuts our school is facing. There are currently additional cuts being made to site budgets and personnel that could affect our efforts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We may need to commit additional site funds to many of these goals if AUSD does not fund our efforts.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Albany Middle School
Address	1250 Brighton Ave. Albany CA 94706
County-District-School (CDS) Code	01-61127-6090161
Principal	Deborah Brill
District Name	Albany Unified School District
SPSA Revision Date	4/30/2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Albany Middle School is a school community dedicated to learning. The mission of providing a rich and rigorous standards-based curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world. At AMS everybody teaches; everybody learns.

School Profile

Albany is a unique community, packing a breadth of economic, ethnic, and other diversity into one square mile. Albany is located at the northern end of Alameda County nestled between El Cerrito, Berkeley, and Kensington. University Village provides family housing to visiting professors and students and plays a big hand in contributing to the diversity of our schools. Albany's schools are the focal point of the community. Many families choose to move here, in spite of the high real estate prices, because of the strong quality of the schools. Albany combines diversity with a small-town feel and a strong community commitment to supporting education.

As the only middle school serving the community, Albany Middle School guides approximately 900 students through the development of early adolescence from 6th grade through 8th grade. They arrive from the three Albany elementary schools as well as nearby private schools and matriculate to one high school. The total PreK-12 enrollment is approximately 3700. The community of Albany is largely college-educated, economically and ethnically diverse, and involved. No one ethnic group holds a majority in the district. AMS students are currently 32.9% Caucasian, 26.8% Asian, 17.6% Hispanic/Latino, 3.0% African-American, and 0.9% Filipino/Pacific Islander. 15% of our students are multi-ethnic. 9.56% of our students are special education students. 9.21% of our students are English language learners, and 38.34% of our students have a home language other than English, with a wide variation of home languages and cultures, providing a rich diversity in our schools.

The middle school facility is eighteen years old. There are twenty standard classrooms, three fully equipped science labs, an art room, a music room, a computer lab, three special education classrooms, two of which are not full sized, and a full size gym. In response to the need for more space, there are five portables on our campus. One is on our blacktop in the midst of PE teaching space, an old one and in poor condition. Four are newer and are located in what was our teacher parking lot. Thanks to the Albany community who passed a bond, there is an annex in progress across the street that will contain twelve standard classrooms, a computer lab, and a large drama facility that will double as a sixth grade choir space. We look forward to the completion of that building so that we can relieve the overcrowding.

In addition to the computer lab, there are a full set of older computers in the library which are almost out of commission, a couple of older networked computers in each classroom for student use. We are fortunate to have increased the number of portable carts of Chromebooks to a new total of eighteen, approximately one cart per every two classrooms. The entire school is networked with both hardwired and wireless Internet access in every room. Every classroom is equipped with a ceiling-mounted LCD projector. These projectors are connected to a document camera and a laptop computer to provide a variety of visual displays and video with sound. We also have a Lightspeed amplification system with two microphones, one for the teacher and one for students, in every classroom.

AMS has a nice-sized library on site with a print collection of over 12,000 titles. The library provides a variety of services and programs under the guidance of a fully credentialed librarian, a library technician, and several highly trained parent volunteers. Our full-time library technician is quite beneficial, allowing us to hold extended hours and additional support to our students who have limited computer access at home. The library is used throughout the day for classes to work on units such as research and poetry. Additionally, our library is consistently packed with students at lunch if it is not being used for other trainings or events.

The facilities are not designed for the large size of our student body. We estimate the facility to be adequate for approximately 650 students and we currently have approximately 900 students. We use every classroom almost every period and therefore, many teachers use rolling carts to travel from class to class. This impacts the setup of classrooms, reduces instructional time, and limits teachers' abilities to connect with students before and after class. Most teachers who do not move classrooms do not have access to their empty classrooms until after school hours. We will be getting access in this coming year to four classrooms, a drama performance space, and a technology lab in the Annex that is being completed across the street. This should alleviate some of the sharing of classrooms. Some classrooms are also used after school for programming that benefits our students. The facilities are also lacking enough science laboratories to easily serve all 7th and 8th graders with hands-on experiments and learning exercises. Furthermore, 6th graders never have access to fully-functioning science laboratories, which is becoming increasingly problematic as we transition to the Next Generation Science Standards. We plan to convert the technology lab to a science laboratory for this next

school year. There is no funding to put in gas, sinks, and lab tables, but there will be a fourth space to use, which we hope will provide a very positive impact on our ability to provide quality science instruction. Finally, we would like to see a multi-use room built to meet our needs and maximize student learning at Albany Middle School. Additionally, we do not have a multi-use room for students to eat indoors during inclement weather, nor to use for assemblies and other events.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council meets about six times throughout the school year and provides input into the SPSA. Additionally, other staff members and students are consulted about key items.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
880	19.1%	9.8%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	9.8%
Homeless	1	0.1%
Socioeconomically Disadvantaged	168	19.1%
Students with Disabilities	80	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.4%
Asian	221	25.1%
Filipino	5	0.6%
Hispanic	168	19.1%
Two or More Races	118	13.4%
Pacific Islander	3	0.3%
White	317	36.0%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



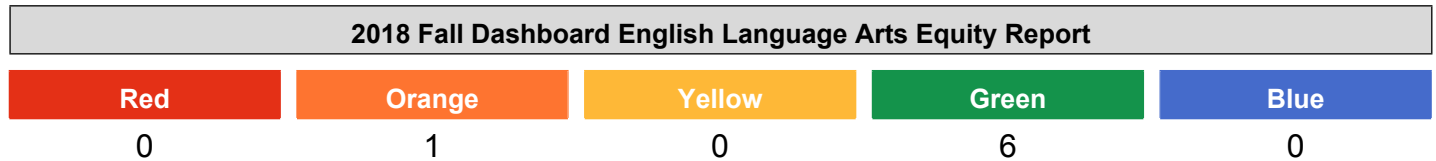
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 52.9 points above standard Declined -11.4 points 838 students	 Green 22.6 points above standard Declined -13.6 points 202 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 12.5 points above standard Declined -11.4 points 163 students
		 Orange 45.2 points below standard Declined -25.6 points 91 students		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 5 points below standard Declined -33.7 points 19 students	American Indian  No Performance Color 0 Students	Asian  Green 71 points above standard Declined -4.2 points 214 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Green 18.3 points above standard Declined -16 points 160 students	Two or More Races  Green 42.8 points above standard Declined -14.8 points 117 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Green 65.4 points above standard Declined -11.1 points 312 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 43.7 points below standard Declined -10 points 52 students	Reclassified English Learners 45.5 points above standard Declined -23.3 points 150 students	English Only 56.2 points above standard Declined -12.5 points 529 students
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Conclusions based on this data:

1. There have been declines across the board this year. The three groups that declined enough to move into a different performance level are Asian, Two or More Races, and White. We will need to carefully monitor this to see if it is a trend.
2. We rate significantly above the standards for all subgroups except African American which is slightly below and English Learners, which is logical on an English test.

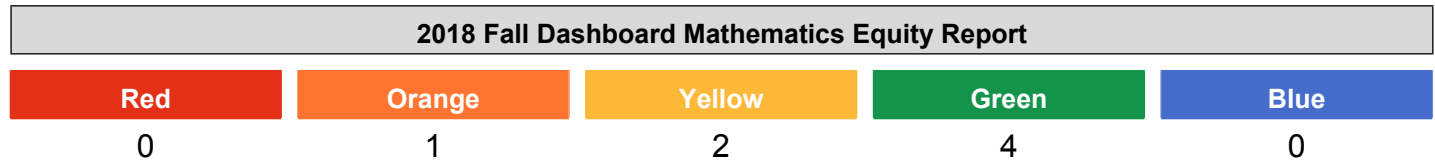
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 36.4 points above standard Declined -12.3 points 832 students	English Learners  Green 19.5 points above standard Declined -8.3 points 203 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Yellow 2.8 points below standard Declined -12.2 points 164 students	Students with Disabilities  Orange 75.7 points below standard Declined -23.7 points 88 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 33.9 points below standard Declined -40.5 points 19 students	American Indian  No Performance Color 0 Students	Asian  Green 75.7 points above standard Declined -4.8 points 211 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Yellow 8.3 points below standard Declined -14.8 points 160 students	Two or More Races  Green 18.2 points above standard Declined -14.8 points 115 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Green 42.8 points above standard Declined -13.6 points 311 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 39.2 points below standard Increased 6.2 points 53 students	Reclassified English Learners 40.3 points above standard Declined -22.1 points 150 students	English Only 33.1 points above standard Declined -14.8 points 523 students
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Conclusions based on this data:

1. There have been declines across the board this year. The two groups that declined enough to move into a different performance level are Asian and White. We will need to carefully monitor this to see if it is a trend.
2. We rate significantly above the standard for all subgroups except socioeconomically disadvantaged, African American, and students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
61	55.7%	29.5%	9.8%	4.9%

Conclusions based on this data:

1. Due to the fact that the English Learner Proficiency Assessments for California (ELPAC) was administered for the first time in Spring, 2018, we cannot comment on improvements or declines; however over 50% of all students tested scored at the highest performance level possible (well-developed) on the initial administration of the test.
2. When comparing our initial scores with statewide performance, 30.6% of all students statewide scored at the highest performance level possible (well-developed) compared with 55.7% of AUSD students.
3. The District continues to implement a robust TK-12 ELD program.

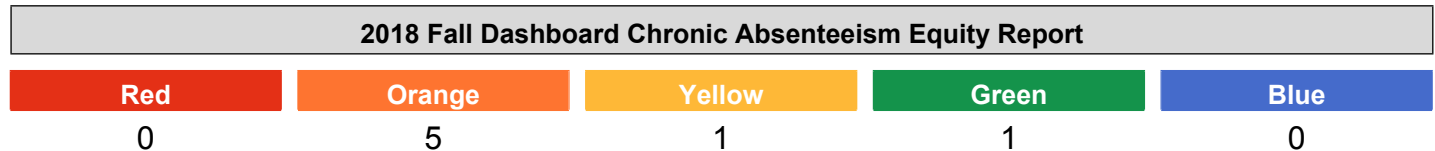
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5% chronically absent Increased 2.4% 903 students	English Learners  Orange 6.4% chronically absent Increased 5.8% 94 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 7.3% chronically absent Increased 3.4% 193 students	Students with Disabilities  Orange 14.3% chronically absent Increased 8.6% 91 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 4.3% chronically absent Increased 0.5% 23 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  Green 2.1% chronically absent Increased 0.9% 242 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic  Orange 9.5% chronically absent Increased 5.6% 168 students	Two or More Races  Orange 5.8% chronically absent Increased 3.5% 138 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Yellow 4.6% chronically absent Increased 1.6% 324 students

Conclusions based on this data:

1. This is the first year that chronic absenteeism has been reported on the CA School Dashboard with performance levels, which provides an opportunity for looking at the data.
2. Rates of chronic absenteeism increased for all student groups; however, African American and Asian students experienced less than one percent increase in chronic absenteeism from the prior reporting period. Students with disabilities experienced the greatest increases in chronic absenteeism rates from the prior reporting period.
3. This year, Student Services supported the implementation of districtwide truancy processes and procedures. Improving attendance rates will continue to be an area of focus.

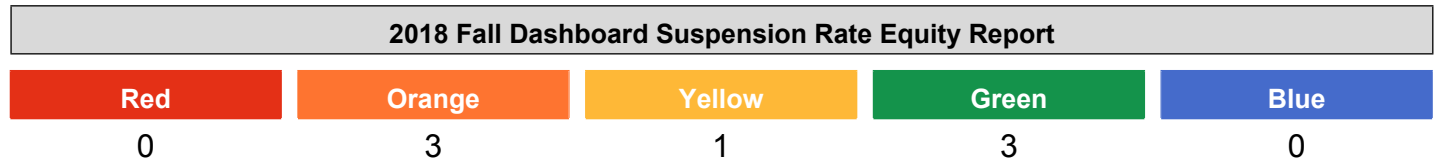
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5.7% suspended at least once Declined -1.4% 906 students	English Learners  Green 6.4% suspended at least once Declined -3.1% 94 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 1 students	Socioeconomically Disadvantaged  Yellow 9.8% suspended at least once Declined -3% 193 students	Students with Disabilities  Orange 15.4% suspended at least once Declined -7.1% 91 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13% suspended at least once Increased 1.5% 23 students	 No Performance Color 0 Students	 Green 2.5% suspended at least once Declined -1.8% 242 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.2% suspended at least once Increased 1.4% 170 students	 Orange 6.5% suspended at least once Increased 2.6% 138 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 4.6% suspended at least once Declined -3.9% 325 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.3% suspended at least once	7.1% suspended at least once	5.7% suspended at least once

Conclusions based on this data:

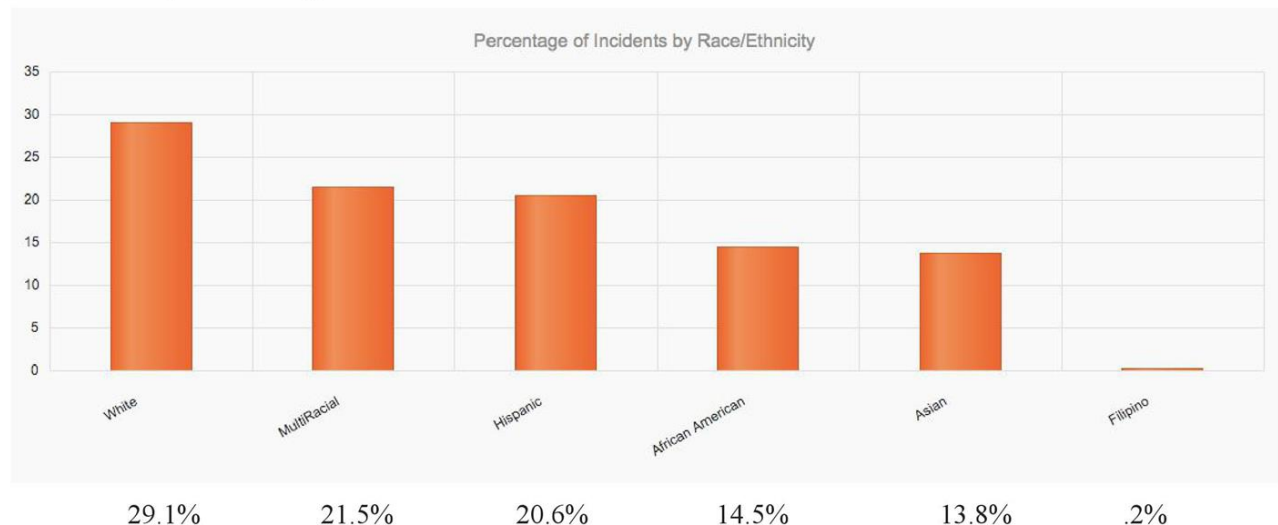
1. There is an overall decline in our suspension rates, including a 7% decrease in suspensions with students with disabilities.
2. The changes broken down by race and ethnicity are small changes.
3. There are higher rates of suspension for students with disabilities, socioeconomically disadvantaged, Hispanic, and African American students.

School and Student Performance Data

Local Assessment Data

Albany Middle School: 2018-2019 Student Discipline Report

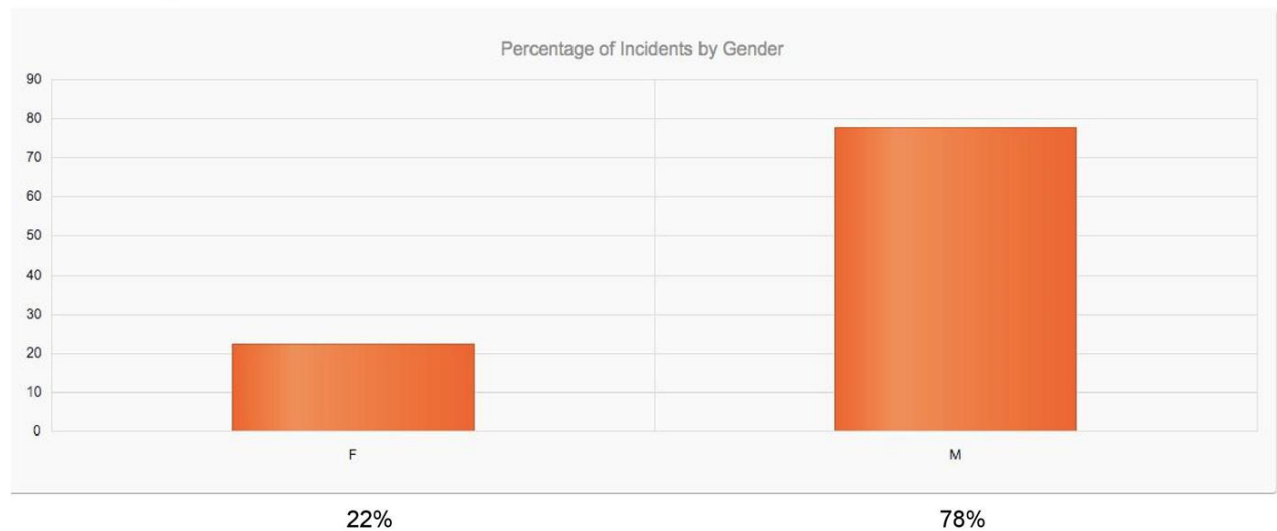
Referrals by Ethnicity



AMS students are currently 33.3% Caucasian, 24.8% Asian, 17.8% Hispanic/Latino, 18.1% Multi-racial, 3.1% African-American, 2.2% Unknown and .7% Filipino/Pacific Islander.

The referral data shows that our Asian, Filipino, and White students are under-referred while our Hispanic and African American students were disproportionately referred. We will continue to study what is causing this discrepancy and continue to work on shifting factors within our control. For example, we have been working on implementing culturally responsive teaching practices and learning more about trauma informed practices to ensure that all students feel connected and supported in the school environment. In addition, we are committed to examining how our own biases foster an (in)equitable school environment for all of our students. In addition, we hope that continuing to increase restorative practices and increase the amount of social-emotional learning will support healthy relationships among students and teachers.

Referrals by Gender

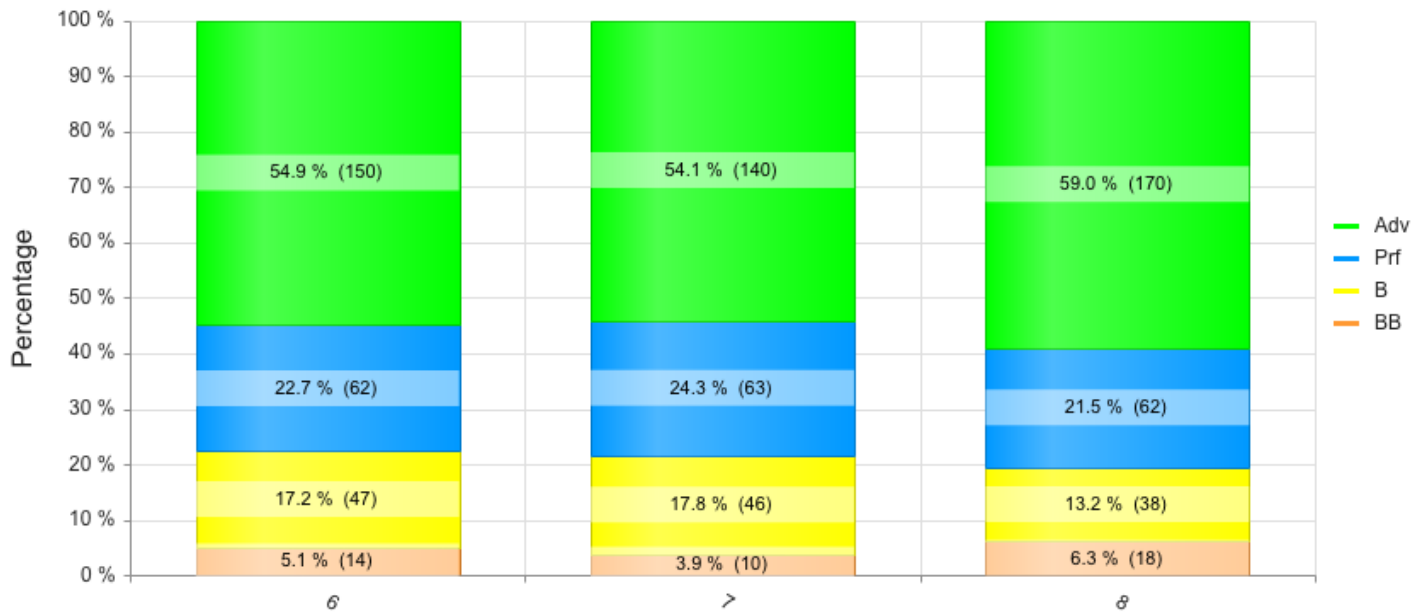


This year, AMS is 55% male and 45% female. We can also look at discipline data by gender, which gives us pause about how we can best set up classroom and school environments for student success to meet the needs of our male students. We will continue to work together as a staff to look for ways to shift the structure of the traditional classroom in ways that might increase success and support for our male students. We also hope that anger-management groups, increasing restorative practices, and adapting our classroom practices will better meet the needs of male students thus reducing the amount of referrals for male students.

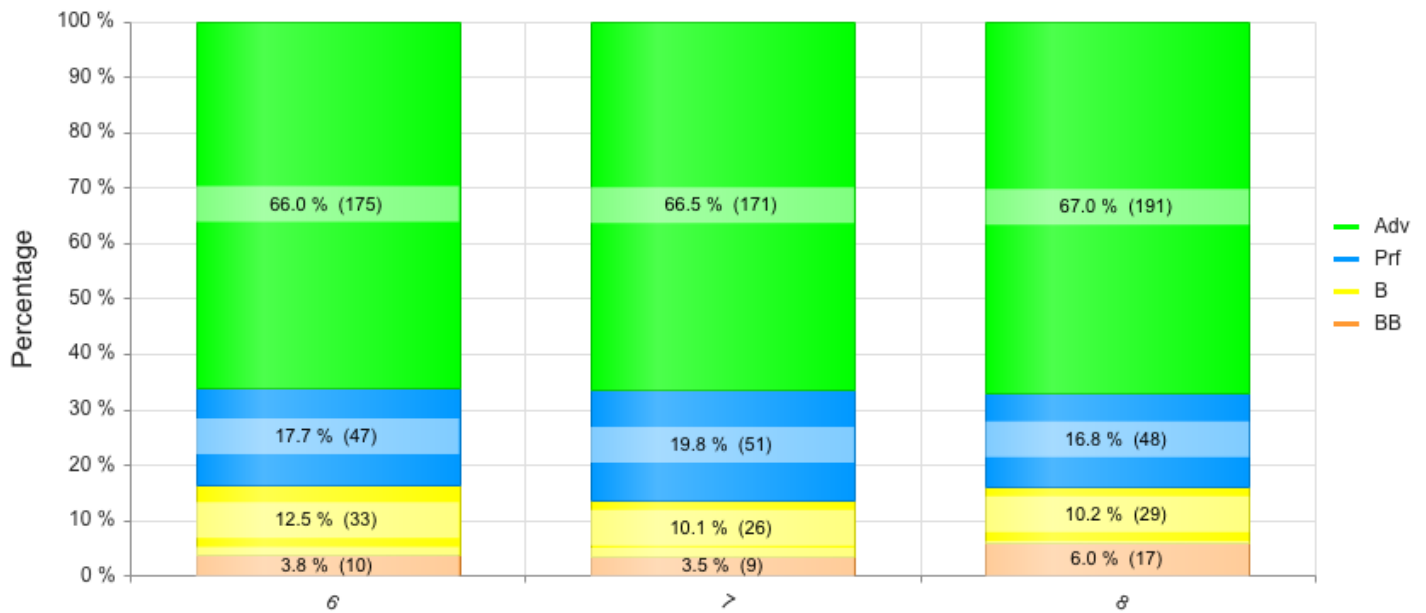
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Referrals	603	424	454	314	186	367	414	432 (to date)
Number of Suspensions	55	34	65	47	35	108	74	79 (to date)

School discipline data shows that behavioral referrals have declined since the 2011-2012 school year yet there was a significant increase in suspensions in the 2016-2017 school year. There has been an overall uptick in suspensions over the past three school years.

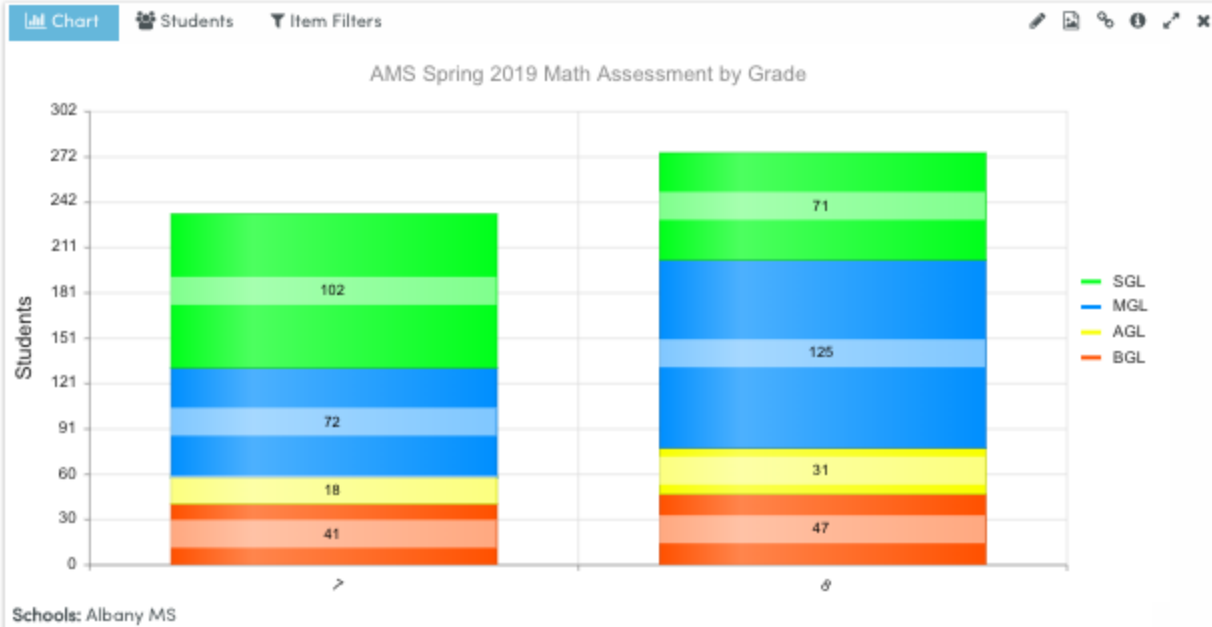
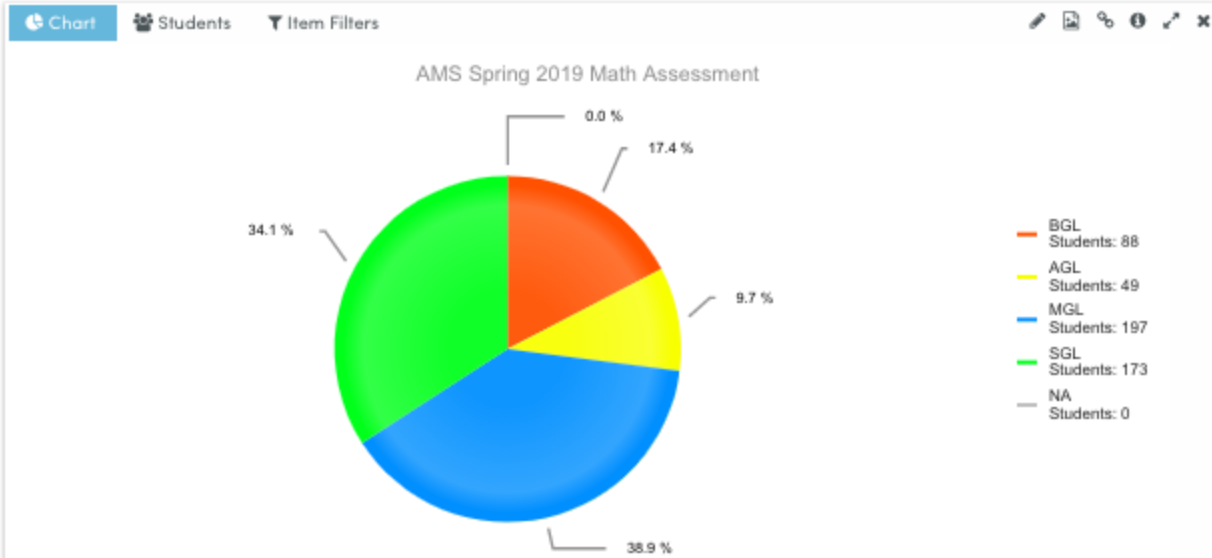
Lexile AMS Fall 2018 by Grade



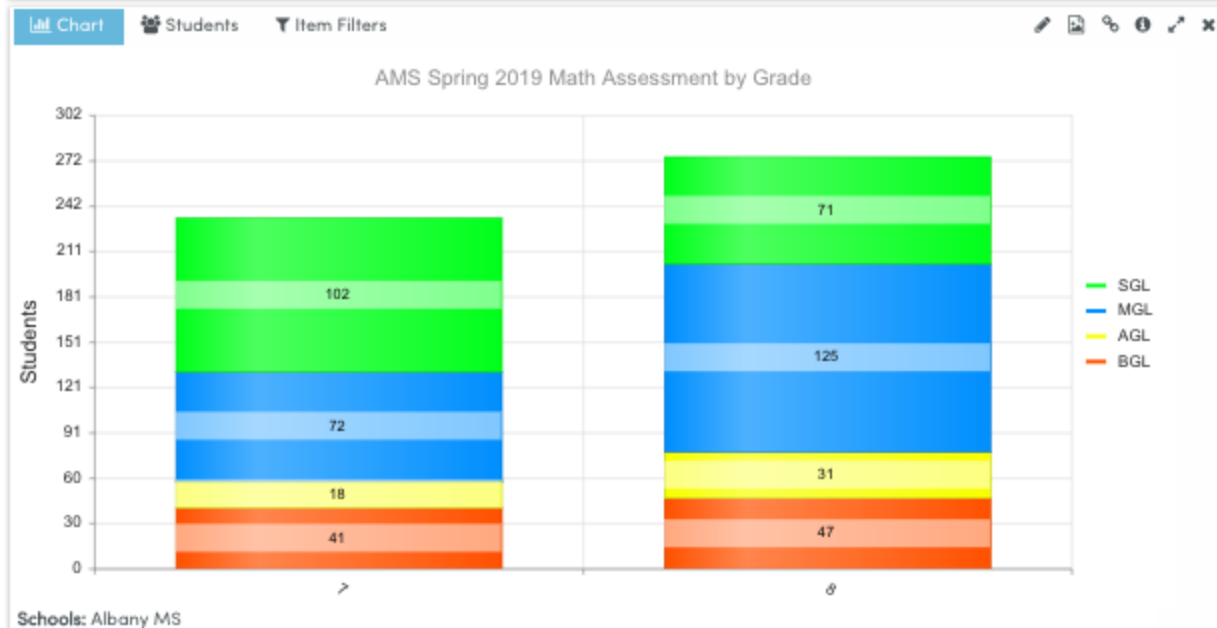
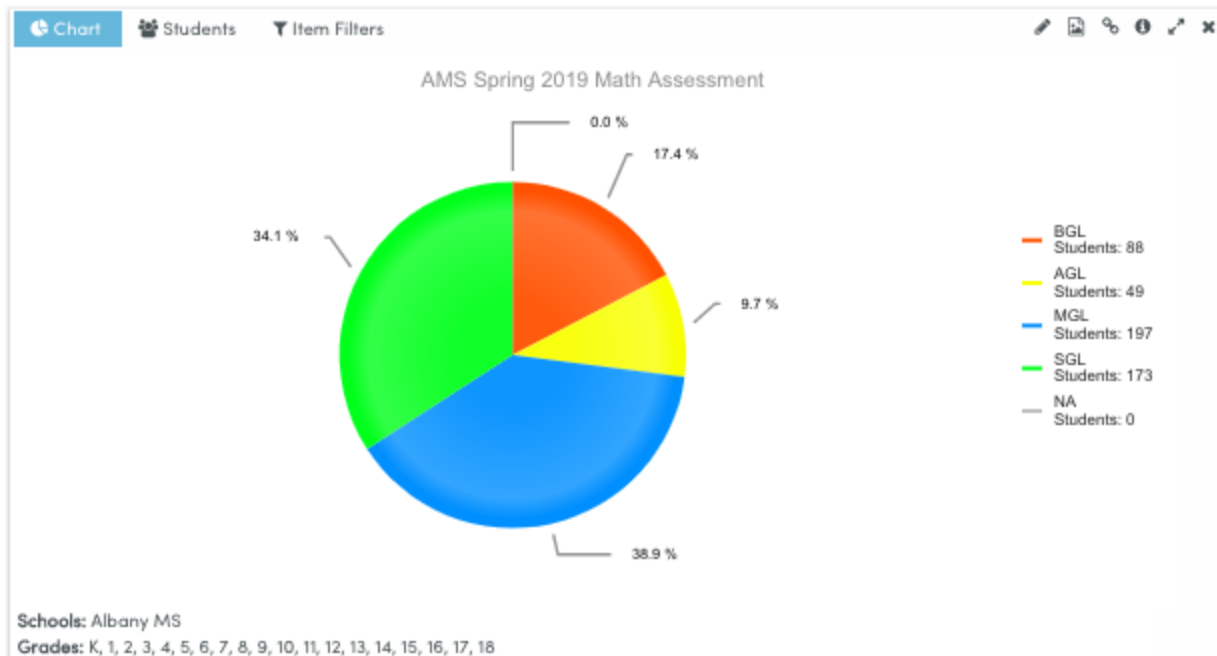
Lexile AMS Spring 2019 by Grade



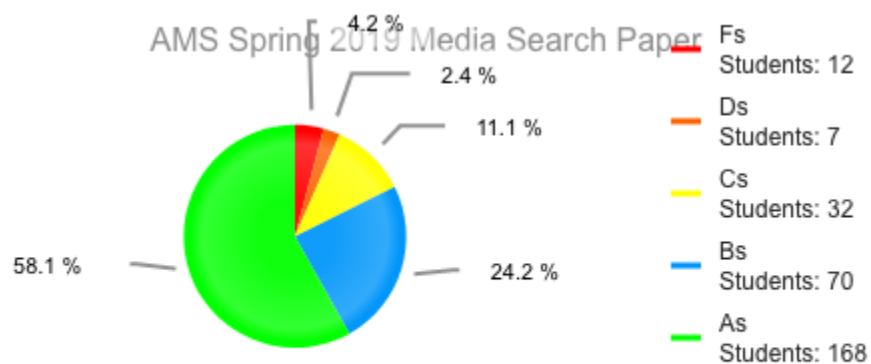
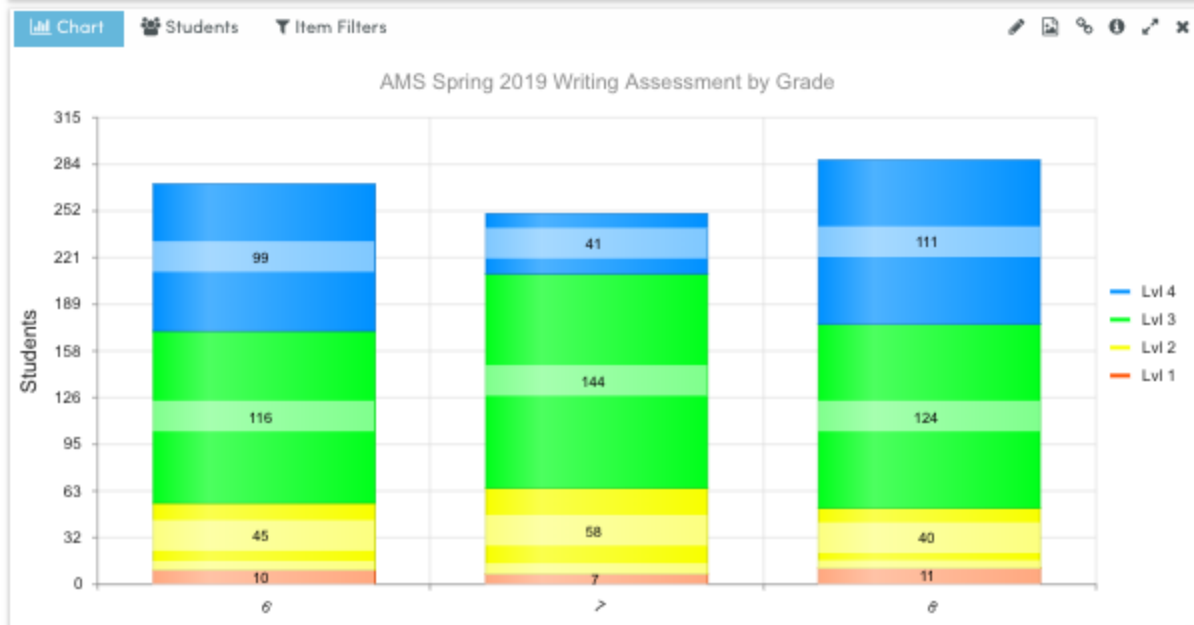
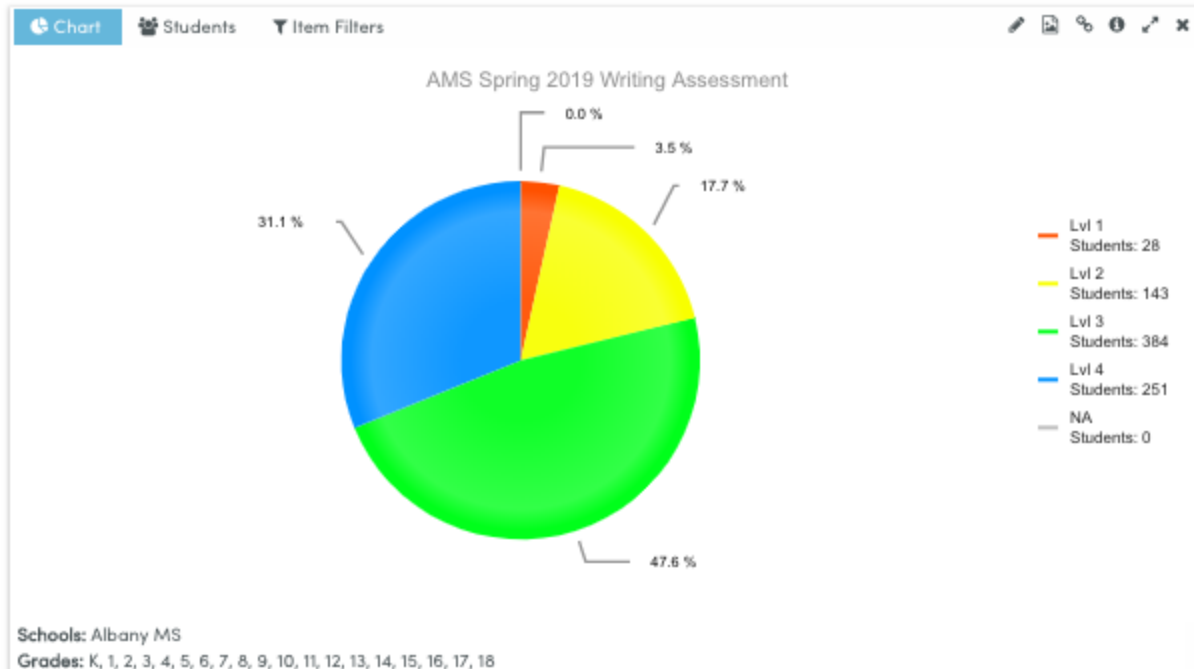
AMS Spring 2019 Math Assessment



AMS Spring 2019 Math Assessment



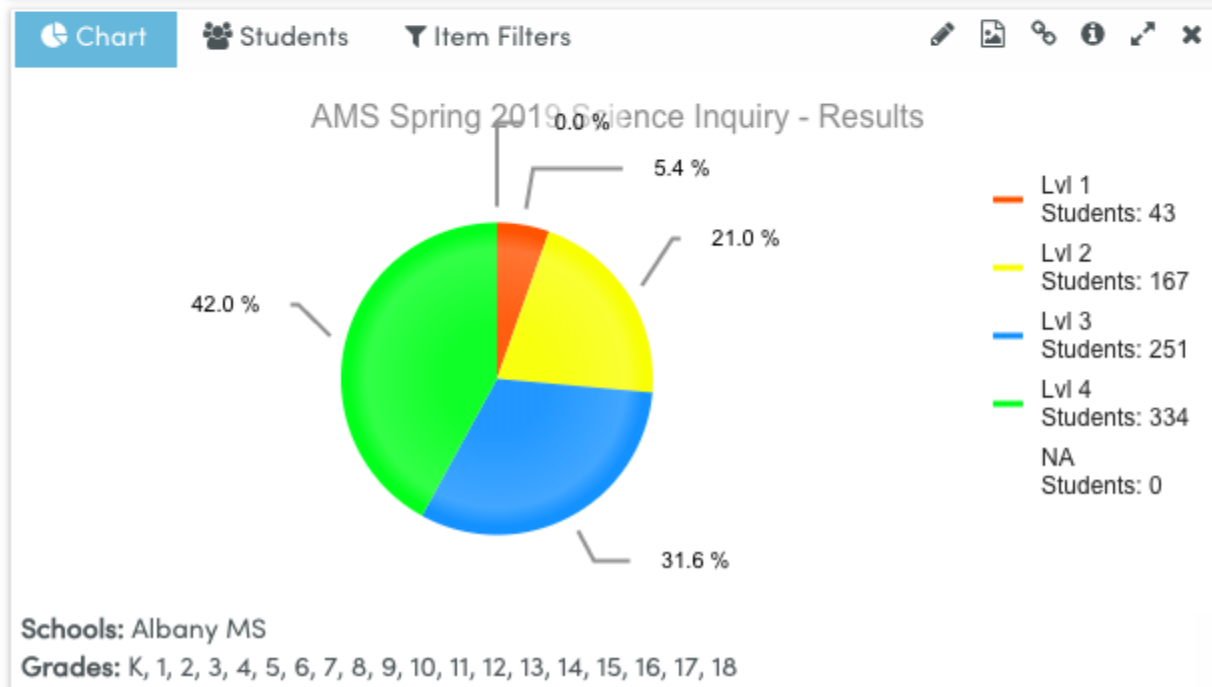
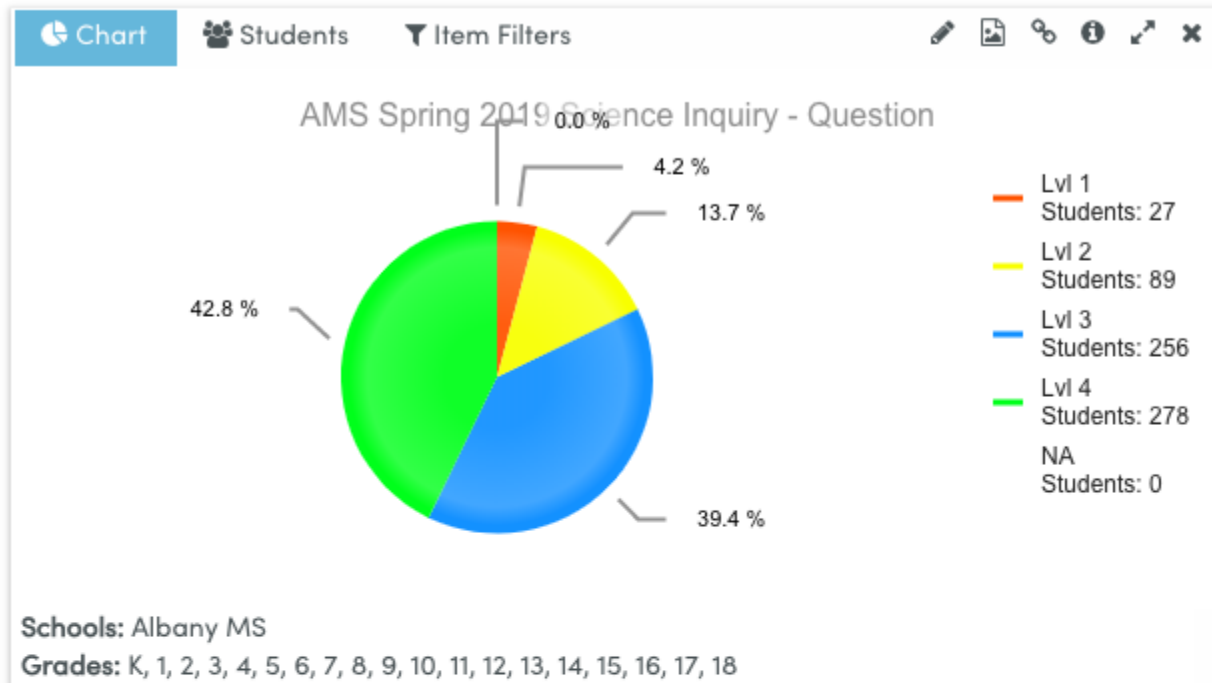
AMS Spring 2019 Writing Assessment

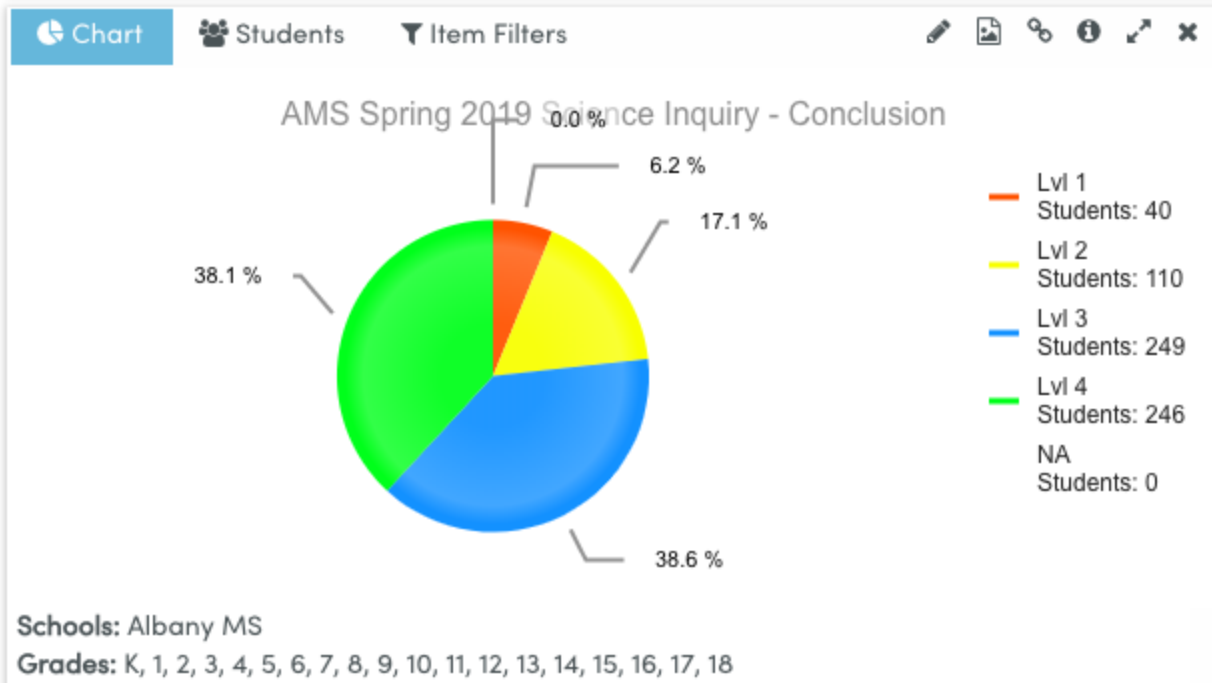
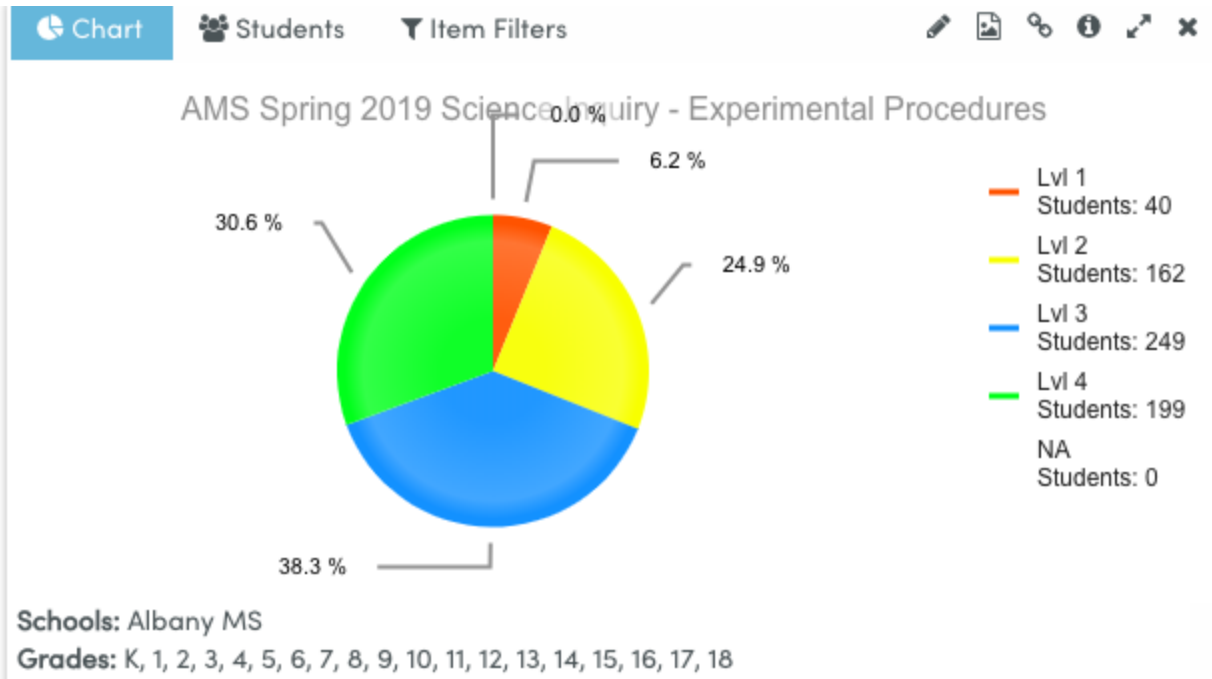


Schools: Albany MS

Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

AMS Spring 2019 Science Inquiry Project





Conclusions based on this data:

1. Comparisons of fall and spring Lexile reading level shows that for all three grade levels, the percentage of students scoring below basic and basic on an assessment of grade level reading declined from fall to spring.
2. Spring mathematics data shows that 73% of students are meeting or exceeding grade level performance expectations. Spring writing data shows that 79% of students are meeting or exceeding grade level performance expectations.
3. Overall, the majority of students meet or exceed standards in the area of science inquiry.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Academic Outcomes

Goal Statement

Improve student achievement for all students, with a special focus on those students in the achievement gap (African American, Latinx, Multi-Racial, Low socioeconomic, ELD, and special education students).

LCAP Goal

Assessing and Increasing Student Success.

Basis for this Goal

Data Sources: 1) Local Academic Assessments for Writing, Reading, Math, and Science, 2) D/F List, GPA Data, 3) SBAC data

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

We will review the data of all students who are not meeting standards on local assessments and on the SBAC. We will identify those who need additional support and identify what support they are already receiving at AMS.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Teachers and Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

We will analyze our local and SBAC assessment data broken down by our achievement gap populations and take action steps to work towards closing the gap.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Teachers, Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

We will provide parent-teacher-counselor conferences for at-risk students to gather information, explore strategies for success, and agree on action steps.

Students to be Served by this Strategy/Activity

Timeline

October 2019 & March, 2020

Person(s) Responsible

Counselors, Teachers, Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount	35,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	At-Risk Counselor (.5 FTE)

Strategy/Activity 4

We will follow up on the goals developed at these conferences.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

We will utilize agendas for conferences, SSTs, 504s, and IEPs to help them efficiently fulfill their purpose.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Special Education Teachers, and Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

We will provide a Common Core State Standards-based English Language Arts curriculum at each grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

English Department Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

We will provide a Common Core State Standards-based Math curriculum at each grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Math Department Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

We will provide a daily period of English Language Development instruction for students who are identified as 'Intermediate' and 'Advanced' English Language Learners per the ELPAC.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

English Language Development Teachers

Proposed Expenditures for this Strategy/Activity

Amount

32,000

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE English Learner Development

Strategy/Activity 9

We will provide a daily sheltered English, History, Science, and Math-Language Support instructional program for 'Beginning' English Language Learners.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

English Language Development Teachers

Proposed Expenditures for this Strategy/Activity

Amount	32,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE ELD
Amount	16,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 FTE ELD

Strategy/Activity 10

We will provide a supplemental math intervention class (6th, 7th, and 8th) for students whose skills are significantly below grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Math Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	0.2 FTE Intervention
Amount	25,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE Intervention

Strategy/Activity 11

We will provide a supplemental ELA intervention class (6th and 7/8th) for students whose reading skills are significantly below grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

ELA Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	8,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 FTE Intervention
Amount	16,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 FTE Intervention

Strategy/Activity 12

We will provide Science curriculum aligned with the Next Generation Science Standards integrated model.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Science Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

Departments will administer a minimum of one common formative assessment per quarter and discuss the data with the goal of improving teaching and learning.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 14

The Eighth Grade English Department will contract with the Writer Coach Connection program to provide each 8th grade student a coach for their I-Search project.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Eighth Grade English Teachers, Writer Coach Connection Leadership and Volunteers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 15

The teacher librarian and library technician will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration. The teacher librarian and library technician will also engage students in lifelong literacy skills, connecting students with good book matches, during lunch and throughout the day.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Credentialed Librarian, Library Technician, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

We will incorporate the instruction of computer skills including online research, word processing, slideshow, Google Suite, and other relevant instructional software.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Credentialed Librarian, Computer Science Teacher, Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 17**

Teachers will keep Aeries grade and attendance up to date weekly.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 18**

Teachers will agree upon and instruct all AMS students on particular Academic Behaviors that we feel are critical to student success.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

All Teachers, Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

"Supporting the Whole Child"

Goal Statement

We will provide a safe and engaging environment, in which each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.

LCAP Goal

School Climate, Student Well-Being, and Student Engagement

Basis for this Goal

Data Sources: 1) CHKS Data, Discipline Data, Club and Athletic Participation Rates, Action Snapshot Campaign, Local Surveys, Meeting Agendas and Minutes

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

We will continue to implement and refine a series of school-wide lessons and activities, presented in many of our weekly 20 minute advisory periods. Lessons will cover topics related to school-climate, bullying prevention, diversity awareness, and digital citizenship. Opportunities for input along the way will be provided.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Teachers, Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

We will provide lessons and schoolwide activities on the risks of cigarette use and vaping as well as a look at strategies of the advertising campaigns by training a group of peer educators.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Science Teachers, Counselors, Leadership Advisor

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

We will continue to implement the concepts and strategies outlined in the “BEST Behavior” program and do a refresher training with our teaching staff.

Students to be Served by this Strategy/Activity**Timeline**

August 2019- June 2020

Person(s) Responsible

Teachers, Safe and Inclusive Schools Coordinator, All Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

We will continue to implement the concepts and strategies outlined in the “Safe School Ambassadors” program.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator, Teacher Leaders, Advisory Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

We will maintain systems of positive recognition including the daily Cobra Caught-Cha Tickets, Cobra of the Month, Positive Postcards, and a variety of individual classroom activities.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

All Teachers & Site Staff, Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

We will continue to implement and refine our school behavior matrix that includes both traditional consequences as well as restorative practices.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Assistant Principals, Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

We will continue to support teachers on implementing restorative practices in the classroom.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Assistant Principal, Counselors, Safe and Inclusive School Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Approximately 20 students (grade 8) will participate in the AMS Peers Educating Albany's Kids (PEAK) program to deliver school-climate related lessons to sixth grade classrooms.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

We will run a mentorship program where 8th grade African American students mentor 6th grade African American students.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Teacher Coordinators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 10**

We will continue to provide clubs and activities that increase student engagement and provide opportunities for students to connect with others who share similar interests.

Students to be Served by this Strategy/Activity**Timeline**

August 2019- June 2020

Person(s) Responsible

Teachers, Counselors, and Site Administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 11**

We will continue to provide a comprehensive student leadership program (ASB) that includes formal governance structures, regular meetings, and school-wide activities.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

ASB Staff Coordinator, Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 12**

We will continue to provide a structured noontime activities program open to all students on Mondays, Tuesdays, Thursdays, and Fridays.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Noontime Coordinators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

We will continue our tradition of having a Unity Week at our school that brings focus to the idea of celebrating differences while being one community that looks out for each other.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator, SSA Family Group Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 14

We will look at and analyze discipline data, broken down by ethnicity and gender, and create action steps to support the students with multiple referrals.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Assistant Principal, Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Description

N/A

Strategy/Activity 15

We will use eighth grade aides in sixth grade reading and math support classes in academic mentorship relationships and offer them specific training.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Support Class Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

We will continue to provide Comprehensive Sexual Education and Health Education to all 7th graders.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Health Teacher

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 17**

We will continue to provide opportunities for all 8th graders to engage in a community service project with a service learning component for 14 hours in and out of school.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

8th Grade English Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 18**

Students will be taught key concepts related to Digital Citizenship, how to use internet and social media safely and respectfully, articulated between grade levels.

Students to be Served by this Strategy/Activity**Timeline**

August 2019- June 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator, Teacher Librarian, Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 19****Students to be Served by this Strategy/Activity****Timeline****Person(s) Responsible****Proposed Expenditures for this Strategy/Activity**

Description

N/A

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

"Communicating and Leading Together."

Goal Statement

Professional development and collaboration time will be structured to support teachers in all areas that support our student outcomes. There will be clear communication throughout the levels of our school to work towards meeting our goals.

LCAP Goal

Professional Development, Collaboration, and Communication

Basis for this Goal

Meeting Agendas and Minutes, Professional Development Surveys, Teacher Surveys

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

A professional development survey will be put out to teachers in the spring of the 2019-20 school year and used to guide planning for the 2020-21 school year.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

The leadership team will work with the principal to plan professional development throughout the year.

Students to be Served by this Strategy/Activity

Timeline

August 2019- June 2020

Person(s) Responsible

Principal, Assistant Principal, Leadership Team

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Professional development will be provided on topics relating to equity and cultural competency, to prepare teachers to facilitate conversations around areas such as LGBTQ and race.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Principal, Teacher leaders, Office of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Professional Learning Community opportunities will be provided to staff.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

All teachers, Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

A weekly staff newsletter will keep staff informed of important school-wide information.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Daily announcements, write-ups of important events, and a regular principal updates will be sent out to keep parents and community informed of important school-wide information.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Our staff will continue to work on developing our professional knowledge of restorative justice and our related school practices.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Assistant Principal, Campus Supervisor, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Our school will explore trauma informed practices and look at ways to integrate those into our school and classroom practices.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal, Office of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We implemented the actions as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	MacGregor High School
Address	603 Key Route Blvd Albany, CA 94706
County-District-School (CDS) Code	0161127/0130294
Principal	Darren McNally
District Name	Albany Unified School District
SPSA Revision Date	May 17, 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The school mission and vision remain unchanged since their previous revision in the Spring of 2016. Currently, they are:

MacGregor High School is a small, dynamic, alternative educational setting that serves a diverse student population for students ages 16 and older. MacGregor offers students a safe campus with high academic standards and a caring staff. The founding goals are to:

Create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills, personal goal setting, and resiliency.

Promote student success through individually-tailored interventions in an alternative school setting.

Deliver education, social and career development services to students based on individual, Site, District, and State goals.

School Profile

MacGregor High School continues to be a key part of the educational options for Albany. Since the school's inception, MacGregor has served a high-need population that often has not experienced success in more traditional academic settings. Legally classified as a continuation school, MacGregor's students are those in Albany who may not graduate due to a variety of circumstances. MacGregor pays particular attention to students who have had credit and/or attendance challenges, those whose work schedules preclude them from attending the comprehensive school, and those whose lifestyles and/or personal situations prevent them from succeeding in the structure of a large school setting. Our response to these students is to build a personalized program that attempts to meet as many of the needs of the student as possible, beyond narrow definitions of academic success. All MacGregor students are enrolled voluntarily, and AUSD does not currently use the school as an alternative placement. Students or their families can choose to disenroll at any time.

Starting in the 2014-2015 school year, MacGregor moved to the campus of Albany High, and has formed a symbiotic relationship with Albany High. MacGregor has a dedicated classroom on the Albany High campus, follows the same bell schedule, and all MacGregor staff also have roles within Albany High. This unique relationship allows MacGregor and Albany High to form a continuum of support services for not only MacGregor, but also Albany High, students. Students can utilize the more flexible and personalized services of MacGregor while also taking advantage of many of the programs and options of a comprehensive high school. The staff continues to look for ways to leverage this unique relationship to the benefit of both schools and all students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MacGregor is a small and nimble program that regularly forms goals through a variety of formal and informal processes. During the 2018-2019 school year MacGregor also went through our mid-cycle accreditation visit, reviewing our progress over the last three years since our previous accreditation. The feedback from WASC and the outside reflection on our program informed our revisions to our goals. Throughout the year, the Site Council and members of the council met to review our progress as a program. In addition, we participate in other bodies such as AHS PTSA and IIC, as well as receiving guidance from the LCAP and AUSD's Strategic Plan.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

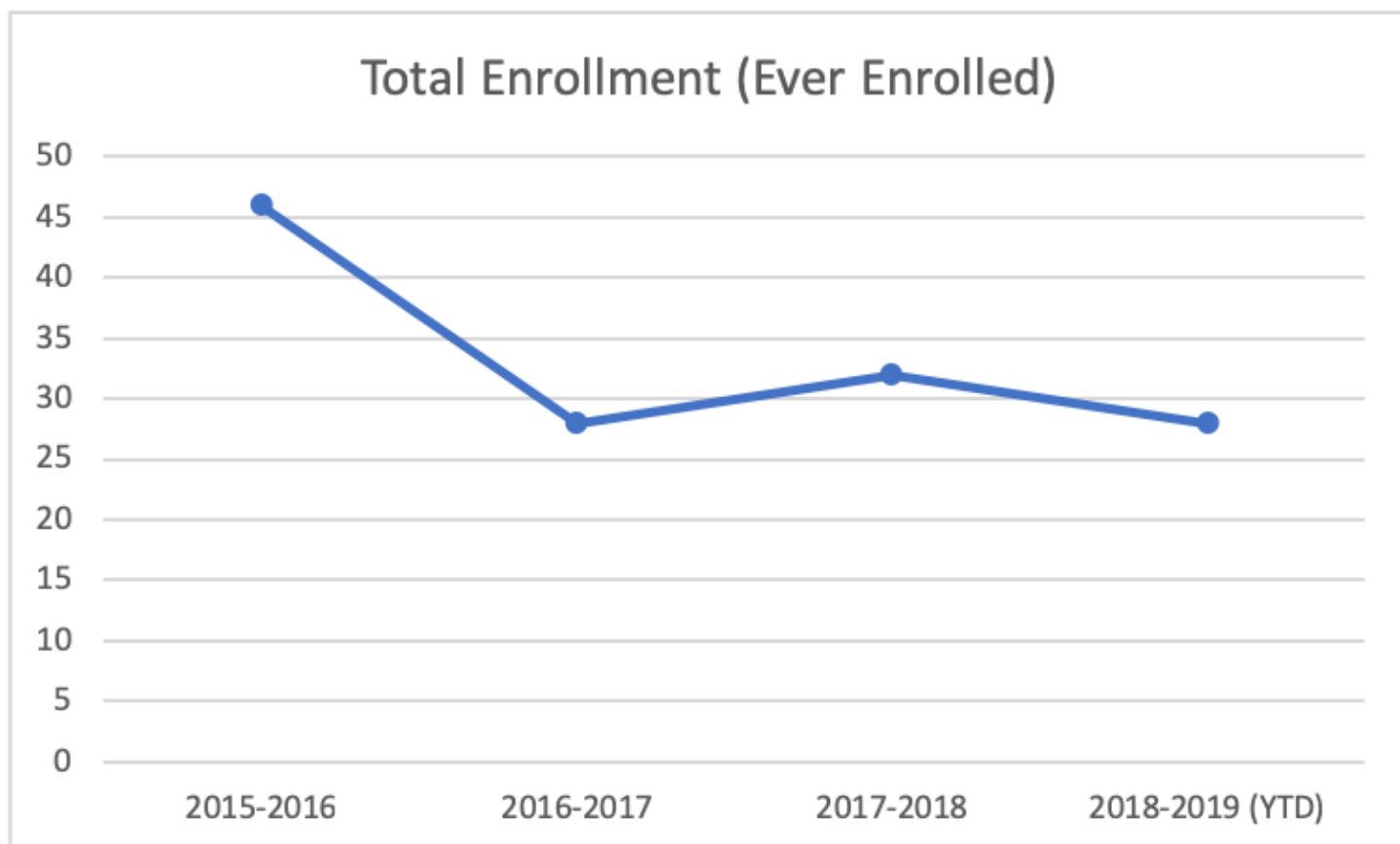
2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
12	50.0%	25.0%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	25.0%
Socioeconomically Disadvantaged	6	50.0%
Students with Disabilities	4	33.3%

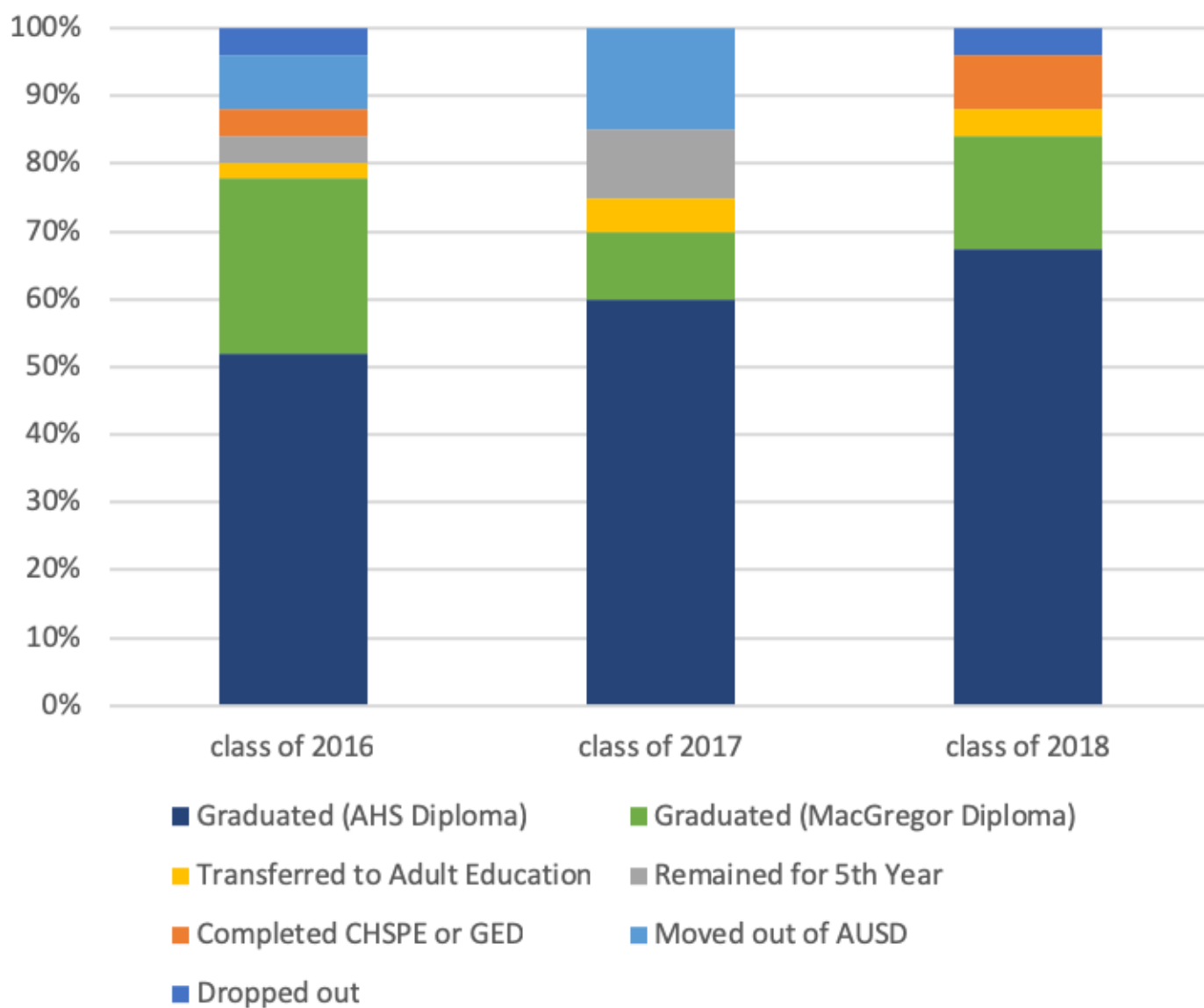
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	8.3%
Asian	1	8.3%
Hispanic	5	41.7%
White	5	41.7%

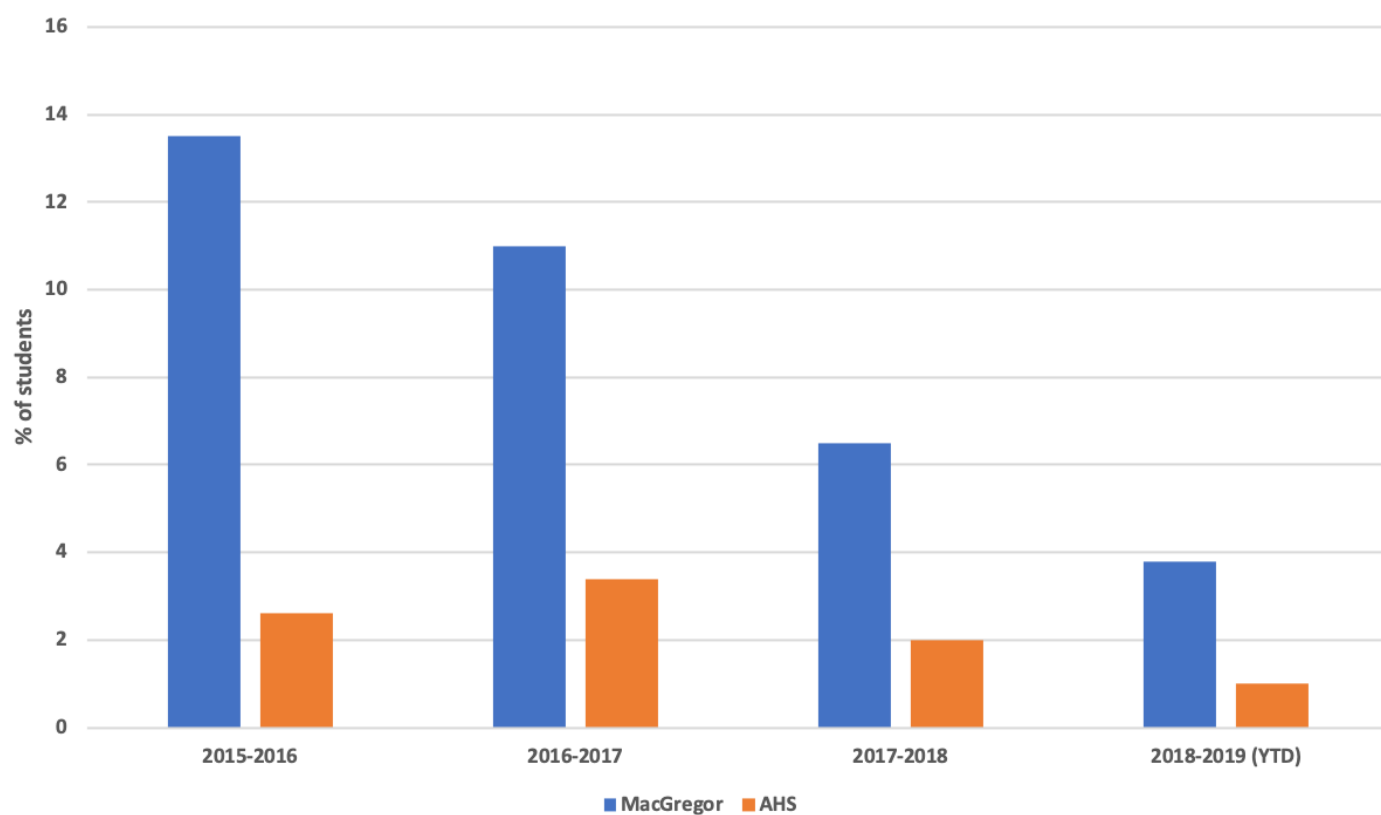
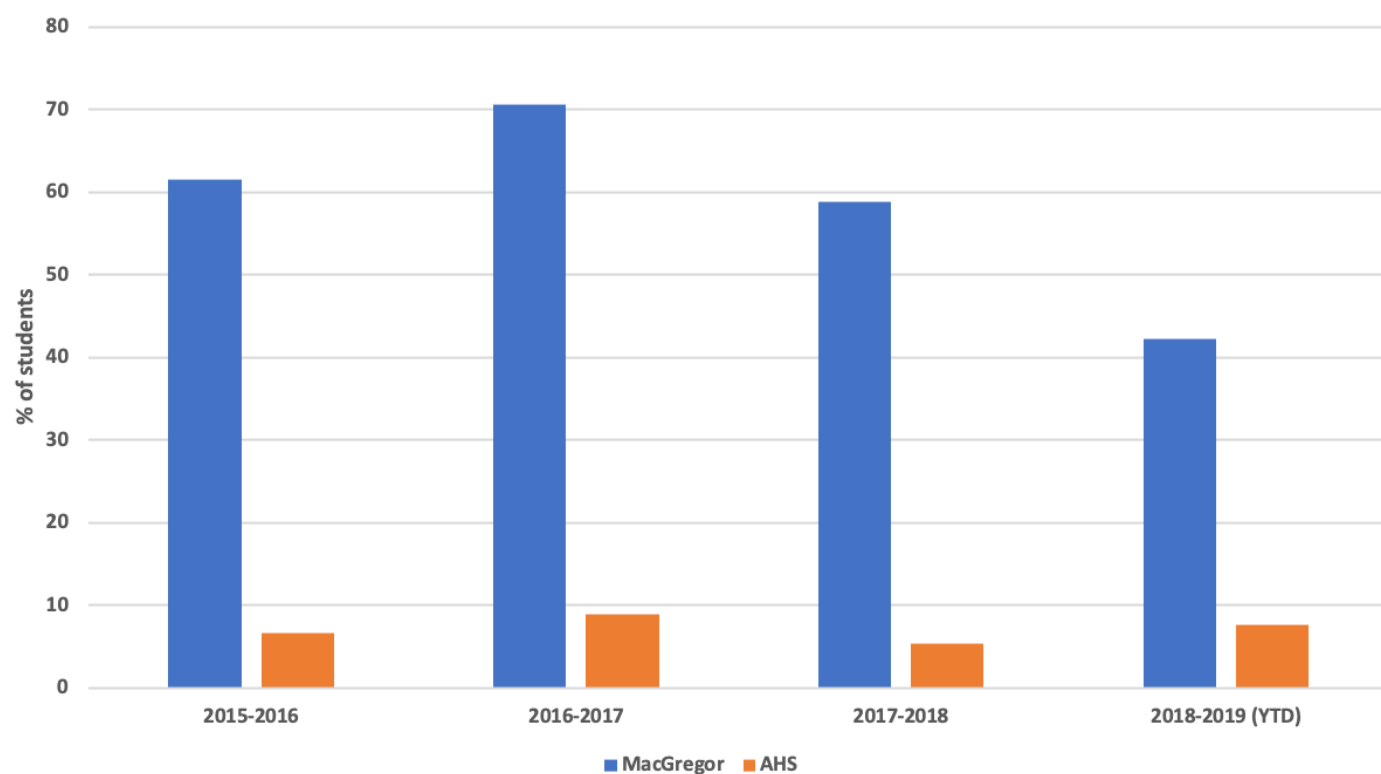
School and Student Performance Data

Local Assessment Data



Cohort Outcomes



Out-of-School Suspension per year**Chronic Absenteeism per year**

Conclusions based on this data:

1. There have been incremental improvements in school climate, as indicated by the decreases in chronic absenteeism and out-of-school suspensions.
2. Chronic absenteeism remains a persistent concern.
3. Our outcomes remain admirable for a continuation school and considering all students are enrolled in the program when they are not on track to graduate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Curriculum & Instruction

Goal Statement

Refine academic instructional techniques to be more personalized and student-centered, build academic confidence, and reinforce skills applicable to post-secondary opportunities.

LCAP 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.

Basis for this Goal

- Qualitative and quantitative student performance information
- Teacher feedback and impressions regarding their own training as compared to student needs
- Assessment of student academic capabilities versus actual performance

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase in percentage of MacGregor students graduating from AHS/MacGregor	2017-2018: 85%	Maintain or increase to 90%
Frequency and effectiveness of staff collaboration	Currently utilizing some crossover meetings, and irregular lunch meetings	Regularly scheduled and calendared meetings
Consensus on best practices for student-centered online credit recovery	The current model was adopted in January 2019, and implementation has occurred across all academic subjects.	Uniform policies and procedures for all courses and content areas.

Planned Strategies/Activities

Strategy/Activity 1

Maintain campus spaces that are specific to MacGregor (offices, classrooms, etc.)

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor & AHS administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Use “Crossover” meetings for all faculty to collaborate on best practices and instructional techniques

Students to be Served by this Strategy/Activity**Timeline**

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor faculty and administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Maintain access to computers for all students for all class periods, and leverage their use for more student-centered instruction

Students to be Served by this Strategy/Activity**Timeline**

Perpetual

Person(s) Responsible

MacGregor and district administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Refine systems for regular feedback between teachers and other staff about students

Students to be Served by this Strategy/Activity**Timeline**

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Align lessons and activities to post-secondary opportunities

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor faculty

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Create and align practices between all MacGregor classes for awarding credit for assignments

Students to be Served by this Strategy/Activity

Timeline

Fall 2019

Person(s) Responsible

MacGregor teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Have more frequent meetings with students and staff to develop goals and refine the MacGregor program

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff and students

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Create systems for more informal staff collaboration (e.g. eating lunch together, check-in meetings)

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social and Emotional Learning

Goal Statement

Create a stronger culture and sense of community and support in MacGregor in order to increase student engagement as well as meet as many student social-emotional needs as possible.

LCAP 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.

Basis for this Goal

- Student performance and outcomes
- Student attendance data
- Student discipline data
- Student, faculty, mental health and classified impressions of student needs
- Instructional programs of MacGregor and Albany High Schools

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic absenteeism levels	2017-2018: 58.8%	Reduction to below 50%
Out-of-school suspension levels	2017-2018: 7% (2 students out 32 students ever-enrolled at MacGregor)	Reduction to below 5%

Planned Strategies/Activities

Strategy/Activity 1

Create more community and personal opportunities to recognize and celebrate student growth

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

All-MacGregor field trips and opportunities for students to form a community through shared experiences

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue revisiting behavior management systems to address community needs, reinforce improvements in behavior, and addressing root causes of student behavior

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

MacGregor faculty and administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Clear "buddy" systems and other means of creating stronger supportive relationships between

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor faculty and administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Decrease the rates of chronic absenteeism by improving systems for truant/chronically absent students and utilizing resources to address the root cause of attendance issues.

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor administrator

Proposed Expenditures for this Strategy/Activity

Description

None

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Community Connections

Goal Statement

Build more of a team-centered approach to all students by increasing student-centered collaboration among staff and create more methods to engage parents.

LCAP Goal

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

Basis for this Goal

- Attendance and parent contact information
- Teacher feedback
- Students' descriptions of their experience and needs
- Availability of quantitative data systems

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Increase family participation at school events

Students to be Served by this Strategy/Activity

Timeline

Back to School Night (Fall 2019)
Throughout 2019-2020 school year

Person(s) Responsible

MacGregor administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Identify and implement direct communication systems other than traditional email and mail to increase family and student engagement.

Students to be Served by this Strategy/Activity**Timeline**

Fall 2019

Person(s) Responsible

MacGregor administrator and faculty

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2018 SPSA contained four goals, across the same areas as the current plan, plus a goal related to the scope, purpose, and administration of the program. Over the past two years we have had significant success in this fourth area. During this school year we also became much more cohesive as a program at the classroom level, and now have much more consistent instructional techniques and grading practices. However, there is still work to be done in this area, as we still have an emerging set of best practices that must be refined and systematized more thoroughly between all aspects of the program. Our staff also meets much more consistently, and over the past year there has been significant improvement in the formal and informal collaboration structures in place to support students. Staffing has been highly consistent in the program - itself a significant improvement, but we are still endeavoring to make the program as consistent as possible and not as dependent on our current staff members. While we have seen improvements in some school climate indicators, this year we also faced significant challenges around engagement of students and staff. We had more difficulty with such things as End of the Grading Period events and other positive incentives for students. This seems to be mostly due to our current population of students, but it is something that we have been introspective about in planning for the future. We also had similar issues with engagement of families and have had frustratingly low attendance at various events. This caused us to explore alternative strategies going forward. Our staff also attended the California Continuation Education Association conference, which allowed us to collaborate with our peers from across California. This led us to many new ideas to try, especially related to student behavior concerns. Finally, the proposed budget cuts will likely cause the MacGregor Principal to have to take on a larger role with AHS, likely impacting the MacGregor program. For this reason, our staff this year began planning for a more streamlined program going forward.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We made significant growth in our Curriculum & Instruction area, meeting many of the goals. We also adopted a student-centered online credit recovery model for most of our classes that allowed for significant growth in this area. Because of some of the challenges in whole-school social emotional learning, we focused instead on more individualized attention, which does seem to have produced gains. We have implemented many of the items related to Community Connections, but with mixed success. These successes informed our plans moving forward.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to our success in defining the purpose and scope of our program, and the WASC visiting committee remarking as such, we chose to eliminate the previous fourth goal to instead focus on the remaining three. The remaining three goal areas remain the same, with the same hoped-for outcomes, but we have modified the actions based on our experiences over the last year. We also added more metrics to the plan in order to better monitor our progress, and have a broader sense of our own success. These improvements are found throughout the individual activities in this plan.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Darren McNally	Principal
Diane Peterson	Other School Staff
LaShunda Brown	Other School Staff
Anniejae Fishburg	Classroom Teacher
Marian Luoma	Parent or Community Member
Chris Knight	Classroom Teacher
Aidan Gilmore-Hogan	Parent or Community Member
Hannah Edber	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: **OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL
CROSS COUNTRY TEAM TO ASICS CLOVIS INVITATIONAL
IN FRESNO, CA**

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

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: Students in the Albany High Cross Country team have once again been invited to attend the [Asics Clovis Invitational Cross Country](#) races in Fresno, California. This course is located at Woodward Park in Fresno. Many teams with state-meet aspirations come to the Asics Clovis Invitational to allow their runners to experience the course before the State Championships.

DATES OF TRIP: October 11 - 12, 2019

DETAILS: Student athletes on the Cross Country Team at Albany High School will travel by car to Fresno on Friday. They will preview the course and eat dinner at a race-sponsored pasta-feed. They will stay at the La Quinta Inn and Suites for one (1) night. Athletes will begin races early Saturday morning and return to Albany promptly after all races have ended. Sixteen (16) students, two (2) District-approved chaperones, and parent volunteers will attend.

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.

FINANCIAL INFORMATION:

The total field trip costs are estimated to be \$2000.00. Funding will come from Albany High School Cross Country Team fundraising and a small donation is requested from each student (\$40); however, to student will be denied the opportunity to participate.

<p>RECOMMENDATION: Approve Overnight Field Trip: Albany High School Cross Country Team to Asics Clovis Invitational in Fresno, California.</p>

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: **OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL
CROSS COUNTRY TEAM TO MT. SAC INVITATIONAL
IN LOS ANGELES, CALIFORNIA**

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

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: Students in the Albany High Cross Country team have been invited to attend the Mt. SAC Cross Country Invitational, located at the Mt. San Antonio College in Los Angeles, California. The Mt. SAC Cross Country Course is one of the oldest, most revered and famous courses in the world, with names “Valley Loop”, “Switchbacks”, and “Reservoir Hill” that have become part of cross country legend and lingo. In their past two of three trips to this invitational, student athlete have reached the podium and hope to do so again this year.

DATES OF TRIP: October 24-27, 2019

DETAILS: Student athletes will travel by car to Los Angeles on Thursday October 24. They will arrive at Mt. SAC in time to review the race course in the afternoon. On Friday October 25, students will compete in the invitational. On Saturday October 26, the team will travel to Disneyland and spend one more night in the area before returning to Albany on Sunday, October 27, 2019. Students will be staying at the Best Western Hotel Plus Covina Inn for two (2) nights and Desert Inn and Suites for one (1) night. Sixteen (16) students, two (2) District-approved chaperones, and parent volunteers will attend.

FINANCIAL INFORMATION:

The total field trip costs are estimated to be \$2000.00. Funding will come from Albany High School Cross Country Team fundraising and a donation of \$300 is requested to offset the costs of visiting Disneyland; however, to student will be denied the opportunity to participate.

STRATEGIC GOALS ADDRESSED:



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



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

<p>RECOMMENDATION: APPROVE OVERNIGHT FIELD TRIP: ALBANY HIGH SCHOOL CROSS COUNTRY TEAM TO MT. SAC INVITATIONAL IN LOS ANGELES, CA.</p>

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: **AGREEMENT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND CHALLENGE DAY**

PREPARED BY: **CARRIE NERHEIM, DIRECTOR, STUDENT SERVICES**

TYPE OF ITEM: **CONSENT**

PURPOSE: The purpose is for the Board to approve the Agreement between Albany Unified School District and Challenge Day.

BACKGROUND INFORMATION: Challenge Day is an experiential program that has reached more than 1.5 million youth and adults since 1987. The day-long experience strengthens emotional safety and social relationships, positively influences educational achievement, builds cross cultural connections, and reduces conflict and bullying. Challenge Day has taken place in more than 2,200 schools throughout 48 U.S. states, in 10 countries including much of Canada, The Netherlands, Belgium, and several others.

Albany High School provided Challenge Day for all 10th graders for the 2018-2019 school year and it was a huge success.

DETAILS:

School Site: Albany High School

Grade Level: All 10th Graders

Dates: February 3, February 4, February 5, 2020

Cost: \$10,725.00 plus reimbursable expenses

FINANCIAL INFORMATION: The total cost is \$10,725.00 excluding reimbursable expenses. The first installment of \$5,362.50 is due on November 6, 2018. The second installment of \$5,362.50 is due on December 6, 2018. This is the same price as 2018-2019 school year and will be paid again out of the Albany Comes Together Fund.

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.*

RECOMMENDATION: APPROVE THE AGREEMENT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND CHALLENGE DAY.

AGREEMENT for Challenge Day Program

THIS AGREEMENT is effective **5/28/2019** by and between **Albany Unified School District** (the "Client") and **CHALLENGE DAY** (the "Vendor"), a California 501(c)3 nonprofit corporation located at 2520 Stanwell Drive, Suite 160, Concord CA, 94520. For the purposes of this agreement Client shall mean all employees of Client, and Vendor shall mean all employees and subcontractors of Vendor.

Witnessed, that the Client and the Vendor for the consideration hereinafter named agree as follows:

Article 1: Statement of Services

- A. Commencing on 2/3/2020 Vendor shall supply services, people and materials for the following:
See Attached List of Days, Addendum A
- B. This agreement applies to all services performed by Vendor or on behalf of Vendor under this agreement, whether performed in anticipation of or following the execution of this agreement.

Article 2: Compensation for Services

As full compensation for direct and indirect labor costs, overhead and profits, the Vendor shall be paid at the following rates for delivering the program, services and material ("Services") as contemplated by this agreement. Such rates shall only cover services that are performed by bona fide employees of the Vendor, or its subcontractors unless otherwise approved by Client's Representative.

- A. Rates for Services will be as follows:
 Client to Pay **\$11025 less scholarship of \$300 for a net of \$10725 subject to Terms of Scholarship, attached to this Agreement** not including reimbursable expenses (outlined below) which will be invoiced separately.
 See attached Invoice #**15512** for details.
CHALLENGE DAY: A minimum of forty (40) and maximum of one hundred (100) student participants per day. Any breach of contract pertaining to student numbers will result in an additional charge. Client will be billed an additional sum of \$300 when there are more than 100 but less than 120 participating students. Students participants must be recruited from the contracted school (Client) only. Vendor reserves the right to cancel Program(s) without prior notice, according to terms of Cancellation and Termination article, if there are less or more than the agreed upon student participants.
- B. Expenses: Client will pay in advance (or reimburse Vendor) for necessary, reasonable and documented travel expenses actually incurred as follows:
 - 1) Ground Transportation: Ground transportation to Client's site.
 - i. Mileage over thirty (30) miles from Vendor's office to Client's event venue will be billed to the Client at \$0.56 cents per mile, round trip.

Article 3: Limit of Expenditure

The maximum expenditure authorized hereunder for any service, **Excluding** reimbursable expenses as indicated shall be **\$10725**.

Article 4: Invoicing & Payment

Below please find your payment schedule. Adhering to this payment schedule will confirm your requested Challenge Day (s).

- A. Client's requested days will not be confirmed until the 1st installment payment and an authorized Purchase Order for the full invoice amount has been received and credited to your school or organization's account by our administrative offices. All installments are welcomed as early as contracts are completed.

- B. If client's scheduled days are cancelled due to non-payment, client will be required to resubmit their request to host a future Challenge Day. Rescheduling days due to cancellation does not in any way guarantee the cancelled client precedence over other clients waiting for existing or future booking opportunities.
- C. Booking requests made within 90 days of the event date will be confirmed only if scheduling permits and if the contract is accompanied by no less than the 1st installment (and an approved Purchase Order for full invoice amount made payable no later than 30 days after the event.) Payment, Purchase Order and Contract are expected within 5 business days when booking within the 90 day period.
- D. Accounts that have not paid within 30 days of the program date and that have not submitted and received approval for a payment plan are subject to a .05% monthly finance charge. (6% annual finance charge).

Your requested program date is 2/3/2020.

Balance for program(s): **\$10725**

Schedule of Installments

Installment	Payment Due Date	Payment Amount	Balance Remaining
=====	=====	=====	=====
1st installment	11/5/2019	\$5362.5	\$5362.5
2nd installment	12/5/2019	\$5362.5	\$0

To expedite clarity on any questions, concerns, or issues that may arise regarding payments; please list the information requested below for any/all parties that may be involved in the payment process.

Department

Name

Title

Phone/Ext.

Email

Article 5: Personnel to Be Provided

Client's Representative, hereinafter referred to as the Coordinator, shall be present at each of the program days. The Coordinator shall be **Mariflorence Hudson** or such person or persons as may be designated by the Client.

Vendor must have phone contact regarding final logistics with Coordinator no later than 28 days prior to first scheduled program day. Vendor reserves the right to cancel if Coordinator or alternate Client Representative cannot be reached, subject to the termination section below.

If Coordinator is not a school counselor, Client must also provide a counselor who will attend the entire program day(s) and coordinate any necessary follow-up support for youth participants.

In addition, Client must provide a minimum of one adult for every four (4) youth participants (e.g. 100 youth, 25 adults). If Client is unable to provide a 1 to 4 ratio of adults to student participants, the Client must reduce the number of student participants to meet the required ratio. Vendor reserves the right to cancel the program at

the Client's expense if these conditions are not met.

The Coordinator will:

- A. Use the Challenge Day Coordinator's Handbook and other program materials, provided by Vendor to Client, as guides for coordinating participation and logistics for the program day(s).
- B. Act as primary contact with the Challenge Day office regarding all logistics for program day(s).
- C. Attend a phone meeting with Challenge Day Client Manager named below five (5) to six (6) weeks prior to first program day. The purpose of this meeting is to review the Challenge Day Coordinator's Handbook and all arrangements and logistics.
- D. Maintain weekly e-mail and/or phone contact with the Challenge Day Client Manager from six (6) weeks prior to first program day to one (1) week after the last program day.
- E. Take responsibility for ensuring that all personnel, facilities, tools and equipment are provided as written in this agreement and the Challenge Day Coordinator's Handbook.
- F. Be available to speak with Challenge Day staff the day prior to the first program day to review last-minute logistics.
- G. Attend each program day in its entirety and/or assign an alternate coordinator to attend each program day in its entirety. If an alternate coordinator is assigned, the alternate coordinator must agree to assume all coordinator responsibilities regarding event participants, logistics and personnel for that day.

Article 6: Facilities to Be Provided

CHALLENGE DAY: All work hereunder shall be performed on Client's premises or at sites designated by Client. Client to secure a private enclosed room large enough for the activities of the participants, including Adult Participants (50 x 50' minimum; 20' ceiling height). Private room is defined as one which will be free of interruptions for the duration of the program, where loud sounds such as cheering will not disturb occupants in adjoining rooms, any windows at or below eye level have been covered, and participants must be able to eat lunch in the same site of the program. Site must be confirmed three (3) weeks prior to the event(s).

Article 7: Changes

Client may, during the term of this agreement, request additions to the services furnished by the Vendor. Client reserves the right to cancel any scheduled services consistent with the terms of Cancellation and Termination article. Vendor shall not be obligated to make changes without its written acknowledgment of acceptance of such changes.

Article 8: Cancellation And Termination

- A. If Client schedules program days with Vendor and cancels ninety one (91) days or more prior to the scheduled date of program, no fee is due.
- B. If Client schedules program days with the Vendor and cancels sixty one (61) to ninety (90) days prior to the scheduled date of the program then Client will pay Vendor 1st installments for the days cancelled, plus any travel costs or fees incurred by the Vendor on behalf of the Client.
- C. If Client schedules program days with the Vendor and cancels sixty (60) days prior to the scheduled date of the program then Client will pay Vendor all installments for the days cancelled, plus any travel costs or fees incurred by the Vendor on behalf of the Client.
- D. Vendor must have phone contact regarding final logistics with Client's representative no later than 28 days prior to the first scheduled program day. Vendor reserves the right to cancel if Client cannot be reached, subject to Cancellation and Termination clauses B and C.
- E. If program days are canceled due to weather outside of listed items in Force Majeure Article, Client will pay Vendor any travel costs or fees incurred by the Vendor on behalf of the Client for the dates listed in **Addendum A**. If openings exist, program days may be rescheduled to a date or dates within one (1) calendar year from the original date(s). If the

event is to be rescheduled Client will pay Vendor additional travel costs incurred for rescheduled event.

- F. Client may terminate this agreement at any time subject to the provisions of cancellation indicated above in clauses A through E.

Article 9: Choice of Law

The laws of the State of California shall govern this agreement and all transactions under it. Vendor agrees to submit to the jurisdiction of any court wherein an action is commenced against Client based on a claim for which Vendor has agreed to indemnify Client under this Agreement.

Article 10: Entire Agreement

The provisions of this agreement supersede all contemporaneous oral agreements and all prior oral and written communications (including the School Coordinator Program Packet) and understanding of the parties with respect to the subject matter of this Agreement. This agreement is the entire agreement between the parties.

Article 11: Force Majeure

Neither party shall be held responsible for any delay or failure in performance of any part of this Agreement to the extent such delay or failure is caused by fire, flood, strike, civil, governmental or military authority, or other similar causes beyond the control and without the fault or negligence of the delayed or non performing party or its subcontractors.

Article 12: Insurance

Vendor shall maintain in full force and effect, at its cost and expense, liability insurance in the aggregate amount of \$1,000,000.

Article 13: Disputes

Any controversy, dispute or claim arising out of or relating to the interpretation of this Agreement shall be subject to a thirty (30) day negotiation period between the parties in which key business people for the parties will, in good faith, attempt to resolve the matter.

Article 14: Mediation and Arbitration

If a dispute arises out of or relates to this Agreement, or its breach, and the parties have not been successful in resolving such dispute through negotiation, the parties agree to attempt to resolve the dispute through mediation by submitting the dispute to a sole mediator selected by the parties or, at any time at the option of either party, to mediation by the American Arbitration Association ("AAA"). If not thus resolved, it shall be referred to a sole arbitrator selected by the parties within thirty (30) days of the mediation or, in absence of such election, to final and binding arbitration by a sole arbitrator under the AAA Arbitration Rules ("Rules") in effect on the date of this Agreement. The mediation and arbitration, including arguments and briefs, shall be in the English language in the State of California, United States of America. The arbitrator may not limit, expand or otherwise modify the terms of this Agreement or award exemplary or punitive damages or attorney's fees. The arbitrator shall apply the substantive law of the State of California. The award shall be in United States dollars. Judgment upon the award rendered in the arbitration may be entered in any court having jurisdiction thereof. Each party shall bear its own expenses (including attorney's fees) and an equal share of the expense of the mediator and arbitrator and the fees of the AAA. The parties and their representatives, other participants and the mediator and arbitrator shall hold the existence, content and result of the mediation and arbitration in confidence. Nothing in this clause shall be construed to preclude any party from seeking injunctive relief in order to protect its rights pending mediation or arbitration. A request by a party to a court for such injunctive relief shall not be deemed a waiver of the obligation to mediate or

arbitrate.

Article 15: Tools and Equipment

Unless otherwise specifically provided for in this agreement, Vendor shall provide all tools and equipment ("equipment") for performance of this Agreement. Should the Vendor actually use any equipment owned or rented by Client, Vendor accepts the equipment "as is" and the Vendor shall have the risk of damage to such equipment as long as damage is sustained as a result of Vendor's actions. Vendor agrees not to remove the equipment from Client's premises, and to use equipment only for the services covered under this agreement. In addition to one chair per participant (chairs must be lightweight and without arms), Client must provide the equipment and supplies specified in the Challenge Day Coordinator's Handbook.

Article 16: Timely Performance

If Vendor has knowledge that anything prevents or threatens to prevent the timely performance of the Services under this Agreement, Vendor shall immediately notify Client thereof and include all relevant information concerning the delay or potential delay.

Article 17: Title to Media / License to Use

Receipt of materials supplied under this agreement represents acceptance of a license to use such materials for "in house" activities sponsored by Client solely for the benefit of Client's employees and students. Such rights are restricted to use by those employees who participate in the program to which the materials are related. License to use any documents and other tangible media of expression ("Training Media") furnished hereunder by Vendor to Client shall pass to Client on full payment of invoice for the services associated with such media. Client expressly agrees that it does not have the right to reproduce or sub-license such media.

Article 18: Ownership of Programs

Vendor's programs or related materials in any form including but not limited to written, video, audio or electronic reproductions, and shall obligate its employees, subcontractors and others working for it, to adhere to the same limitations, without written consent of Vendor. Client agrees to limit its use of programs and materials supplied by Vendor to "in house" activities sponsored by Client solely for the benefit of its employees and students.

Article 19: Right to Use Ideas

The ideas presented in the Vendor's programs may be used by Client and its employees, subcontractors and others working for Client without restriction. However, due to the nature of the exercises, which are protected under Federal copyright law, specific exercises, such as the Power Shuffle, may not be reproduced in any format.

Article 20: No Result or Benefit

The Vendor promises only to deliver the program and does not warrant or promise any result or benefit to Client or those participating.

Article 21: Representations

Vendor represents to Client that the services rendered by the Vendor will be performed in a manner consistent with highest professional standards in its field.

Article 22: Indemnity

- A. The Client shall indemnify and save harmless the Vendor, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly and whether by statute or otherwise, out of any act or omission of the Client, its employee and agencies in the performance by the Client of this Agreement.
- B. The Vendor shall indemnify and save harmless the Client, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly and whether by statute or otherwise, out of any act or omission of the Vendor, its employees and agencies in the performance by the Vendor of this Agreement.
- C. The above indemnifications shall survive the termination of this Agreement.

Article 23: NonWaiver

No agreement or failure of either party to strictly enforce any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition.

Article 24: Severability

If any portions of the provisions of this Agreement shall be invalid or unenforceable, such invalidity or unenforceability shall not invalidate or render unenforceable the entire Agreement, but rather the entire Agreement shall be construed as if not containing the particular invalid or unenforceable provisions or provision, and the rights and obligations of the Vendor and Client shall be construed and enforced accordingly.

Article 25: Program Requirements

Below you will find a list of logistical items you and your planning team must attend to as you prepare for your school's Program(s). These are non-negotiable items and agreements that must be met to ensure the success of your event. Please review this list carefully.

CHALLENGE DAY:

- A designated coordinator must supply their contact information, complete a coaching call no later than 6 weeks prior to their event, and carry out the requirements detailed in the Challenge Day Coordinator's Handbook.
- A counselor must participate and be present for the duration of the Challenge Day program.
- Number of student participants must meet the minimum requirement of 40 students, and may not exceed 100 students per program day.
- The school must maintain a 4:1 student to adult ratio for their Challenge Day program.
- The school staff will be informed about the Challenge Day program and briefed on the expectations for their involvement.
- The Challenge Day program requires at least 5 hours of uninterrupted program time.
- The event location must be a 50x50 space that can safely accommodate up to 125 program participants.
- The space will be set up per specifications in the Coordinator's Handbook the night prior to the event, or in the morning before the facilitators arrive.

Article 26: Notices

Any notice or demand which under the terms of this Agreement or under any statute must or may be given or made by Vendor or Client shall be in writing and shall be given or made by confirmed facsimile, or similar communication, or by certified mail, registered mail, or courier service addressed to the respective parties as follows:

For Albany Unified School District:

Carrie Nerheim
1051 Monroe Street
Albany, CA 94706

For Challenge Day:

Liu Su'a-Falevai
Challenge Day
2520 Stanwell Drive, Ste 160
Concord, CA 94520
Fax: 925-969-0256

The effective dates of such notice shall be (1) upon evidence of successful facsimile transmission, or (2) five days following the date mailed for certified or registered letters and two days following the date mailed for overnight letters (courier service), or (3) when delivered, if in person. The above addresses may be changed at any time by giving written notice as provided above.

Article 27: Signatures

By signing below, I agree to the articles of this Agreement and agree to provide support, personnel, facilities, tools and equipment as written above. I attest that I am authorized to make agreements on behalf of Albany High School:

Authorized Signature Name: _____

Signature: _____

Date: _____

By signing below, I attest that I have read and agree to perform the responsibilities of Coordinator, as written above:

Coordinator Name: Mariflorence Hudson

Title: _____

Signature: _____

Date: _____

For Challenge Day:

Booking Manager Name: Liu Su'a-Falevai

Signature: _____

Date: _____

Special Terms

Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs



2520 Stanwell Drive, #160
Concord, CA 94520
Phone 925-957-0234

Program Invoice

INVOICE NUMBER	15512
BOOKING DATE	5/28/2019

Program Funded By:	
Albany Unified School District Attn: Carrie Nerheim 1200 Solano Ave. Albany, CA 94706	
Purchase Order #	

Program Location:	
Albany High School	
Program Date	2/3/2020

Events	Program Description	Program Fees	Fees Due By	Total
3	First Installment - 50% of Challenge Day's program fee to be paid 90 days before the program date	1,837.50	11/5/19	5,512.50
3	Second Installment - 50% Remaining balance of Challenge Day's program fee to be paid 60 days before the program date	1,837.50	12/5/19	5,512.50
3	This invoice reflects Program discount of \$100 per day applicable to the final installment. (\$100 discount applied per day to honor our 2018-2019 pricing for booking before July 1st, 2019. If a client changes their Challenge Day dates for any reason the discount will no longer applies.)	-100.00		-300.00
	For Challenge Days to be held at Albany High School on February 3rd, 4th, & 5th, 2020			
	Travel expenses will be invoiced when incurred	0.00		0.00

PLEASE NOTE WE CAN ONLY ACCEPT PAYMENT IN US CURRENCY. PLEASE INCLUDE YOUR INVOICE # WITH YOUR PAYMENT. WE NO LONGER ACCEPT CREDIT CARD PAYMENTS.

**PLEASE REMIT PAYMENTS TO:
CHALLENGE DAY
2520 STANWELL DRIVE, SUITE 160
CONCORD, CA 94520**

Total \$10,725.00

FED TAX ID # 94-3386810 IRS APPROVED 501(c)(3) TAX EXEMPT CORPORATION

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: INDEPENDENT CONTRACTOR AGREEMENT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND JOANNE WILE FOR MENTAL HEALTH AND GRANT PROGRAMS COORDINATION AND OVERSIGHT

PREPARED BY: CARRIE NERHEIM, DIRECTOR, STUDENT SERVICES

TYPE OF ITEM: CONSENT

PURPOSE: For the Board to approve the Independent Contract Agreement Between Albany Unified School District and Joanne Wile for Mental Health and Grant Programs Coordination and Oversight.

BACKGROUND INFORMATION:

The District maintains a robust mental health program with services provided at all grade levels K-12. In order to provide administrative and clinical oversight of the program, the District must retain an appropriately licensed individual to perform this work. Joanne Wile has performed this service for the last eight years.

DETAILS:

Coordinator responsibilities include, but are not limited to: development of recommended policies and procedures, recruitment and supervision of interns and supervisors, completion of required documentation, and collaboration with outside agencies and resources. Additionally, it is expected that the City of Berkeley will approve an extension to the Mental Health Services Act that funds the Albany Trauma Project at Albany High School. As a result of this ongoing grant funding, the mental health coordinator will also be responsible for oversight of the the Albany Trauma Project and the completion required documentation and reporting.

This contract will be effective August 1, 2019 through June 30, 2020.

FINANCIAL INFORMATION: The total cost of the contract is \$17,000.

- \$11,000 (parcel tax receipts);
- \$6,000 (City of Berkeley Mental Health Services Act).

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: APPROVE INDEPENDENT CONTRACTOR AGREEMENT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND JOANNE WILE FOR MENTAL HEALTH AND GRANT PROGRAMS COORDINATION AND OVERSIGHT.

August 1, 2019 and complete performance no later than **June 30, 2020**.

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

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

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Seventeen Thousand dollars (\$1700.00)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions:
 - a. Such compensation shall be based on:
 - ☐ An hourly rate of _____ for a total amount of _____ hours.
 - ☐ A daily rate of \$ _____ for a total amount of _____ days.
 - ☒ **A monthly rate of \$1,000 for the district mental health oversight (not to exceed \$11,000; and \$500 per month for the Trauma Grant coordinator (not to exceed \$6,000), pending grant funding received and approved by the Board.**

 - b. Payment method shall be:
 - ☐ **Upon Completion**
 - ☐ Date of Service
 - ☒ **Other (Specify): Monthly Invoices will be submitted.**

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, 819 Bancroft Way, Berkeley, CA 94710.

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.

7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.

8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be

amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.

10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:

Joanne Wile

[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: **Joanne Wile**

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

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

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.
15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render

unenforceable any other provision of this Agreement.

18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

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

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
 Name: Carrie Nerheim
 Title: Director, Student Services

Address for District Notices:

Albany Unified School District
 819 Bancroft Avenue
 Berkeley, CA 94710

Date of Board Approval: _____

CONTRACTOR:

Joanne Wile

Tax Identification Number:
 (confidential)

By: _____
 Name: Joanne Wile
 Title: Mental Health Coordinator

Address for Contractor Notices:

906 Carmel Avenue
 Albany, CA 94706

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

**ITEM: APPOINTMENT OF REPRESENTATIVES TO THE CALIFORNIA
INTERSCHOLASTIC FEDERATION NORTH COAST SECTION**

PREPARED BY: CARRIE NERHEIM, DIRECTOR, STUDENT SERVICES

TYPE OF ITEM: CONSENT

PURPOSE: For the Board to approve the appointment of the Albany Unified School District representatives to the California Interscholastic Federation (CIF) California North Coast Section.

BACKGROUND INFORMATION: The California Interscholastic Federation (CIF) is requesting the names of the representatives to the CIF North Coast Section. California Education Code 33353 requires that boards of education designate their representatives to the CIF leagues by June 30, 2019. The Athletic Director for Albany High School, Astrid Juengling, will serve as the CIF representative, along with Alexia Ritchie, Principal for Albany High School; Larry Pratt, Assistant Principal; and Darren McNally, Alternative Education Coordinator, for the 2019-2020 school year.

DETAILS: This information is given annually.

FINANCIAL INFORMATION: NONE

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: Approve the appointment of the representatives to the California Interscholastic Federation North Coast Section.

2019-2020 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2019.**

Albany Unified School District/Governing Board at its June 11, 2019 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2019-2020 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Albany High School

NAME OF REPRESENTATIVE ALEXIA RITCHIE POSITION Principal
ADDRESS 603 KEY ROUTE BOULEVARD CITY ALBANY ZIP 94706
PHONE 510-558-2500 FAX 510-559-6584 E-MAIL aritchie@ausdk12.org

NAME OF SCHOOL ALBANY HIGH SCHOOL

NAME OF REPRESENTATIVE ASTRID JUVENGLING POSITION ATHLETIC DIRECTOR
ADDRESS 603 KEY ROUTE BOULEVARD CITY ALBANY ZIP 94706
PHONE 510-558-2500 FAX 510-559-6584 E-MAIL ajuvengling@ausdk12.org

NAME OF SCHOOL ALBANY HIGH SCHOOL

NAME OF REPRESENTATIVE LARRY PRATT POSITION ASSISTANT PRINCIPAL
ADDRESS 603 KEY ROUTE BOULEVARD CITY ALBANY ZIP 94706
PHONE 510-558-2500 FAX 510-559-6584 E-MAIL lpratt@ausdk12.org

NAME OF SCHOOL ALBANY HIGH SCHOOL

NAME OF REPRESENTATIVE DARREN MCNALLY POSITION ALTERNATE EDUCATION
ADDRESS 603 KEY ROUTE BOULEVARD CITY ALBANY ZIP 94706
PHONE 510-558-2500 FAX 510-559-6584 E-MAIL dmcnally@ausdk12.org

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Valerie Williams Signature

Address 819 Bancroft Way City Berkeley Zip 94710

Phone 510-558-3750 Fax 510-559-6560

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: INDEPENDENT CONTRACTOR AGREEMENT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND DR. MATTHEW LODEWICK FOR EPINEPHRINE STANDING ORDER PROTOCOL

PREPARED BY: CARRIE NERHEIM, DIRECTOR, STUDENT SERVICES

TYPE OF ITEM: CONSENT

PURPOSE: For the Board to approve the Independent Contractor Agreement Between Albany Unified School District and Dr. Matthew Lodewick.

BACKGROUND INFORMATION: In accordance with Albany Unified School District (AUSD) Administrative Regulation 5141.21 (Administering Medication And Monitoring Health Conditions), the District is required to provide epinephrine auto-injectors to every school in the District. Epinephrine auto-injectors are indicated in the emergency treatment of type 1 allergic reactions, including anaphylaxis, to allergens, idiopathic and exercise-induced anaphylaxis, and for students with a history of increased risk of anaphylactic reactions

DETAILS: AUSD will contract with Dr. Matthew Lodewick, Allergy and Asthma Group of the Bay Area, Inc, to receive a prescription for 6 (six) of the 2-pack EpiPen auto-injectors with a 0.3mg strength, and 5 (five) of the 2-pack EpiPen auto-injectors with a 0.15mg strength. This is a standard contract that is renewed annually. This contract will commence on July 1, 2019 and end on June 12, 2020.

FINANCIAL INFORMATION: In accordance with AUSD Administrative Regulation 5141.21 (Administering Medication And Monitoring Health Conditions), a school may accept gifts, grants, and donations from any source for the support of the school in carrying of the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414). As such, there is no cost to the District for the epinephrine auto-injectors.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: Assess and Increase Academic Success. Goal: We will provide a comprehensive

educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.



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



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

RECOMMENDATION: Approve the Independent Contractor Agreement Between Albany Unified School District and Dr. Matthew Lodewick for the Epinephrine standing order protocol.

ALBANY UNIFIED SCHOOL DISTRICT INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This agreement is hereby entered into this **11th day of June, 2019**, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Dr. Matthew Lodewick

CONTRACTOR

3010 Colby Street Suite 221

MAILING ADDRESS

Berkeley	CA	74705
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"):

Provide and Epinephrine standing order protocol - prescription for 6 (six) of the 2-pack EpiPen Auto-injectors with 0.3mg strength, and five (5) of the 2-pack EpiPen Auto-injectors with 0.15mg strength.

2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.

3. Term. CONTRACTOR shall:

☐ Provide services under this AGREEMENT on the following specific dates _____, _____, _____, _____, _____, _____, _____, and complete performance no later than _____;

OR

☒ Commence providing services under this AGREEMENT on:

July 1, 2019 and complete performance no later than June 14, 2020.

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work

performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

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

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **(\$0.00)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions:
 - a. Such compensation shall be based on:
 - ☐ An hourly rate of _____ for a total amount of _____ hours.
 - ☐ A daily rate of \$ _____ for a total amount of _____ days.
 - ☐ Total amount of \$ _____.
 - b. Payment method shall be:
 - ☐ **Upon Completion**
 - ☐ Date of Service
 - ☒ **Other (Specify): NO PAYMENT. There is no cost to the district.**

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, 819 Bancroft Way, Berkeley, CA 94710.

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 or the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable

satisfaction.

7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.
10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.

11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☒ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☐ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:

[Attach and sign additional pages, as needed.]

☐ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

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

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

☐ Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

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

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

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

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.
15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in

employment or operation of its programs.

21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

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

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
 Name: Carrie Nerheim
 Title: Director Student Services

CONTRACTOR:

Dr. Matthew Lodewick

Tax Identification Number:
 (confidential)

By: _____
 Name: Dr. Matthew Lodewick
 Title: Physician

Address for District Notices:

Albany Unified School District
1200 Solano Avenue
Albany, CA 94706

Address for Contractor Notices:

3010 Colby Street
Berkeley, CA 94705

Date of Board Approval: _____

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP
Regular Meeting of June 11, 2019**

ITEM: **MEASURE LL PARCEL TAX RATE INCREASE FOR 2019/20**

PREPARED BY: **JACKIE KIM, CHIEF BUSINESS OFFICIAL**

TYPE OF ITEM: **CONSENT**

PURPOSE: To review and approve the annual increase to the Measure LL Parcel Tax Rate based on the Consumer Price Index for the San Francisco area.

BACKGROUND INFORMATION: Measure LL includes ballot language to account for inflation on the cost of delivering student programs and services supported by the parcel tax. Measure LL states “the tax rate shall be adjusted annually as the Board of Education shall determine, commencing July 1, 2016, by no more than the average of the reported monthly or other periodic percentage changes in the Consumer Price Index-All Urban Consumers, San Francisco-Oakland-San Jose area (Series CUURA422SA0) over the prior twelve months, as of April 1 of each year, as published by the U.S. Bureau of Labor Statistics, rounded to the nearest dollar.”.

DETAILS: Attached is information from the Bureau of Labor Statistics that reflects the average bimonthly percentage changes for an annual increase of 4.0149% for the period of May 2018 through April 2019.

Measure LL

Current Rates:	\$306
Annual 2019 CPI increase:	4.0149% $((294,801-283,422) \div 283,422)$
Rate as of July 1, 2019:	\$318

KEY QUESTIONS/ANSWERS:

Q: Does the rate increase allow more programs to be paid by Measure LL?

A: No, the rate increase is utilized by increased program costs currently supported by Measure LL. For example, staffing costs rise each year based on step-and-column, pension, and benefit cost increases. In fact, general purpose funds (i.e. LCFF) will be used to support the same level of Measure LL programs since the rate of increased costs exceeds the rate of increased revenue sources.

FINANCIAL INFORMATION:

The rate change will generate an approximate revenue increase of \$36K for Measure LL.

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.



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 annual increase to the Measure LL Parcel Tax Rate based on the Consumer Price Index for the San Francisco area.

NEWS RELEASE

BUREAU OF LABOR STATISTICS

U. S. D E P A R T M E N T O F L A B O R



For Release: Thursday, May 10, 2018

18-759-SAN

WESTERN INFORMATION OFFICE: San Francisco, Calif.

Technical information: (415) 625-2270 BLSinfoSF@bls.gov www.bls.gov/regions/west

Media contact: (415) 625-2270

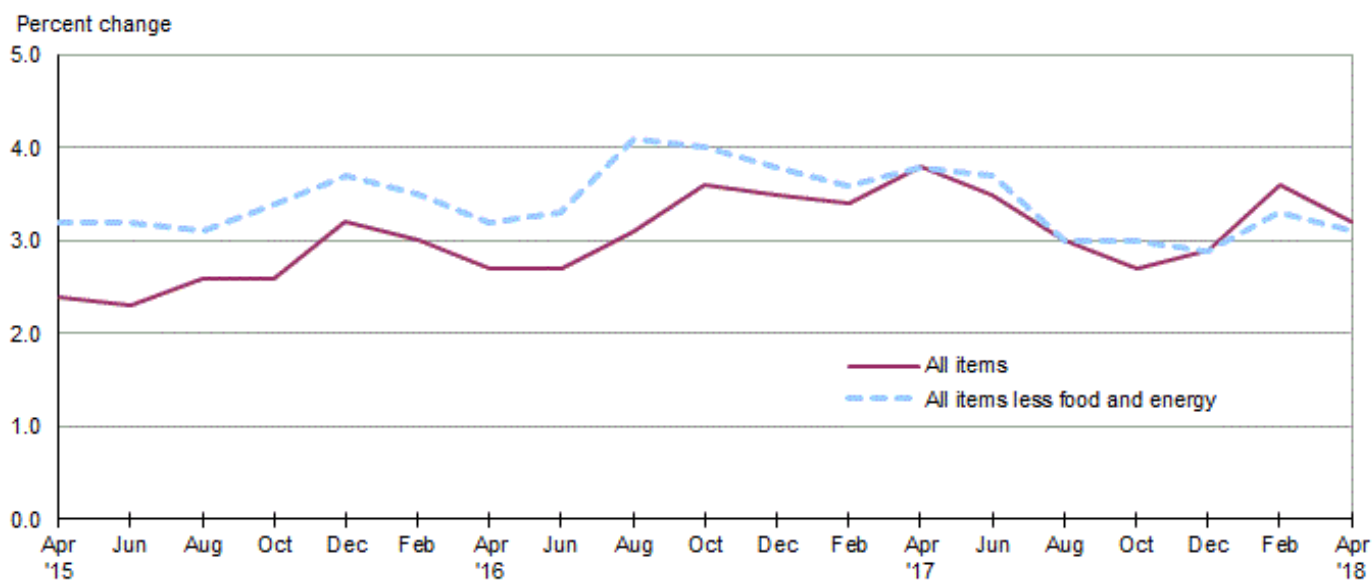
Consumer Price Index, San Francisco Area — April 2018

Area prices were up 0.8 percent over the past two months, up 3.2 percent from a year ago

Prices in the San Francisco area, as measured by the Consumer Price Index for All Urban Consumers (CPI-U), rose 0.8 percent for the two months ending in April 2018, the U.S. Bureau of Labor Statistics reported today. (See [table A.](#)) Assistant Commissioner for Regional Operations Richard Holden noted that the April increase was influenced by higher prices for shelter and gasoline. (Data in this report are not seasonally adjusted. Accordingly, month-to-month changes may reflect seasonal influences.)

Over the last 12 months, the CPI-U increased 3.2 percent. (See [chart 1](#) and [table A.](#)) Energy prices rose 9.8 percent, largely the result of an increase in the price of gasoline. The index for all items less food and energy advanced 3.1 percent over the year. (See [table 1.](#))

Chart 1. Over-the-year percent change in CPI-U, San Francisco, April 2015–April 2018



Source: U.S. Bureau of Labor Statistics.

Food

Food prices increased 0.3 percent for the two months ending in April. (See [table 1.](#)) Prices for food away from home advanced 0.9 percent, but prices for food at home declined 0.4 percent for the same period.

Over the year, food prices rose 1.7 percent. Prices for food away from home moved up 3.8 percent since a year ago, but prices for food at home moved down 0.4 percent.

Energy

The energy index increased 5.3 percent for the two months ending in April. The increase was mainly due to higher prices for gasoline (6.4 percent). Prices for natural gas service jumped 13.5 percent, and prices for electricity rose 0.2 percent for the same period.

Energy prices rose 9.8 percent over the year, largely due to higher prices for gasoline (18.1 percent). Prices paid for electricity rose 0.4 percent, but prices for natural gas service declined 1.0 percent during the past year.

All items less food and energy

The index for all items less food and energy increased 0.6 percent in the latest two-month period. Higher prices for household furnishings and operations (2.9 percent), other goods and services (1.2 percent), and shelter (0.5 percent) were partially offset by lower prices for recreation (-0.6 percent) and education and communication (-0.1 percent).

Over the year, the index for all items less food and energy advanced 3.1 percent. Components contributing to the increase included shelter (3.8 percent) and household furnishings and operations (3.7 percent). Partly offsetting the increases was a price decline in apparel (-5.4 percent).

Table A. San Francisco-Oakland-San Jose CPI-U bi-monthly and annual percent changes (not seasonally adjusted)

Month	2013		2014		2015		2016		2017		2018	
	Bi-monthly	Annual	Bi-monthly	Annual	Bi-monthly	Annual	Bi-monthly	Annual	Bi-monthly	Annual	Bi-monthly	Annual
February	1.3	2.4	1.2	2.4	1.0	2.5	0.9	3.0	0.8	3.4	1.4	3.6
April	0.8	2.4	1.2	2.8	1.1	2.4	0.7	2.7	1.1	3.8	0.8	3.2
June	0.5	2.6	0.7	3.0	0.6	2.3	0.6	2.7	0.3	3.5		
August	0.1	2.0	0.0	3.0	0.3	2.6	0.7	3.1	0.2	3.0		
October	0.2	1.6	0.5	3.2	0.4	2.6	0.9	3.6	0.6	2.7		
December	-0.4	2.6	-0.9	2.7	-0.3	3.2	-0.3	3.5	-0.1	2.9		

The June 2018 Consumer Price Index for the San Francisco-Oakland-Hayward is scheduled to be released on July 12, 2018.

Consumer Price Index Geographic Revision for 2018

In January 2018, BLS introduced a new geographic area sample for the Consumer Price Index (CPI). As part of the new sample, the index for this area was renamed. Additional information on the geographic revision is available at: www.bls.gov/cpi/georevision2018.htm.

Technical Note

The Consumer Price Index (CPI) is a measure of the average change in prices over time in a fixed market basket of goods and services. The Bureau of Labor Statistics publishes CPIs for two population groups: (1) a CPI for All Urban Consumers (CPI-U) which covers approximately 94 percent of the total population and (2) a CPI for Urban Wage Earners and Clerical Workers (CPI-W) which covers 28 percent of the total

population. The CPI-U includes, in addition to wage earners and clerical workers, groups such as professional, managerial, and technical workers, the self-employed, short-term workers, the unemployed, and retirees and others not in the labor force.

The CPI is based on prices of food, clothing, shelter, and fuels, transportation fares, charges for doctors' and dentists' services, drugs, and the other goods and services that people buy for day-to-day living. Each month, prices are collected in 75 urban areas across the country from about 5,000 housing units and approximately 22,000 retail establishments--department stores, supermarkets, hospitals, filling stations, and other types of stores and service establishments. All taxes directly associated with the purchase and use of items are included in the index.

The index measures price changes from a designated reference date (1982-84) that equals 100.0. An increase of 16.5 percent, for example, is shown as 116.5. This change can also be expressed in dollars as follows: the price of a base period "market basket" of goods and services in the CPI has risen from \$10 in 1982-84 to \$11.65. For further details see the CPI home page on the Internet at www.bls.gov/cpi and the BLS Handbook of Methods, Chapter 17, The Consumer Price Index, available on the Internet at www.bls.gov/opub/hom/homch17_a.htm.

In calculating the index, price changes for the various items in each location are averaged together with weights that represent their importance in the spending of the appropriate population group. Local data are then combined to obtain a U.S. city average. Because the sample size of a local area is smaller, the local area index is subject to substantially more sampling and other measurement error than the national index. In addition, local indexes are not adjusted for seasonal influences. As a result, local area indexes show greater volatility than the national index, although their long-term trends are quite similar. **NOTE: Area indexes do not measure differences in the level of prices between cities; they only measure the average change in prices for each area since the base period.**

The San Francisco-Oakland-Hayward, CA. metropolitan area covered in this release is comprised of Alameda, Contra Costa, Marin, San Francisco, San Mateo Counties in the State of California.

Information in this release will be made available to sensory impaired individuals upon request. Voice phone: (202) 691-5200; Federal Relay Service: (800) 877-8339.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods San Francisco-Oakland-Hayward, CA (1982-84=100 unless otherwise noted)

Item and Group	Indexes			Percent change from-		
	Feb. 2018	Mar. 2018	Apr. 2018	Apr. 2017	Feb. 2018	Mar. 2018
Expenditure category						
All items.....	281.308	-	283.422	3.2	0.8	-
All items (1967=100)	864.818	-	871.318	-	-	-
Food and beverages	273.794	-	275.824	2.3	0.7	-
Food	273.196	-	274.054	1.7	0.3	-
Food at home	252.155	250.615	251.268	-0.4	-0.4	0.3
Cereals and bakery products	257.289	-	259.232	-	0.8	-
Meats, poultry, fish, and eggs.....	248.194	-	251.222	-	1.2	-
Dairy and related products	266.693	-	263.292	-	-1.3	-
Fruits and vegetables.....	332.725	-	327.194	-	-1.7	-
Nonalcoholic beverages and beverage materials(1)	206.068	-	201.298	-	-2.3	-
Other food at home	220.581	-	220.387	-	-0.1	-
Food away from home.....	298.714	-	301.409	3.8	0.9	-
Food away from home.....	298.714	-	301.409	3.8	0.9	-
Alcoholic beverages	286.864	-	298.802	7.9	4.2	-
Housing	331.779	-	334.450	3.6	0.8	-
Shelter	379.330	381.872	381.346	3.8	0.5	-0.1
Rent of primary residence(2).....	430.929	436.318	437.317	5.7	1.5	0.2
Owners' equiv. rent of residences(2)(3).....	408.860	409.935	409.806	3.2	0.2	0.0
Owners' equiv. rent of primary residence(1)(2)	408.860	409.935	409.806	3.2	0.2	0.0
Fuels and utilities.....	389.461	-	398.564	1.4	2.3	-
Household energy	339.487	343.433	351.500	-0.5	3.5	2.3
Energy services(2)	340.466	344.294	352.377	-0.7	3.5	2.3
Electricity(2).....	362.520	375.081	363.126	0.4	0.2	-3.2
Utility (piped) gas service(2).....	281.249	264.655	319.210	-1.0	13.5	20.6
Household furnishings and operations.....	135.132	-	139.086	3.7	2.9	-
Apparel	113.616	-	113.888	-5.4	0.2	-
Transportation	200.283	-	203.714	6.4	1.7	-
Private transportation	192.922	-	197.556	8.5	2.4	-
New and used motor vehicles(4).....	96.158	-	96.712	-	0.6	-
New vehicles(1).....	160.274	-	160.814	-	0.3	-
Used cars and trucks(1)	250.728	-	253.391	-	1.1	-
Motor fuel	248.958	254.538	264.816	18.1	6.4	4.0
Gasoline (all types).....	247.991	253.615	263.890	18.1	6.4	4.1
Gasoline, unleaded regular(4).....	248.183	253.839	264.259	18.3	6.5	4.1
Gasoline, unleaded midgrade(4) (5).....	231.380	235.458	243.744	17.4	5.3	3.5
Gasoline, unleaded premium(4)....	234.614	240.022	249.261	17.3	6.2	3.8
Motor vehicle insurance(1).....	497.755	-	505.695	-	1.6	-
Medical care	500.434	-	504.092	2.6	0.7	-
Recreation(6).....	115.910	-	115.162	1.8	-0.6	-
Education and communication(6).....	142.944	-	142.854	2.3	-0.1	-
Tuition, other school fees, and child care(1)	1,650.322	-	1,660.883	-	0.6	-
Other goods and services	473.197	-	478.861	3.1	1.2	-
Commodity and service group						
All items.....	281.308	-	283.422	3.2	0.8	-
Commodities	187.162	-	189.611	2.4	1.3	-
Commodities less food & beverages.....	140.463	-	143.038	2.6	1.8	-
Nondurables less food & beverages	186.016	-	189.042	3.9	1.6	-
Durables	96.637	-	98.746	0.5	2.2	-

Note: See footnotes at end of table.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods San Francisco-Oakland-Hayward, CA (1982-84=100 unless otherwise noted) - Continued

Item and Group	Indexes			Percent change from-		
	Feb. 2018	Mar. 2018	Apr. 2018	Apr. 2017	Feb. 2018	Mar. 2018
Services.....	359.709	-	361.570	3.5	0.5	-
Special aggregate indexes						
All items less medical care	272.358	-	274.409	3.3	0.8	-
All items less shelter.....	240.742	-	242.950	2.7	0.9	-
Commodities less food	146.549	-	149.553	3.0	2.0	-
Nondurables	231.165	-	233.707	2.9	1.1	-
Nondurables less food.....	193.403	-	197.238	4.3	2.0	-
Services less rent of shelter(3).....	350.606	-	352.323	3.1	0.5	-
Services less medical care services.....	351.196	-	352.848	3.6	0.5	-
Energy	286.809	292.062	301.993	9.8	5.3	3.4
All items less energy	284.453	-	285.968	2.9	0.5	-
All items less food and energy	287.009	-	288.633	3.1	0.6	-

Footnotes

(1) Indexes on a December 1977=100 base.

(2) This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

(3) Indexes on a December 1982=100 base.

(4) Special index based on a substantially smaller sample.

(5) Indexes on a December 1993=100 base.

(6) Indexes on a December 1997=100 base.

- Data not available

NOTE: Index applies to a month as a whole, not to any specific date.

NEWS RELEASE

BUREAU OF LABOR STATISTICS

U. S. D E P A R T M E N T O F L A B O R



For Release: Friday, May 10, 2019

19-804-SAN

WESTERN INFORMATION OFFICE: San Francisco, Calif.

Technical information: (415) 625-2270 BLSinfoSF@bls.gov www.bls.gov/regions/west

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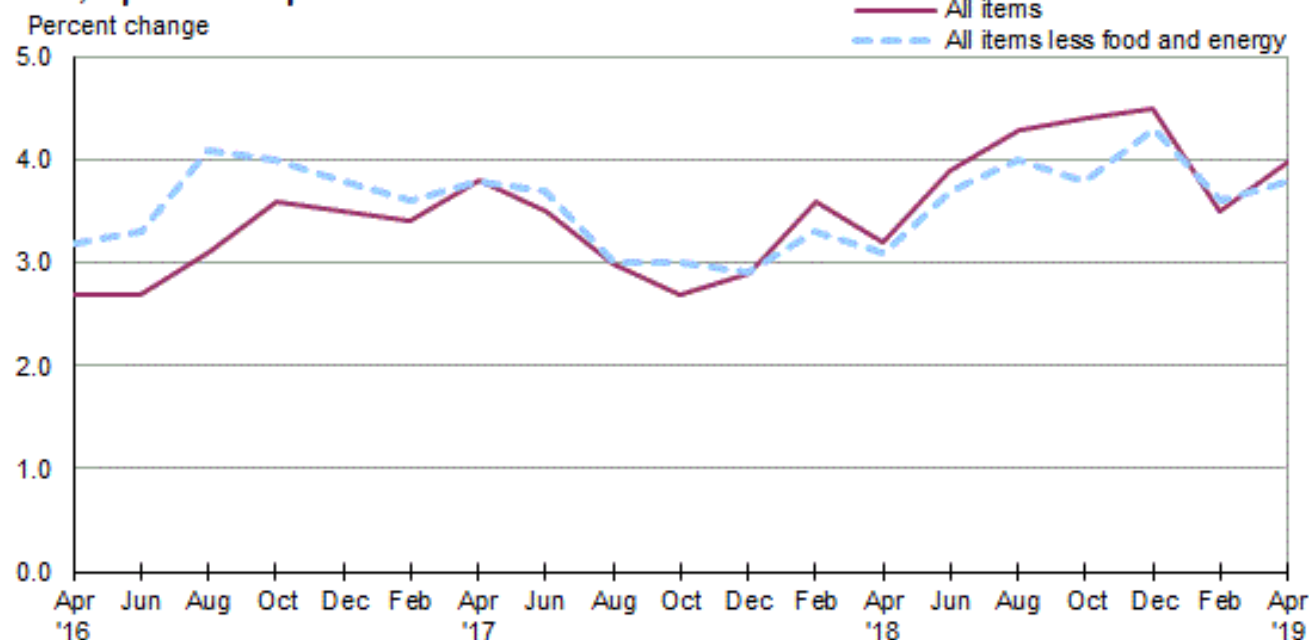
Consumer Price Index, San Francisco Area — April 2019

Area prices were up 1.2 percent over the past two months, up 4.0 percent from a year ago

Prices in the San Francisco area, as measured by the Consumer Price Index for All Urban Consumers (CPI-U), advanced 1.2 percent for the two months ending in April 2019, the U.S. Bureau of Labor Statistics reported today. (See [table A](#).) Assistant Commissioner for Regional Operations Richard Holden noted that the April increase was influenced by higher prices for gasoline and shelter. (Data in this report are not seasonally adjusted. Accordingly, month-to-month changes may reflect seasonal influences.)

Over the last 12 months, the CPI-U rose 4.0 percent. (See [chart 1](#) and [table A](#).) Energy prices increased 6.8 percent, largely the result of an increase in the price of gasoline. The index for all items less food and energy increased 3.8 percent over the year. (See [table 1](#).)

Chart 1. Over-the-year percent change in CPI-U, San Francisco-Oakland-Hayward, CA, April 2016–April 2019



Source: U.S. Bureau of Labor Statistics.

Food

Food prices advanced 0.7 percent for the two months ending in April. (See [table 1](#).) Prices for food away from home increased 1.8 percent, but prices for food at home decreased 0.6 percent for the same period.

Over the year, food prices advanced 4.3 percent. Prices for food away from home rose 7.6 percent since a year ago, and prices for food at home moved up 0.5 percent.

Energy

The energy index jumped 11.7 percent for the two months ending in April. The increase was mainly due to higher prices for gasoline (15.5 percent). Prices for natural gas service jumped 15.6 percent, and prices for electricity rose 2.5 percent for the same period.

Energy prices increased 6.8 percent over the year, largely due to higher prices for gasoline (9.6 percent). Prices paid for electricity increased 3.0 percent, and prices for natural gas service rose 0.6 percent during the past year.

All items less food and energy

The index for all items less food and energy increased 0.7 percent in the latest two-month period. Higher prices for medical care (3.4 percent), recreation (1.1 percent), and shelter (0.7 percent) were partially offset by lower prices for new vehicles (-3.7 percent) and education and communication (-0.5 percent).

Over the year, the index for all items less food and energy increased 3.8 percent. Components contributing to the increase included medical care (6.6 percent), education and communication (6.0 percent), and shelter (3.7 percent). Partly offsetting the increases was a price decline in new vehicles (-1.7 percent).

Table A. San Francisco-Oakland-Hayward, CA, CPI-U 2-month and 12-month percent changes, all items index, not seasonally adjusted

Month	2015		2016		2017		2018		2019	
	2-month	12-month	2-month	12-month	2-month	12-month	2-month	12-month	2-month	12-month
February	1.0	2.5	0.9	3.0	0.8	3.4	1.4	3.6	0.5	3.5
April	1.1	2.4	0.7	2.7	1.1	3.8	0.8	3.2	1.2	4.0
June	0.6	2.3	0.6	2.7	0.3	3.5	0.9	3.9		
August	0.3	2.6	0.7	3.1	0.2	3.0	0.6	4.3		
October	0.4	2.6	0.9	3.6	0.6	2.7	0.7	4.4		
December	-0.3	3.2	-0.3	3.5	-0.1	2.9	0.1	4.5		

The June 2019 Consumer Price Index for the San Francisco-Oakland-Hayward area is scheduled to be released on July 11, 2019.

Consumer Price Index Geographic Revision for 2018

In January 2018, BLS introduced a new geographic area sample for the Consumer Price Index (CPI). As part of the new sample, the index for this area was renamed. Additional information on the geographic revision is available at: www.bls.gov/cpi/additional-resources/geographic-revision-2018.htm.

Technical Note

The Consumer Price Index (CPI) is a measure of the average change in prices over time in a fixed market basket of goods and services. The Bureau of Labor Statistics publishes CPIs for two population groups: (1) a CPI for All Urban Consumers (CPI-U) which covers approximately 94 percent of the total population and (2) a CPI for Urban Wage Earners and Clerical Workers (CPI-W) which covers 28 percent of the total population. The CPI-U includes, in addition to wage earners and clerical workers, groups such as professional, managerial, and technical workers, the self-employed, short-term workers, the unemployed, and retirees and others not in the labor force.

The CPI is based on prices of food, clothing, shelter, and fuels, transportation fares, charges for doctors' and dentists' services, drugs, and the other goods and services that people buy for day-to-day living. Each month, prices are collected in 75 urban areas across the country from about 5,000 housing units and approximately 22,000 retail establishments--department stores, supermarkets, hospitals, filling stations, and other types of stores and service establishments. All taxes directly associated with the purchase and use of items are included in the index.

The index measures price changes from a designated reference date (1982-84) that equals 100.0. An increase of 16.5 percent, for example, is shown as 116.5. This change can also be expressed in dollars as follows: the price of a base period "market basket" of goods and services in the CPI has risen from \$10 in 1982-84 to \$11.65. For further details see the CPI home page on the Internet at www.bls.gov/cpi and the BLS Handbook of Methods, Chapter 17, The Consumer Price Index, available on the Internet at www.bls.gov/opub/hom/homch17_a.htm.

In calculating the index, price changes for the various items in each location are averaged together with weights that represent their importance in the spending of the appropriate population group. Local data are then combined to obtain a U.S. city average. Because the sample size of a local area is smaller, the local area index is subject to substantially more sampling and other measurement error than the national index. In addition, local indexes are not adjusted for seasonal influences. As a result, local area indexes show greater volatility than the national index, although their long-term trends are quite similar. **NOTE: Area indexes do not measure differences in the level of prices between cities; they only measure the average change in prices for each area since the base period.**

The San Francisco-Oakland-Hayward, CA. metropolitan area covered in this release is comprised of Alameda, Contra Costa, Marin, San Francisco, San Mateo Counties in the State of California.

Information in this release will be made available to sensory impaired individuals upon request. Voice phone: (202) 691-5200; Federal Relay Service: (800) 877-8339.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods San Francisco-Oakland-Hayward, CA (1982-84=100 unless otherwise noted)

Item and Group	Indexes			Percent change from-		
	Feb. 2019	Mar. 2019	Apr. 2019	Apr. 2018	Feb. 2019	Mar. 2019
Expenditure category						
All items.....	291.227	-	294.801	4.0	1.2	-
All items (1967=100)	895.314	-	906.300	-	-	-
Food and beverages	287.162	-	288.243	4.5	0.4	-
Food	283.969	-	285.888	4.3	0.7	-
Food at home	254.276	255.643	252.639	0.5	-0.6	-1.2
Cereals and bakery products	252.076	-	258.149	-0.4	2.4	-
Meats, poultry, fish, and eggs.....	246.686	-	250.400	-0.3	1.5	-
Dairy and related products	269.671	-	261.768	-0.6	-2.9	-
Fruits and vegetables	345.352	-	342.744	4.8	-0.8	-
Nonalcoholic beverages and beverage materials(1)	209.346	-	204.278	1.5	-2.4	-
Other food at home	222.216	-	216.998	-1.5	-2.3	-
Food away from home.....	318.676	-	324.339	7.6	1.8	-
Alcoholic beverages	322.434	-	316.507	5.9	-1.8	-
Housing	342.944	-	346.105	3.5	0.9	-
Shelter	392.626	393.992	395.518	3.7	0.7	0.4
Rent of primary residence(2).....	450.694	452.409	453.935	3.8	0.7	0.3
Owners' equiv. rent of residences(2)(3).....	421.095	422.749	424.098	3.5	0.7	0.3
Owners' equiv. rent of primary residence(1)(2)	421.095	422.749	424.098	3.5	0.7	0.3
Fuels and utilities.....	397.908	-	415.874	4.3	4.5	-
Household energy	340.206	337.983	359.515	2.3	5.7	6.4
Energy services(2)	341.065	338.782	360.524	2.3	5.7	6.4
Electricity(2).....	364.867	367.561	373.923	3.0	2.5	1.7
Utility (piped) gas service(2).....	277.765	263.946	320.999	0.6	15.6	21.6
Household furnishings and operations.....	138.669	-	139.090	0.0	0.3	-
Apparel	117.077	-	117.181	2.9	0.1	-
Transportation	202.749	-	210.749	3.5	3.9	-
Private transportation	196.577	-	204.281	3.4	3.9	-
New and used motor vehicles(4).....	95.322	-	93.188	-3.6	-2.2	-
New vehicles(1).....	164.164	-	158.086	-1.7	-3.7	-
Used cars and trucks(1)	252.079	-	253.407	0.0	0.5	-
Motor fuel	251.375	259.552	290.028	9.5	15.4	11.7
Gasoline (all types).....	250.294	258.515	289.129	9.6	15.5	11.8
Gasoline, unleaded regular(4).....	250.511	258.884	289.818	9.7	15.7	11.9
Gasoline, unleaded midgrade(4) (5)	232.890	238.501	266.200	9.2	14.3	11.6
Gasoline, unleaded premium(4)....	236.797	244.205	271.738	9.0	14.8	11.3
Motor vehicle insurance(1).....	516.426	-	516.426	2.1	0.0	-
Medical care	519.339	-	537.178	6.6	3.4	-
Recreation(6).....	117.960	-	119.255	3.6	1.1	-
Education and communication(6).....	152.196	-	151.482	6.0	-0.5	-
Tuition, other school fees, and child care(1)	1,833.255	-	1,836.560	10.6	0.2	-
Other goods and services	500.106	-	499.587	4.3	-0.1	-
Commodity and service group						
All items.....	291.227	-	294.801	4.0	1.2	-
Commodities	193.224	-	195.833	3.3	1.4	-
Commodities less food & beverages.....	142.875	-	146.132	2.2	2.3	-
Nondurables less food & beverages	188.183	-	196.693	4.0	4.5	-
Durables	99.201	-	97.745	-1.0	-1.5	-
Services.....	372.829	-	377.211	4.3	1.2	-

Note: See footnotes at end of table.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods San Francisco-Oakland-Hayward, CA (1982-84=100 unless otherwise noted) - Continued

Item and Group	Indexes			Percent change from-		
	Feb. 2019	Mar. 2019	Apr. 2019	Apr. 2018	Feb. 2019	Mar. 2019
Special aggregate indexes						
All items less medical care	281.912	-	284.919	3.8	1.1	-
All items less shelter.....	249.269	-	253.247	4.2	1.6	-
Commodities less food	150.524	-	153.324	2.5	1.9	-
Nondurables	238.975	-	243.797	4.3	2.0	-
Nondurables less food.....	198.709	-	205.752	4.3	3.5	-
Services less rent of shelter ⁽³⁾	364.031	-	370.732	5.2	1.8	-
Services less medical care services.....	363.563	-	367.000	4.0	0.9	-
Energy	288.767	293.894	322.575	6.8	11.7	9.8
All items less energy	294.874	-	297.045	3.9	0.7	-
All items less food and energy	297.400	-	299.618	3.8	0.7	-

Footnotes

(1) Indexes on a December 1977=100 base.

(2) This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

(3) Indexes on a December 1982=100 base.

(4) Special index based on a substantially smaller sample.

(5) Indexes on a December 1993=100 base.

(6) Indexes on a December 1997=100 base.

- Data not available

NOTE: Index applies to a month as a whole, not to any specific date.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: 2020-2021 SCHOOL YEAR CALENDAR

PREPARED BY: CHERYL COTTON

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: The purpose of this item is for the Board to approve of the school calendar for the 2020-2021 school year.

BACKGROUND INFORMATION: Per Collective Bargaining Agreements between the Albany Teachers Association (ATA), California School Employees Association (CSEA), Service Employees International Union (SEIU), and Albany Unified School District, the district and employee groups meet annually to develop the school year calendar by June 30. The calendar is determined one year in advance.

DETAILS: The Human Resources Department met with a committee from ATA on April 15 and May 10. Calendar scenarios were sent to the presidents and union reps from CSEA and SEIU for feedback. Feedback was solicited from the District Leadership Team, including site and district administrators. We also held two sessions to gather parent feedback on the 2020-2021 Calendar on May 1 and May 8. Parents involved in the PTA at all sites were invited to attend or send a designee. Invitations to attend were also sent to our parent engagement groups. During the session and shared with the survey, we reviewed:

- Past calendar feedback (ie. Thanksgiving Week, Mid-winter Week, early start for a “true” Winter Break)
- Traditional and religious holidays
- UC Berkeley Academic Calendar
- Local districts’ academic calendars

KEY QUESTIONS/ANSWERS:

Q. How was the calendar determined?

A. The Director of Human Resources conferred with the ATA bargaining chair and committee to draft two possible calendar options. Those calendars were shared informally with teachers, with CSEA and SEIU leadership, and parents. Feedback on the calendars were gathered. After a final meeting to review the findings with the ATA committee, the ATA members were presented two calendars and voted.

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.

RECOMMENDATION: Approve 2020-2021 School Year Calendar

Albany Unified School District 2020-2021 School Year Calendar

MONTH	M	T	W	TH	F	Student Days in the Month	DESCRIPTION
AUG	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28	4	Staff Development Days
	31					1	First Day of School
SEPT		1	2	3	4	4	
	7	8	9	10	11	4	Labor Day
	14	15	16	17	18	5	
	21	22	23	24	25	5	
	28	29	30			3	
OCT				1	2	2	
	5	6	7	8	9	5	
	12	13	14	15	16	4	Staff Development Day
	19	20	21	22	23	5	
	26	27	28	29	30	5	
NOV	2	3	4	5	6	5	
	9	10	11	12	13	4	Veterans Day
	16	17	18	19	20	5	
	23	24	25	26	27	2	Thanksgiving Break
	30					1	
DEC		1	2	3	4	4	
	7	8	9	10	11	5	
	14	15	16	17	18	5	
	21	22	23	24	25		Winter Break
	28	29	30	31			Winter Break
JAN					1		New Year's Observed Holiday
	4	5	6	7	8	5	
	11	12	13	14	15	5	
	18	19	20	21	22	4	Martin Luther King Jr. Day
	25	26	27	28	29	5	
FEB	1	2	3	4	5	5	
	8	9	10	11	12	5	
	15	16	17	18	19		Mid Winter Break
	22	23	24	25	26	5	
MAR	1	2	3	4	5	5	
	8	9	10	11	12	4	Staff Development Day
	15	16	17	18	19	5	
	22	23	24	25	26	5	
	29	30	31			3	
APR				1	2	2	
	5	6	7	8	9	5	
	12	13	14	15	16		Spring Break
	19	20	21	22	23	5	
	26	27	28	29	30	5	
MAY	3	4	5	6	7	5	
	10	11	12	13	14	5	
	17	18	19	20	21	5	
	24	25	26	27	28	4	
	31					1	Memorial Day
JUN		1	2	3	4	4	
	7	8	9	10	11	5	Last Day of School
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30				
Instructional Days						180	
Staff Development Days						4	Bolded dates represent first/last day of school.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP
Regular Meeting of June 11, 2019**

ITEM: **RATIFICATION OF TENTATIVE AGREEMENT BETWEEN THE ALBANY TEACHERS ASSOCIATION (ATA) AND THE ALBANY UNIFIED SCHOOL DISTRICT (AUSD) – 2018-2019**

PREPARED BY: **CHERYL COTTON, DIRECTOR III, HUMAN RESOURCES**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE:

The purpose of this item is for the Board of Trustees to approve the ratification of the Tentative Agreement (TA) between the Albany Unified School District (AUSD) and Albany Teachers Association (ATA) for 2018-2019.

BACKGROUND INFORMATION:

The District and ATA started negotiations in June 2018. On May 21, 2019, representatives for the District and ATA reached a Tentative Agreement (TA) to resolve bargaining for the 2018-2019 school year. This agenda item is intended to meet the public disclosure requirements of Assembly Bill 1200 (1991/1213) and Assembly Bill 2756 (2004/52). More specifically, AB 2756 amended Government Code Section 3547.5 to provide in part that, "before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer."

DETAILS

Under the terms of the agreement the parties have agreed: for the 2018-2019 school year the District will place a 1.25% general compensation increase on the salary schedule effective July 1, 2018. In addition, there is new contract language in Article 18 – Class Size/Specialist Case Loads and Article 28 – Working Conditions.

KEY QUESTIONS AND ANSWERS:

Q. Will there be more negotiations?

A. There will not be any more negotiations for 2016-2019. The current contract ends June 30, 2019. We will begin bargaining for the 2019-2022 successor contract next year.

FINANCIAL INFORMATION:

Year 1: \$264,765

Year 2: \$269,834

Year 3: \$274,691

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 ratification of tentative agreement between the Albany Teachers Association (ATA) and the Albany Unified School District (AUSD) – 2018-2019

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: Albany USD

Name of Bargaining Unit: Albany Teachers Association

Certificated or Classified: Certificated

The proposed agreement covers the period beginning: 7/1/2018 and ending: 6/30/2019
(date) (date)

The Governing Board will take action on: 6/11/2019
(date)

Letter requested from Alameda County Office of Education? No (indicate yes or no)

A. Proposed Changes in Compensation

Bargaining Unit Compensation Changes to General Fund as a result of Collective Bargaining Agreement		Annual Cost Prior to Proposed Agreement FY	Fiscal Impact of Proposed Agreement (complete Year 2 and 3 for multiyear & overlapping agreements only)		
			Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			FY	FY	FY
1.	Salary Schedule (Including Step & Column)	\$ 17,248,295	\$ 215,306	\$ 219,485	\$ 223,435
			1.25%	1.27%	1.30%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime Differential, Callback or Standby Pay, etc.		\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
2a.	Description of Other Compensation (Listed on Line 2 above)				
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 3,956,759	\$ 49,459	\$ 50,349	\$ 51,256
			1.25%	1.27%	1.30%
4.	Health/Welfare Increases		\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
5.	Total Cost of Negotiated Settlement (Add Items 1 through 4 to equal 5)	\$ 21,205,054	\$ 264,765	\$ 269,834	\$ 274,691
			1.25%	1.27%	1.30%
6.	Total number of represented Employees (Use FTEs)	232.3	232.3	225.1	225.1
7.	Total Compensation Average Cost per Employee	\$ 91,283	\$ 1,140	\$ 1,199	\$ 1,220
			1.25%	1.31%	1.34%

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District:

Albany USD

Name of Bargaining Unit:

Albany Teachers Associations & California School Employees Associati

The Governing Board will take action on:

6/11/2019

D. Impact of Proposed Agreement on Current Year Operating Budget - UNRESTRICTED GENERAL FUND

Impact of the Proposed Agreement on the Current Year Operating Budget (EC 42142)	Column 1 Latest Board- Approved Budget Before Settlement As of: 3/12/19	Column 2 Adjustments as a result of Settlement	Column 3 Other Revisions due to Settlement and/or Other Unit Agreements	Column 4 Total New Budget (Col 1+2+3)
Revenues				
LCFF Sources (8010-8099)	\$ 31,391,439	\$ -	\$ -	\$ 31,391,439
Federal Revenue (8100-8299)	\$ -	\$ -	\$ -	\$ -
Other State Revenue (8300-8599)	\$ 1,311,053	\$ -	\$ -	\$ 1,311,053
Other Local Revenue (8600-8799)	\$ 1,455,000	\$ -	\$ -	\$ 1,455,000
Total Revenues	\$ 34,157,492	\$ -	\$ -	\$ 34,157,492
Expenditures				
Certificated Salaries (1000-1999)	\$ 14,588,796	\$ 187,063	\$ -	\$ 14,775,859
Classified Salaries (2000-2999)	\$ 3,165,205	\$ 12,448	\$ -	\$ 3,177,653
Employee Benefits (3000-3999)	\$ 8,379,801	\$ 46,761	\$ -	\$ 8,426,562
Books and Supplies (4000-4999)	\$ 689,560	\$ -	\$ -	\$ 689,560
Services & Operating Expenses (5000-5999)	\$ 2,333,172	\$ -	\$ -	\$ 2,333,172
Capital Outlay (6000-6599)	\$ 90,285	\$ -	\$ -	\$ 90,285
Other Outgo (7100-7299 & 7400-7499)	\$ 29,441	\$ -	\$ -	\$ 29,441
Direct Support/Indirect Cost (7300-7399)	\$ (230,688)	\$ -	\$ -	\$ (230,688)
Total Expenditures	\$ 29,045,572	\$ 246,272	\$ -	\$ 29,291,844
Operating Surplus (Deficit)	\$ 5,111,920	\$ (246,272)	\$ -	\$ 4,865,648
Other Sources and Transfers In (8910-8979)	\$ 579,000	\$ -	\$ -	\$ 579,000
Other Uses and Transfers Out (7610-7699)	\$ 124,150	\$ -	\$ -	\$ 124,150
Contributions (8980-8999)	\$ (6,667,556)	\$ -	\$ -	\$ (6,667,556)
Current Year Increase (Decrease) In Fund Balance	\$ (1,100,786)	\$ (246,272)	\$ -	\$ (1,347,058)
Beginning Balance	\$ 6,810,130			\$ 6,810,130
Pr. Year Audit Adj./Restatements (9793-9795)				
Current Year Ending Balance	\$ 5,709,344	\$ (246,272)	\$ -	\$ 5,463,072
Components of Ending Balance				
Reserved and Legally Restricted (9711-9740)				\$ -
Reserved for Economic Uncertainties (9789)	\$ 1,468,281	\$ 9,063	\$ -	\$ 1,477,344
Designated Amounts (9775-9780)	\$ 3,742,284	\$ -	\$ -	\$ 3,742,284
Unappropriated Amounts (9790)	\$ 498,779			\$ 243,444

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District:

Albany USD

Name of Bargaining Unit:

Albany Teachers Associations & California School Employees Associatio

The Governing Board will take action on:

6/11/2019

D. Impact of Proposed Agreement on Current Year Operating Budget - RESTRICTED GENERAL FUND

Impact of the Proposed Agreement on the Current Year Operating Budget (EC 42142)	Column 1 Latest Board- Approved Budget Before Settlement As of:3/12/19	Column 2 Cost of of Settlement	Column 3 Other Revisions due to Settlement	Column 4 Total New Budget (Col 1+2+3)
Revenues				
LCFF Sources (8010-8099)	\$ 172,744	\$ -	\$ -	\$ 172,744
Federal Revenue (8100-8299)	\$ 977,014	\$ -	\$ -	\$ 977,014
Other State Revenue (8300-8599)	\$ 4,594,003	\$ -	\$ -	\$ 4,594,003
Other Local Revenue (8600-8799)	\$ 6,661,824	\$ -	\$ -	\$ 6,661,824
Total Revenues	\$ 12,405,585	\$ -	\$ -	\$ 12,405,585
Expenditures				
Certificated Salaries (1000-1999)	\$ 6,829,747	\$ 28,540	\$ -	\$ 6,858,287
Classified Salaries (2000-2999)	\$ 2,780,520	\$ 15,842	\$ -	\$ 2,796,362
Employee Benefits (3000-3999)	\$ 6,795,206	\$ 11,446	\$ -	\$ 6,806,652
Books and Supplies (4000-4999)	\$ 969,202	\$ -	\$ -	\$ 969,202
Services & Operating Expenses (5000-5999)	\$ 1,859,262	\$ -	\$ -	\$ 1,859,262
Capital Outlay (6000-6599)	\$ 470,804	\$ -	\$ -	\$ 470,804
Other Outgo (7100-7299 & 7400-7499)	\$ 23,707	\$ -	\$ -	\$ 23,707
Direct Support/Indirect Cost (7300-7399)	\$ 44,528	\$ -	\$ -	\$ 44,528
Total Expenditures	\$ 19,772,976	\$ 55,828	\$ -	\$ 19,828,804
Operating Surplus (Deficit)	\$ (7,367,391)	\$ (55,828)	\$ -	\$ (7,423,219)
Other Sources and Transfers In (8910-8979)	\$ -	\$ -	\$ -	\$ -
Other Uses and Transfers Out (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 6,667,556	\$ -	\$ -	\$ 6,667,556
Current Year Increase (Decrease) In Fund Balance	\$ (699,835)	\$ (55,828)	\$ -	\$ (755,663)
Beginning Balance	\$ 1,150,860			\$ 1,150,860
Pr. Year Audit Adj./Restatements (9793-9795)				
Current Year Ending Balance	\$ 451,025	\$ (55,828)	\$ -	\$ 395,197
Components of Ending Balance				
Reserved and Legally Restricted (9711-9740)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9789)				
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 451,025			\$ 395,197

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District:

Albany USD

Name of Bargaining Unit:

Albany Teachers Associations & California School Employees Associati

The Governing Board will take action on:

6/11/2019

D. Impact of Proposed Agreement on Current Year Operating Budget - COMBINED GENERAL FUND

Impact of the Proposed Agreement on the Current Year Operating Budget (EC 42142)	Column 1 Latest Board- Approved Budget Before Settlement As of:3/12/19	Column 2 Cost of of Settlement	Column 3 Other Revisions due to Settlement	Column 4 Total New Budget (Col 1+2+3)
Revenues				
LCFF Sources (8010-8099)	\$ 31,564,183	\$ -	\$ -	\$ 31,564,183
Federal Revenue (8100-8299)	\$ 977,014	\$ -	\$ -	\$ 977,014
Other State Revenue (8300-8599)	\$ 5,905,056	\$ -	\$ -	\$ 5,905,056
Other Local Revenue (8600-8799)	\$ 8,116,824	\$ -	\$ -	\$ 8,116,824
Total Revenues	\$ 46,563,077	\$ -	\$ -	\$ 46,563,077
Expenditures				
Certificated Salaries (1000-1999)	\$ 21,418,543	\$ 215,603	\$ -	\$ 21,634,146
Classified Salaries (2000-2999)	\$ 5,945,725	\$ 28,290	\$ -	\$ 5,974,015
Employee Benefits (3000-3999)	\$ 15,175,007	\$ 58,207	\$ -	\$ 15,233,214
Books and Supplies (4000-4999)	\$ 1,658,762	\$ -	\$ -	\$ 1,658,762
Services & Operating Expenses (5000-5999)	\$ 4,192,434	\$ -	\$ -	\$ 4,192,434
Capital Outlay (6000-6599)	\$ 561,089	\$ -	\$ -	\$ 561,089
Other Outgo (7100-7299 & 7400-7499)	\$ 53,148	\$ -	\$ -	\$ 53,148
Direct Support/Indirect Cost (7300-7399)	\$ (186,160)	\$ -	\$ -	\$ (186,160)
Total Expenditures	\$ 48,818,548	\$ 302,100	\$ -	\$ 49,120,648
Operating Surplus (Deficit)	\$ (2,255,471)	\$ (302,100)	\$ -	\$ (2,557,571)
Other Sources and Transfers In (8910-8979)	\$ 579,000	\$ -	\$ -	\$ 579,000
Other Uses and Transfers Out (7610-7699)	\$ 124,150	\$ -	\$ -	\$ 124,150
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
Current Year Increase (Decrease) In Fund Balance	\$ (1,800,621)	\$ (302,100)	\$ -	\$ (2,102,721)
Beginning Balance	\$ 7,960,990			\$ 7,960,990
Pr. Year Audit Adj./Restatements (9793-9795)	\$ -			\$ -
Current Year Ending Balance	\$ 6,160,369	\$ (302,100)	\$ -	\$ 5,858,269
Components of Ending Balance				
Reserved and Legally Restricted (9711-9740)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9789)	\$ 1,468,281	\$ 9,063	\$ -	\$ 1,477,344
Designated Amounts (9775-9780)	\$ 3,742,284	\$ -	\$ -	\$ 3,742,284
Unappropriated Amounts - Unrestricted (9790)	\$ 498,779	\$ -	\$ -	\$ 498,779
Unappropriated Amounts - Restricted (9790)	\$ 451,025	\$ -	\$ -	\$ 451,025
Unrestricted Reserves Percentage	4.02%			4.01%

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District:

Albany USD

Name of Bargaining Unit:

Albany Teachers Associations & California School Employees As

The Governing Board will take action on:

6/11/2019

E. Revised MYP Including the Effects of Collective Bargaining

	Year 1	Year 2	Year 3
	FY	FY	FY
Revenues			
LCFF Revenue Sources			
Federal Revenue	31,564,183	32,751,354	33,734,867
Other State Revenue	977,014	981,368	981,368
Local Revenue	5,905,056	5,532,766	5,532,766
Other Financing Sources	8,116,824	7,780,960	7,780,960
Total Revenue	579,000	80,000	40,000
	47,142,077	47,126,448	48,069,961
Expenditures			
Certificated Salaries	21,634,146	21,634,146	20,982,995
Step & Column Adjustment		371,016	377,694
Settlement-Related Costs (+/-)		0	0
Other Adjustments		(1,022,167)	
Total Certificated Salaries	21,634,146	20,982,995	21,360,689
Classified Salaries	5,974,015	5,974,015	6,036,965
Step & Column Adjustment		106,243	108,156
Settlement-Related Costs (+/-)			
Other Adjustments		(43,293)	
Total Classified Salaries	5,974,015	6,036,965	6,145,121
Employee Benefits	15,233,214	15,243,863	16,081,853
Settlement-Related Costs (+/-)		257,968	259,000
Books & Supplies	1,658,762	1,086,376	1,086,376
Services, Other Operating Exp	4,192,434	4,490,797	4,604,324
Capital Outlay	561,089	80,000	40,000
Other Outgo (Excluding Transfers of Indirect Costs)	53,148	0	0
Other Outgo - Transfers of Indirect Costs	(186,160)	(186,037)	(186,037)
Other Financing Uses	124,150	104,150	104,150
Other Adjustments		66,340	
Total Expenditures	49,244,798	48,163,417	49,495,476
Net Increase(Decrease) in Fund Balance	(2,102,721)	(1,036,969)	(1,425,515)
Beginning Fund Balance	7,960,990	5,858,269	4,821,300
Audit Adjustments/Restatements	0		
Ending Balance	5,858,269	4,821,300	3,395,785
Components of Ending Balance			
Revolving & Stores			
Restricted Balance & Other Designations	3,742,284		
Required Reserve	1,477,344		
Unrestricted Balance (Incl Revolving)	638,641	4,821,300	3,395,785
ADA Assumption:			
Comments (Major changes):			

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

F. State Reserve Standard

1. Calculate State Required Minimum Reserve - Required Reserve for Economic Uncertainty (REU)

	Year 1	Year 2	Year 3
a. Total Expenditures including Transfers Out and Other Uses	49,244,798	48,163,417	49,495,476
b. Required Reserve Percentage (REU) for this District	3.00%	3.00%	3.00%
c. REU Amount:	\$ 1,477,344	\$ 1,444,903	\$ 1,484,864

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Unrestricted REU	\$ 1,477,344	\$ -	\$ -
b. General Fund Unrestricted Unassigned/Unappropriated	\$ 638,641	\$ 4,821,300	\$ 3,395,785
c. Special Reserve Fund 17- REU	\$ -	\$ -	\$ -
d. Special Reserve Fund 17- Unassigned/Unappropriated	\$ -	\$ -	\$ -
g. Total District Budgeted Unrestricted Reserves	\$ 2,115,985	\$ 4,821,300	\$ 3,395,785

3. Has the minimum state-required reserve been met?

Yes

Yes

Yes

If NO, how do you plan to restore your reserves?

Public Disclosure of Collective Bargaining Agreement
 In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: **Albany USD**

Name of Bargaining Unit: **Albany Teachers Associations & California School Employees Assor**

The Governing Board will take action on: **6/11/2019**

B. Narrative Description of Agreement

8. **What was the negotiated percentage increase that was approved?** For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Albany Teachers Association(ATA) and California School Employees Association(CESA): 1.25% on going retro 7/1/2018

9. **Were any additional steps, columns or ranges added to the schedules?**
 (If yes, please explain.)

No

10. **Please include additional comments and explanations as necessary.**
 (If more room is necessary, please attach additional sheet.)

11. **Proposed negotiated changes in non-compensation items**
 (e.g. class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

ATA: Kindergarten Class Size Cap at 24:1, Safety Committee

12. **What contingency language is included in the proposed agreement (e.g. reopeners, etc.)?**

CSEA - the District agrees to provide an overall compensation percentage rate increase equal to the greatest overall percentage rate raise, bonus, or any other form of monetary compensation granted to any recognized collective bargaining unit within the Albany Unified School District

13. **Identify other major provisions that do not directly affect the district's costs; such as binding arbitration, grievances procedures, etc.**

N/A

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: **Albany USD**

Name of Bargaining Unit: **Albany Teachers Associations & California School Employees Ass**

The Governing Board will take action on: **6/11/2019**

C. Source of Funding for Proposed Agreement

14. Source of Funding for Proposed Agreement

A. If this is a one-time or off-schedule settlement, how will the cost of the proposed agreement be funded and when is the payment expected to be funded?

N/A

B. If this is not a one-time settlement, how will the ongoing cost of the proposed agreement be funded in the current and subsequent years (i.e., what will allow the district to afford this contract on an ongoing basis)?

LCFF

15. What are the Specific Impacts (Positive or Negative) on Instructional and Support Programs to Accommodate the Settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (e.g. counselors, librarians, custodial staff, etc.).

Reduction of 2 FTEs and the District opened Inter District Transfers. Currently we have a waiting list of 13 students for the FY2019-20.

16. Will this agreement create, increase, or decrease deficit spending in the current or subsequent year(s)? "Deficit spending" is when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No, this agreement does not create, increase or decrease deficit spending in the current or subsequent year(s).

17. Were "Other Adjustments" amount(s) entered in the multiyear projections (page 5) for 1st and 2nd subsequent fiscal years?

MYP

1st Subsequent Year
2nd Subsequent Year

Amount

\$ (999,120)
\$ -

"Other Adjustments" Explanation

Additional Explanation (if necessary)

FY 2018-19 budget was adjusted (estimated actual) after the 2nd interim. FY 2019-20 budget was adjusted due to reductions and 13 Inter-district Transfers. 1. 4 Less FTEs 2.HR Director to HR Coordinator 3. Supplemental Employee Retirement Plan (SERP)

CERTIFICATE OF AFFORDABILITY

Certification of the District's Ability to Afford the Costs of a Collective Bargaining Agreement

This disclosure document must be signed by the District Superintendent and Chief Business Official prior to public disclosure and included as part of the public disclosure documentation.

The District projects the total monetary cost of the settlement to be as follows:

For an ongoing cost, please show the ongoing cost in each year. For a one-time cost, only include the cost in the year impacted.

Cost over current budget / MYP	Year 1	Year 2	Year 3	Cumulative cost over 3 years
One-time	-	-	-	-
On-going	301,803	307,539	313,075	922,417
Total	301,803	307,539	313,075	922,417

Please check one of the following:

- No budget revisions are necessary for the District to afford this settlement.
- Budget revisions are necessary for the District to afford this settlement. These revisions are itemized below. The District's budget assumptions are attached, which become an integral part of this document.

Note that if the District does not adopt all of the revisions in the current fiscal year, the County Superintendent is required to issue a qualified or negative certification on the next Interim Report per Government Code (GC) 3547.5(c).

Indicate any changes from the latest board approved budget:

Budget Adjustment Categories	Change to Fund Balance Increase (Decrease)		
	Year 1	Year 2	Year 3
Revenues/Other Financing Sources			
Revenue		130,000	130,000
Expenditures/Other Financing Uses			
Increased salary costs	301,803	307,539	313,075
Budget Reductions		(674,000)	(674,000)
Ending Fund Balance			
Increase (Decrease)	(301,803)	496,461	490,925

Please review the above and sign below:

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the _____ Albany USD _____ School District hereby certify that the District can meet the costs incurred under the Collective Bargaining

District Superintendent (Signature)

Date

District Superintendent (Type Name)

Chief Business Official (Signature)

Date

Chief Business Official (Type Name)

Albany USD **School District**
Public Disclosure of Collective Bargaining Agreement
In accordance with AB1200 (Chapter 1213/1991) and GC 3547.5.

Certification of Board Action

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code 3547.5.

District Superintendent (or Designee)
(Signature)

Date _____

After public disclosure of the major provisions contained in this summary, the Governing Board, at its meeting on 6/11/2019, took action to approve the proposed Agreement with the Albany Teachers Association Bargaining Unit.

**President (or Clerk), Governing Board
(Signature)**

Date _____

Special Note: The Alameda County Office of Education reserves the right to ask any additional questions or request any additional information we feel is necessary to review the district properly under AB 1200, including a copy of the Tentative Agreement.

Time: 3:24pm

**Albany Unified School District
Tentative Agreement
May 21, 2019**

ARTICLE 11 - WAGES AND SALARY SCHEDULE PROVISIONS

11.1 Salary Schedule

11.1.1 A one and twenty-five hundredths percent (1.25%) salary increase shall be applied to all steps and columns of the 2017-2018 salary schedule (Exhibit D) for 2018-19 effective July 1, 2018. The retro payment will be paid by August 30, 2019 or within 45 days of member ratification, whichever is later.

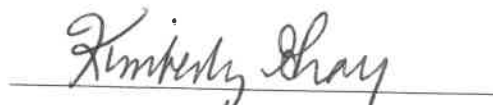
11.1.2 Children's Center: a one and twenty-five hundredths percent (1.25%) salary increase shall be applied to all steps and columns of the 2017-2018 salary schedule (Exhibit G & J) for 2018-19 effective July 1, 2018. The retro payment will be paid by August 30, 2019 or within 45 days of member ratification, whichever is later.

11.1.3 Psychologist: A one and twenty-five hundredths percent (1.25%) salary increase shall be applied to all steps and columns of the 2017-2018 salary schedule (Exhibit M) for 2018-19 effective July 1, 2018. The retro payment will be paid by August 30, 2019 or within 45 days of member ratification, whichever is later.

District

Date: 5/21/2019

ATA

Date: 5/21/19

Time: 3:25pm

**Albany Unified School District
Tentative Agreement
May 21, 2019**

ARTICLE 18 - CLASS SIZE/SPECIALIST CASE LOADS

18.1 The District will maintain class size in accordance with existing State law, and will adhere to the following maximum class size for the duration of the contract:

A. Grades K = 24

B. Grades 1 - 3 = 28

C.. Grades 4 - 6 = 29

D. Grades 7 - 12 = Unit members shall not be assigned more

than one hundred fifty (150) students per day with the exception of physical education, music, driver education classes, student government/leadership and performing arts. The performing arts exception shall apply with unit member approval. Classes funded through the State Class Size Reduction Plan that are required to have less than thirty (30) students shall be counted as thirty (30) students for the purpose of calculating total students per day under this section.

18.1.1 In order to maintain the integrity of the existing specialist program, the District recognizes the following pupil load maximums:

18.1.2 Resource Specialists consistent with Education Code requirements.

18.1.3 Elementary Physical Education Specialist - consistent with elementary class size maximum as contained in Section 18.1.

18.1.4 K-5 Reading Specialist - mutually agreed upon between all elementary principals and all reading specialists annually. If there is no agreement, the parties shall select a mutually acceptable mediator.

18.1.5 Nurses - 1400 students per nurse with additional consultation services for Children's Center.

18.1.6 Speech and Language Specialist - consistent with Education Code requirements.

18.1.7 E.S.L. - Elementary = 65

Middle School/High School = 25 single level, 20 multi-level per period.

(a) If maximum case load is exceeded and if aide time is not already provided, the affected specialist may request, in writing, three (3) hours of aide time per day for every week or partial week during which the maximum is exceeded.

(b) This aide time will be pro-rated for less than full-time employees.

(c) The aide time shall be credited after the first twenty (20) school days of each semester and ten (10) days after the maximum has been exceeded at any other period of the year.

18.1.8 Librarians - consistent with fire code limitations.

18.1.9 Counselors Elementary = 525

Middle School = 600

High School = 325

18.1.10 6-12 PE Unit members - the student contacts shall be no more than 200 (or fraction of 200 students contacts per section for part-time P.E. unit members) for grades 6-12 Physical Education unit members, with a class size maximum of forty (40). If the unit member exceeds 200 student contacts per day or exceeds 40 in a class, up to a maximum overage student contacts of 203 or class size maximum overage of forty-one (41) the unit member shall be paid an amount per week not to exceed the overage rate of \$48.00 per week. No 6-12 P.E. class shall exceed 41 students.

18.2 The District shall consider assignment of students in a manner which does not exceed the class size provisions of Section 18.1. (K-7 students exceeding the class maximums shall be equitably distributed within proper grades within the school district.)

18.2.1 In the case of proposed changes in the maximum specialist pupil loads, the Association and the District shall mutually agree upon such changes. If agreement cannot be reached, current maximums will be maintained.

18.2.2 The Association recognizes that the District has the right to add new or delete existing specialist programs, and in so doing will not be bound by Section 20.2.

18.2.3 When a new program is established, the Association and the District shall mutually agree on the case load for the new program.

18.3 If class size maximums are exceeded, the affected unit member shall be notified of his/her eligibility for overage payment for every week or partial week during which the maximum class size is exceeded. No credit shall be accrued for the first 20 days of any semester or in the case of K-6 the first 20 days of any school year unless the maximums continue to be exceeded following this 20-day grace period. In this event, overage shall be retroactive to the date the maximum was exceeded.

If class size maximums are exceeded, the unit member shall be paid the overage rate of \$48.00 per week. For part time unit members, the overage rate of \$48.00 shall be prorated proportionally to their full time equivalent assignment. Overages shall not be paid during winter, midwinter and spring breaks.

In no event shall the class size maximums or unit member load maximums be exceeded by more than two students and for seventh grade, no class shall exceed 31 students. This includes special day class students who are mainstreamed into the regular classroom. If all available classes are at contract limits and an additional student enrolls, the District and ATA will meet to consider a solution to the additional enrollment short of establishing an additional class.

For job share unit members, the overage rate of \$48.00 shall be split proportionately among the unit members according to their full time equivalent assignment.

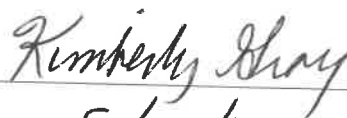
18.4 A unit member may request class load relief when he/she believes that the class composition interferes with the instructional program or that class size prohibits adequate teaching of the established curriculum.

District



Date: 5/21/2019

ATA



Date: 5/21/19

Time: 3:23pm

**ALBANY UNIFIED SCHOOL DISTRICT
TENTATIVE AGREEMENT
MAY 21, 2019**

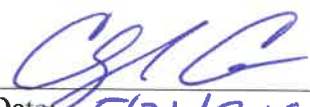
ARTICLE 28 - WORKING CONDITIONS

28.1 Recognizing that safety of students, staff, and community members is a joint concern of unit members and the District, every effort shall be made by both parties to prevent unsafe, unhealthy, or hazardous conditions. Upon unit members reporting unsafe or unhealthy conditions to their supervisor on the appropriate form, mutually developed by ATA and the District (Exhibit U), the District shall conduct investigations of reported conditions within ten working days from submission of the form, and inform the unit member within the same ten days of the corrective measures to be taken. The Parties acknowledge that maintenance complaints are often prioritized based upon the nature of the conditions complained and not just addressed in a call priority manner. The District shall take appropriate corrective measures in a timely manner.

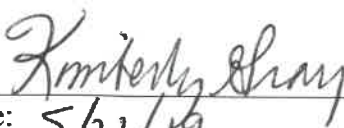
28.1.1 Safety Committee

- a) In addition to the procedures outlined above, the District and ATA agree to create a Safety Committee (SC) comprised of two Albany Teachers Association (ATA) members and one administrator.
- b) The SC will meet quarterly to discuss overall safety concerns and review concerns submitted on either of the following forms, "Unhealthy Working Conditions Form" or "Unsafe Working Conditions Form." The meeting will be held at a school site at a date and time mutually agreed to by the SC members.
- c) The SC will serve as an advisory committee to discuss the current safety issues. The members of the SC will come to consensus on the next steps which will then be presented to the Superintendent and ATA Leadership.

District


Date: 5/21/2019

ATA


Date: 5/21/19

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP
Regular Meeting of June 11, 2019**

ITEM: **RATIFICATION OF THE TENTATIVE AGREEMENT BETWEEN THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND THE ALBANY UNIFIED SCHOOL DISTRICT (AUSD) – 2018-2019**

PREPARED BY: **CHERYL COTTON, DIRECTOR III, HUMAN RESOURCES**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE:

The purpose of this item is for the Board of Trustees to approve the ratification of the Tentative Agreement (TA) between the Albany Unified School District (AUSD) and California School Employees Association (CSEA) for 2018-2019.

BACKGROUND INFORMATION:

The District and CSEA started negotiations in June 2018. On May 17, 2019, representatives for the District and CSEA reached a TA to resolve bargaining for the 2018-2019 school year.

This agenda item is intended to meet the public disclosure requirements of Assembly Bill 1200 (1991/1213) and Assembly Bill 2756 (2004/52). More specifically, AB 2756 amended Government Code Section 3547.5 to provide in part that, "before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer."

DETAILS

Under the terms of the agreement the parties have agreed: for the 2018-2019 school year the District will place a 1.25% general compensation increase on the salary schedule effective July 1, 2018.

KEY QUESTIONS AND ANSWERS:

Q. Will there be more negotiations?

A. There will not be any more negotiations for 2016-2019. The current contract ends June 30, 2019. We will continue bargaining for the 2019-2022 successor contract next year.

FINANCIAL INFORMATION:

Year 1: \$37,038

Year 2: \$37,705

Year 3: \$38,384

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 ratification of the tentative agreement between the California School Employees Association (CSEA) and the Albany Unified School District (AUSD) – 2018-2019

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: Albany USD

Name of Bargaining Unit: California School Employees Association

Certificated or Classified: Classified

The proposed agreement covers the period beginning: 7/1/2018 and ending: 6/30/2019
(date) (date)

The Governing Board will take action on: 6/11/2019
(date)

Letter requested from Alameda County Office of Education? No (indicate yes or no)

A. Proposed Changes in Compensation

Bargaining Unit Compensation Changes to General Fund as a result of Collective Bargaining Agreement		Annual Cost Prior to Proposed Agreement FY	Fiscal Impact of Proposed Agreement (complete Year 2 and 3 for multiyear & overlapping agreements only)		
			Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			FY	FY	FY
1.	Salary Schedule (Including Step & Column)	\$ 2,263,230	\$ 28,290	\$ 28,800	\$ 29,318
			1.25%	1.27%	1.30%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime Differential, Callback or Standby Pay, etc.		\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
2a.	Description of Other Compensation (Listed on Line 2 above)				
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 699,836	\$ 8,748	\$ 8,905	\$ 9,066
			1.25%	1.27%	1.30%
4.	Health/Welfare Increases		\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
5.	Total Cost of Negotiated Settlement (Add Items 1 through 4 to equal 5)	\$ 2,963,066	\$ 37,038	\$ 37,705	\$ 38,384
			1.25%	1.27%	1.30%
6.	Total number of represented Employees (Use FTEs)	77.44	77.44	77.44	77.44
7.	Total Compensation <u>Average</u> Cost per Employee	\$ 38,263	\$ 478	\$ 487	\$ 496
			1.25%	1.27%	1.30%

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: Albany USD

Name of Bargaining Unit: Albany Teachers Association and California School Employees Associati

The Governing Board will take action on: 6/11/2019

D. Impact of Proposed Agreement on Current Year Operating Budget - UNRESTRICTED GENERAL FUND

Impact of the Proposed Agreement on the Current Year Operating Budget (EC 42142)	Column 1 Latest Board- Approved Budget Before Settlement As of: 3/12/19	Column 2 Adjustments as a result of Settlement	Column 3 Other Revisions due to Settlement and/or Other Unit Agreements	Column 4 Total New Budget (Col 1+2+3)
Revenues				
LCFF Sources (8010-8099)	\$ 31,391,439	\$ -	\$ -	\$ 31,391,439
Federal Revenue (8100-8299)	\$ -	\$ -	\$ -	\$ -
Other State Revenue (8300-8599)	\$ 1,311,053	\$ -	\$ -	\$ 1,311,053
Other Local Revenue (8600-8799)	\$ 1,455,000	\$ -	\$ -	\$ 1,455,000
Total Revenues	\$ 34,157,492	\$ -	\$ -	\$ 34,157,492
Expenditures				
Certificated Salaries (1000-1999)	\$ 14,588,796	\$ 187,063	\$ -	\$ 14,775,859
Classified Salaries (2000-2999)	\$ 3,165,205	\$ 12,448	\$ -	\$ 3,177,653
Employee Benefits (3000-3999)	\$ 8,379,801	\$ 46,761	\$ -	\$ 8,426,562
Books and Supplies (4000-4999)	\$ 689,560	\$ -	\$ -	\$ 689,560
Services & Operating Expenses (5000-5999)	\$ 2,333,172	\$ -	\$ -	\$ 2,333,172
Capital Outlay (6000-6599)	\$ 90,285	\$ -	\$ -	\$ 90,285
Other Outgo (7100-7299 & 7400-7499)	\$ 29,441	\$ -	\$ -	\$ 29,441
Direct Support/Indirect Cost (7300-7399)	\$ (230,688)	\$ -	\$ -	\$ (230,688)
Total Expenditures	\$ 29,045,572	\$ 246,272	\$ -	\$ 29,291,844
Operating Surplus (Deficit)	\$ 5,111,920	\$ (246,272)	\$ -	\$ 4,865,648
Other Sources and Transfers In (8910-8979)	\$ 579,000	\$ -	\$ -	\$ 579,000
Other Uses and Transfers Out (7610-7699)	\$ 124,150	\$ -	\$ -	\$ 124,150
Contributions (8980-8999)	\$ (6,667,556)	\$ -	\$ -	\$ (6,667,556)
Current Year Increase (Decrease) In Fund Balance	\$ (1,100,786)	\$ (246,272)	\$ -	\$ (1,347,058)
Beginning Balance	\$ 6,810,130			\$ 6,810,130
Pr. Year Audit Adj./Restatements (9793-9795)				
Current Year Ending Balance	\$ 5,709,344	\$ (246,272)	\$ -	\$ 5,463,072
Components of Ending Balance				
Reserved and Legally Restricted (9711-9740)				\$ -
Reserved for Economic Uncertainties (9789)	\$ 1,468,281	\$ 9,063	\$ -	\$ 1,477,344
Designated Amounts (9775-9780)	\$ 3,742,284	\$ -	\$ -	\$ 3,742,284
Unappropriated Amounts (9790)	\$ 498,779			\$ 243,444

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: Albany USD

Name of Bargaining Unit: Albany Teachers Association and California School Employees Associati

The Governing Board will take action on: 6/11/2019

D. Impact of Proposed Agreement on Current Year Operating Budget - RESTRICTED GENERAL FUND

Impact of the Proposed Agreement on the Current Year Operating Budget (EC 42142)	Column 1 Latest Board- Approved Budget Before Settlement As of:3/12/19	Column 2 Cost of of Settlement	Column 3 Other Revisions due to Settlement	Column 4 Total New Budget (Col 1+2+3)
Revenues				
LCFF Sources (8010-8099)	\$ 172,744	\$ -	\$ -	\$ 172,744
Federal Revenue (8100-8299)	\$ 977,014	\$ -	\$ -	\$ 977,014
Other State Revenue (8300-8599)	\$ 4,594,003	\$ -	\$ -	\$ 4,594,003
Other Local Revenue (8600-8799)	\$ 6,661,824	\$ -	\$ -	\$ 6,661,824
Total Revenues	\$ 12,405,585	\$ -	\$ -	\$ 12,405,585
Expenditures				
Certificated Salaries (1000-1999)	\$ 6,829,747	\$ 28,540	\$ -	\$ 6,858,287
Classified Salaries (2000-2999)	\$ 2,780,520	\$ 15,842	\$ -	\$ 2,796,362
Employee Benefits (3000-3999)	\$ 6,795,206	\$ 11,446	\$ -	\$ 6,806,652
Books and Supplies (4000-4999)	\$ 969,202	\$ -	\$ -	\$ 969,202
Services & Operating Expenses (5000-5999)	\$ 1,859,262	\$ -	\$ -	\$ 1,859,262
Capital Outlay (6000-6599)	\$ 470,804	\$ -	\$ -	\$ 470,804
Other Outgo (7100-7299 & 7400-7499)	\$ 23,707	\$ -	\$ -	\$ 23,707
Direct Support/Indirect Cost (7300-7399)	\$ 44,528	\$ -	\$ -	\$ 44,528
Total Expenditures	\$ 19,772,976	\$ 55,828	\$ -	\$ 19,828,804
Operating Surplus (Deficit)	\$ (7,367,391)	\$ (55,828)	\$ -	\$ (7,423,219)
Other Sources and Transfers In (8910-8979)	\$ -	\$ -	\$ -	\$ -
Other Uses and Transfers Out (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 6,667,556	\$ -	\$ -	\$ 6,667,556
Current Year Increase (Decrease) In Fund Balance	\$ (699,835)	\$ (55,828)	\$ -	\$ (755,663)
Beginning Balance	\$ 1,150,860			\$ 1,150,860
Pr. Year Audit Adj./Restatements (9793-9795)				
Current Year Ending Balance	\$ 451,025	\$ (55,828)	\$ -	\$ 395,197
Components of Ending Balance				
Reserved and Legally Restricted (9711-9740)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9789)				
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 451,025			\$ 395,197

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: **Albany USD**

Name of Bargaining Unit: **Albany Teachers Association and California School Employees Association**

The Governing Board will take action on: **6/11/2019**

D. Impact of Proposed Agreement on Current Year Operating Budget - COMBINED GENERAL FUND

Impact of the Proposed Agreement on the Current Year Operating Budget (EC 42142)	Column 1 Latest Board- Approved Budget Before Settlement As of:3/12/19	Column 2 Cost of of Settlement	Column 3 Other Revisions due to Settlement	Column 4 Total New Budget (Col 1+2+3)
Revenues				
LCFF Sources (8010-8099)	\$ 31,564,183	\$ -	\$ -	\$ 31,564,183
Federal Revenue (8100-8299)	\$ 977,014	\$ -	\$ -	\$ 977,014
Other State Revenue (8300-8599)	\$ 5,905,056	\$ -	\$ -	\$ 5,905,056
Other Local Revenue (8600-8799)	\$ 8,116,824	\$ -	\$ -	\$ 8,116,824
Total Revenues	\$ 46,563,077	\$ -	\$ -	\$ 46,563,077
Expenditures				
Certificated Salaries (1000-1999)	\$ 21,418,543	\$ 215,603	\$ -	\$ 21,634,146
Classified Salaries (2000-2999)	\$ 5,945,725	\$ 28,290	\$ -	\$ 5,974,015
Employee Benefits (3000-3999)	\$ 15,175,007	\$ 58,207	\$ -	\$ 15,233,214
Books and Supplies (4000-4999)	\$ 1,658,762	\$ -	\$ -	\$ 1,658,762
Services & Operating Expenses (5000-5999)	\$ 4,192,434	\$ -	\$ -	\$ 4,192,434
Capital Outlay (6000-6599)	\$ 561,089	\$ -	\$ -	\$ 561,089
Other Outgo (7100-7299 & 7400-7499)	\$ 53,148	\$ -	\$ -	\$ 53,148
Direct Support/Indirect Cost (7300-7399)	\$ (186,160)	\$ -	\$ -	\$ (186,160)
Total Expenditures	\$ 48,818,548	\$ 302,100	\$ -	\$ 49,120,648
Operating Surplus (Deficit)	\$ (2,255,471)	\$ (302,100)	\$ -	\$ (2,557,571)
Other Sources and Transfers In (8910-8979)	\$ 579,000	\$ -	\$ -	\$ 579,000
Other Uses and Transfers Out (7610-7699)	\$ 124,150	\$ -	\$ -	\$ 124,150
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
Current Year Increase (Decrease) In Fund Balance	\$ (1,800,621)	\$ (302,100)	\$ -	\$ (2,102,721)
Beginning Balance	\$ 7,960,990			\$ 7,960,990
Pr. Year Audit Adj./Restatements (9793-9795)	\$ -			\$ -
Current Year Ending Balance	\$ 6,160,369	\$ (302,100)	\$ -	\$ 5,858,269
Components of Ending Balance				
Reserved and Legally Restricted (9711-9740)	\$ -	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties (9789)	\$ 1,468,281	\$ 9,063	\$ -	\$ 1,477,344
Designated Amounts (9775-9780)	\$ 3,742,284	\$ -	\$ -	\$ 3,742,284
Unappropriated Amounts - Unrestricted (9790)	\$ 498,779	\$ -	\$ -	\$ 498,779
Unappropriated Amounts - Restricted (9790)	\$ 451,025	\$ -	\$ -	\$ 451,025
Unrestricted Reserves Percentage	4.02%			4.01%

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District:

Albany USD

Name of Bargaining Unit:

Albany Teachers Association and California School Employees A

The Governing Board will take action on:

6/11/2019

E. Revised MYP Including the Effects of Collective Bargaining

	Year 1	Year 2	Year 3
	FY	FY	FY
Revenues			
LCFF Revenue Sources	31,564,183	32,751,354	33,734,867
Federal Revenue	977,014	981,368	981,368
Other State Revenue	5,905,056	5,532,766	5,532,766
Local Revenue	8,116,824	7,780,960	7,780,960
Other Financing Sources	579,000	80,000	40,000
Total Revenue	47,142,077	47,126,448	48,069,961
Expenditures			
Certificated Salaries	21,634,146	21,634,146	20,982,995
Step & Column Adjustment		371,016	377,694
Settlement-Related Costs (+/-)		0	0
Other Adjustments		(1,022,167)	
Total Certificated Salaries	21,634,146	20,982,995	21,360,689
Classified Salaries	5,974,015	5,974,015	6,036,965
Step & Column Adjustment		106,243	108,156
Settlement-Related Costs (+/-)			
Other Adjustments		(43,293)	
Total Classified Salaries	5,974,015	6,036,965	6,145,121
Employee Benefits	15,233,214	15,243,863	16,081,853
Settlement-Related Costs (+/-)		257,968	259,000
Books & Supplies	1,658,762	1,086,376	1,086,376
Services, Other Operating Exp	4,192,434	4,490,797	4,604,324
Capital Outlay	561,089	80,000	40,000
Other Outgo (Excluding Transfers of Indirect Costs)	53,148	0	0
Other Outgo - Transfers of Indirect Costs	(186,160)	(186,037)	(186,037)
Other Financing Uses	124,150	104,150	104,150
Other Adjustments		66,340	
Total Expenditures	49,244,798	48,163,417	49,495,476
Net Increase(Decrease) in Fund Balance	(2,102,721)	(1,036,969)	(1,425,515)
Beginning Fund Balance	7,960,990	5,858,269	4,821,300
Audit Adjustments/Restatements	0		
Ending Balance	5,858,269	4,821,300	3,395,785
Components of Ending Balance			
Revolving & Stores			
Restricted Balance & Other Designations	3,742,284		
Required Reserve	1,477,344		
Unrestricted Balance (Incl Revolving)	638,641	4,821,300	3,395,785
ADA Assumption:			
Comments (Major changes):			

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

F. State Reserve Standard

1. Calculate State Required Minimum Reserve - Required Reserve for Economic Uncertainty (REU)

	Year 1	Year 2	Year 3
a. Total Expenditures including Transfers Out and Other Uses	49,244,798	48,163,417	49,495,476
b. Required Reserve Percentage (REU) for this District	3.00%	3.00%	3.00%
c. REU Amount:	\$ 1,477,344	\$ 1,444,903	\$ 1,484,864

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Unrestricted REU	\$ 1,477,344	\$ -	\$ -
b. General Fund Unrestricted Unassigned/Unappropriated	\$ 638,641	\$ 4,821,300	\$ 3,395,785
c. Special Reserve Fund 17- REU	\$ -	\$ -	\$ -
d. Special Reserve Fund 17- Unassigned/Unappropriated	\$ -	\$ -	\$ -
g. Total District Budgeted Unrestricted Reserves	\$ 2,115,985	\$ 4,821,300	\$ 3,395,785

3. Has the minimum state-required reserve been met?

Yes

Yes

Yes

If NO, how do you plan to restore your reserves?

Public Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: Albany USD

Name of Bargaining Unit: Albany Teachers Association and California School Employees Assc

The Governing Board will take action on: 6/11/2019

B. Narrative Description of Agreement

8. **What was the negotiated percentage increase that was approved?** For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Albany Teachers Association(ATA) and California School Employees Association(CESA): 1.25% on going retro 7/1/2018

9. **Were any additional steps, columns or ranges added to the schedules?**
(If yes, please explain.)

No

10. **Please include additional comments and explanations as necessary.**
(If more room is necessary, please attach additional sheet.)

11. **Proposed negotiated changes in non-compensation items**
(e.g. class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

ATA: Kindergarten Class Size Cap at 24:1, Safety Committee

12. **What contingency language is included in the proposed agreement (e.g. reopeners, etc.)?**

CSEA - the District agrees to provide an overall compensation percentage rate increase equal to the greatest overall percentage rate raise, bonus, or any other form of monetary compensation granted to any recognized collective bargaining unit within the Albany Unified School District

13. **Identify other major provisions that do not directly affect the district's costs; such as binding arbitration, grievances procedures, etc.**

N/A

Public Disclosure of Collective Bargaining Agreement
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5

Name of District: Albany USD

Name of Bargaining Unit: Albany Teachers Associations & California School Employees Ass

The Governing Board will take action on: 6/11/2019

C. Source of Funding for Proposed Agreement

14. Source of Funding for Proposed Agreement

A. If this is a one-time or off-schedule settlement, how will the cost of the proposed agreement be funded and when is the payment expected to be funded?

N/A

B. If this is not a one-time settlement, how will the ongoing cost of the proposed agreement be funded in the current and subsequent years (i.e., what will allow the district to afford this contract on an ongoing basis)?

LCFF

15. What are the Specific Impacts (Positive or Negative) on Instructional and Support Programs to Accommodate the Settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (e.g. counselors, librarians, custodial staff, etc.).

Reduction of 2 FTEs and the District opened Inter District Transfers. Currently we have a waiting list of 13 students for the FY2019-20.

16. Will this agreement create, increase, or decrease deficit spending in the current or subsequent year(s)? "Deficit spending" is when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No, this agreement does not create, increase or decrease deficit spending in the current or subsequent year(s).

17. Were "Other Adjustments" amount(s) entered in the multiyear projections (page 5) for 1st and 2nd subsequent fiscal years?

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent Year	\$ (999,120)	
2nd Subsequent Year	\$ -	

Additional Explanation (if necessary)

FY 2018-19 budget was adjusted (estimated actual) after the 2nd interim. FY 2019-20 budget was adjusted due to reductions and 13 Inter-district Transfers. 1. 4 Less FTEs 2.HR Director to HR Coordinator 3. Supplemental Employee Retirement Plan (SERP)

Albany USD School District
Public Disclosure of Collective Bargaining Agreement
In accordance with AB1200 (Chapter 1213/1991) and GC 3547.5.

CERTIFICATE OF AFFORDABILITY

Certification of the District's Ability to Afford the Costs of a Collective Bargaining Agreement

This disclosure document must be signed by the District Superintendent and Chief Business Official prior to public disclosure and included as part of the public disclosure documentation.

The District projects the total monetary cost of the settlement to be as follows:

For an ongoing cost, please show the ongoing cost in each year. For a one-time cost, only include the cost in the year impacted.

Cost over current budget / MYP	Year 1	Year 2	Year 3	Cumulative cost over 3 years
One-time	-	-	-	-
On-going	301,803	307,539	313,075	922,417
Total	301,803	307,539	313,075	922,417

Please check one of the following:

☒ No budget revisions are necessary for the District to afford this settlement.

☐ Budget revisions are necessary for the District to afford this settlement. These revisions are itemized below. The District's budget assumptions are attached, which become an integral part of this document.

Note that if the District does not adopt all of the revisions in the current fiscal year, the County Superintendent is required to issue a qualified or negative certification on the next Interim Report per Government Code (GC) 3547.5(c).

Indicate any changes from the latest board approved budget:

Budget Adjustment Categories	Change to Fund Balance Increase (Decrease)		
	Year 1	Year 2	Year 3
Revenues/Other Financing Sources			
Revenue		130,000	130,000
Expenditures/Other Financing Uses			
Increased salary costs	301,803	307,539	313,075
Budget Reductions		(674,000)	(674,000)
Ending Fund Balance Increase (Decrease)	(301,803)	496,461	490,925

Please review the above and sign below:

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the _____ Albany USD _____ School District hereby certify that the District can meet the costs incurred under the Collective Bargaining

District Superintendent (Signature)

Date

District Superintendent (Type Name)

Chief Business Official (Signature)

Date

Chief Business Official (Type Name)

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code 3547.5.

District Superintendent (or Designee)
(Signature)

Date _____

After public disclosure of the major provisions contained in this summary, the Governing Board, at its meeting on 6/11/2019, took action to approve the proposed Agreement with the California School Employees Association Bargaining Unit.

**President (or Clerk), Governing Board
(Signature)**

Date _____

Special Note: The Alameda County Office of Education reserves the right to ask any additional questions or request any additional information we feel is necessary to review the district properly under AB 1200, including a copy of the Tentative Agreement.

Date: 5/16/2019Time: 2:30pm**ALBANY UNIFIED SCHOOL DISTRICT**Tentative Agreement
Contract Reopener for 2018-2019**Article 6.1– Wages and Salary**

The Albany Unified School District proposes the following :

2018-2019

A one and twenty-five hundredths percent (1.25 %) salary increase shall be applied to all steps and columns of Exhibits D and E (Salary schedule for 2017-2018) effective July 1, 2018. The retro payment will be paid within 45 days of board approval.

For the duration of this contract, the District agrees to provide an overall compensation percentage rate increase equal to the greatest overall percentage rate raise, bonus, or any other form of monetary compensation granted to any recognized collective bargaining unit within the Albany Unified School District. However, any portion of a raise, bonus or compensation provided to another District bargaining unit as a direct result of the bargaining unit relinquishing an already existing benefit or right shall be excluded from this "me-too" calculation.

This tentative agreement will be effective upon ratification.

CSEA Albany Chapter 679

Kathy RollinBene HawleyDebra E. PaschkeJames MuscarellaAlyssa Wilkins

Date

5/16/19

Albany Unified School District

[Signature]5/16/2019

Date

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

**ITEM: PARCEL TAX PUBLIC OPINION AND POLLING SERVICES
REQUEST FOR PROPOSALS**

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: To review proposals received and approve a firm for public opinion and polling services.

BACKGROUND INFORMATION: The Request for Proposals is intended to solicit interested vendors to provide the Albany Unified School District (AUSD) with Public Opinion & Polling Services in regards to a survey for the success of passing a parcel tax measure to replace the current parcel tax (Measure LL) that expires July 2021.

A Request for Proposals (Exhibit A) was posted on the District website, and it was also posted with the West County Times on May 8, 2019.

At the May 28, 2019 Board of Education meeting, one proposal from TBWB was presented to the Board of Education. The Board directed staff to reach out to Clifford Moss and Tramultola and their respective research firms. The Chief Business Official reached out to the firms of Clifford Moss, EMC Research, Tramultola, and True North.

DETAILS: The District received proposals from Terris Barnes Walters Boigon Heath, Inc. (TBWB), Clifford Moss, Godbe Research and EMC Research. TBWB and Clifford Moss are the strategy consulting firms, and they partner with Godbe Research and EMC Research, respectively.

FINANCIAL INFORMATION:

- TBWB: Not to exceed \$12,000 for strategy consulting
- Clifford Moss: \$5,000/month (Please see attached Albany USD Fee Proposal and Cost Estimate)
- Godbe Research: Not to exceed \$27,400 (between \$24,975 to \$27,400) for 18 - 20 minutes survey
- EMC Research: Note to exceed \$23,100 for 15 minutes survey

STRATEGIC OBJECTIVES ADDRESSED:



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



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



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

RECOMMENDATION: To review proposals received and approve a firm for Public Opinion and Polling Services.



Proposal for Parcel Tax Consulting Services

Prepared for

Albany Unified School District

May 22, 2019

May 22, 2019

Jackie Kim, CPA
Chief Business Official
Albany Unified School District
819 Bancroft Way
Berkeley, CA 94710

Dear Ms. Kim:

Thank you for the opportunity to present this proposal for parcel tax consulting services to Albany Unified School District as you consider a parcel tax renewal election for Measure LL. TBWB is a strategy and communication consulting firm that focuses on helping school districts and other public agencies design and pass bond and parcel tax measures. Our work has generated billions in voter-approved funding for school districts throughout California. We believe that we are uniquely qualified to lead your school district through a process to achieve a successful parcel tax measure for the following reasons:

- **Unmatched Parcel Tax Experience and Success.** Over the last five years, we have passed 38 of the 41 school parcel tax measures we worked on, for a 93% success rate. Since our firm started working on school parcel tax measures in 2001, we have passed 119 of the 140 parcel tax measures that we have had on the ballot for California school districts. This represents many multiples of the parcel tax experience of our closest competitor. Our 86% overall success rate for these tough two-thirds tax measures compares quite favorably to the 63% overall statewide parcel tax success rate over the same period.
- **Recent Success in Albany USD.** TBWB was proud to serve as consultants for AUSD's two successful bond measures on the June 2016 ballot (Measure B: 69% Yes; Measure E: 74% Yes). Through this experience we gained an understanding of the Albany community and how to communicate effectively with local voters about school funding issues.
- **Depth of Experience in Alameda County.** In addition to our experience in Albany specifically, we have significant local experience passing bond and tax measures for school districts in Alameda County including Alameda Unified School District, Castro Valley Unified School District, Dublin Unified School District, Newark Unified School District, Pleasanton Unified School District, Chabot-Las Positas Community College District, Peralta Community College District and others. In all we've passed over 20 tax measures in Alameda County over the years, most requiring 66.7% voter approval.
- **Today's Communication Tools.** We take full advantage of modern communication tactics, including social media and digital advertising. We will help you leverage new media and traditional channels of communication to engage parents and voters about your funding needs.
- **Customized Approach.** Unlike our competitors, we don't apply a "cookie cutter" approach to school bond or parcel tax strategy. Our prior clients will tell you that our commitment to personal attention from the partner you hire and a focus on the unique challenges of your political environment set us apart from others in our industry.
- **Capacity and Infrastructure to Serve You.** All qualified political firms are busy during the election season. Unlike our competitors whose firms are comprised of one or two principal consultants,

TBWB has team of professionals to ensure your project receives the attention and service it deserves. I will personally serve as your day-to-day point of contact.

A critical component of assessing the feasibility of a parcel tax measure will be obtaining a statistically-reliable understanding of public opinion in AUSD. Accordingly, we have included information about Godbe Research, one of California's preeminent public opinion polling firms, in our proposal. Godbe Research is the polling firm we collaborated with on Albany Unified's successful bond measures in 2016 as well as many other successful measures in Alameda County and around the State.

The remainder of this proposal provides detailed information about our firm, the services we provide, our track record, references and other details. We are confident that you will find our qualifications, local experience, attention to client service and interest in the project are unmatched. Please feel free to contact me at (415) 810-8053 (cell phone) or at cheath@tbwb.com if you have questions or need additional information.

Sincerely,



Charles Heath
Partner

About TBWB Strategies

Our Focus: Public Finance Ballot Measures

Terris Barnes Walters Boigon Heath, Inc., DBA TBWB Strategies is a strategy and communications consulting firm specializing in public finance ballot measures for school districts, community college districts, cities, counties and other public agencies. Our firm has been in business since 1988 under the legal names of Political Media Inc. and Public Finance Strategies LLC before merging under the name Terris Barnes Walters Boigon Heath Inc. The TBWB Strategies brand, which focuses on providing strategy and communications consulting services for public agencies pursuing bond and tax ballot measures, has operated continuously since 2005. Our main office is in San Francisco, and we operate a secondary office in Glendale. TBWB's six practicing partners offer a combined century of strategy and communications consulting experience in California.

Public Consensus → Winning Propositions

TBWB was formed around a simple basic idea: passing taxes is different from other types of political endeavors. For example, candidates run campaigns to differ from their opponents and stand out from the crowd. But when the issue is taxes, winning requires consensus: uniting people around shared priorities and values. We believe public consensus leads to winning propositions, and that is what we deliver for our clients.

Unmatched Experience

TBWB has experience on over 430 successful public finance ballot measures that have raised billions of dollars in voter-approved revenue for public programs, services and facilities. These successful measures include bonds, parcel taxes, sales taxes, transient occupancy taxes, utility users taxes, assessments and fees. We help school districts, community colleges, cities, counties, parks, water and open space districts, fire districts, libraries, health care districts, transportation authorities and others. Since 2005, we have built an impressive 91% success rate on 185 school district bond measures. In 2016 alone, we achieved a 100% success rate, helping 44 school districts around the state develop and pass bonds. Since our firm started working on school parcel tax measures in 2001, we have passed 119 of 140 parcel tax measures for an 86% overall success rate, which compares quite favorably to the 63% overall statewide parcel tax success rate over the same period. This represents many multiples of the parcel tax experience of our closest competitor.

Local Parcel Tax and Bond Measure Experience

We were proud to help Albany USD pass the Measures B & E bonds in 2016 and have passed several measures for local Alameda County school districts, including Alameda Unified School District, Castro Valley Unified School District, Dublin Unified School District, Newark Unified School District, Pleasanton Unified School District, Chabot-Las Positas Community College District, Peralta Community College District and others. In all we've passed over 20 tax measures in Alameda County, most requiring 66.7% voter approval.

Commitment to Client Service

We view our working relationship with our clients as a partnership. We know public finance measures, but you know your community. We pride ourselves in developing unique plans for every client as opposed to applying a "cookie cutter" model that may have worked in other places or at other times. We also understand that the reputation of your district is at stake when you seek funding from your community. It's not enough just to "win" in the short term. Your measure and your message must help you strengthen your relationship with your community for the long term.

Project Team

Project Leadership

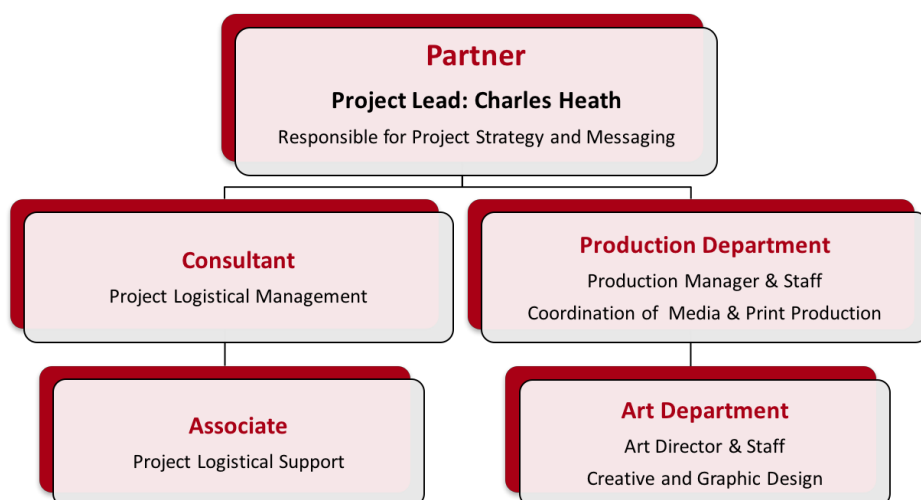
TBWB has six experienced partners with the time and capacity to give your effort the devoted senior-level attention it deserves. Your project will not be handed off to inexperienced staff once the contract is signed. You will work directly with Charles Heath, a Partner in our firm. Our direct and personal “in the trenches” experience guiding recent successful parcel tax and bond measures offers a keen understanding of the nuances in messaging and strategy required for success.

Project Support

With fifteen talented employees, TBWB maintains the largest and best-trained support team in our industry. Under the close supervision of the Partner leading the project strategy, messaging and direction, one of TBWB’s experienced Consultants will be assigned to focus on managing project logistics to ensure the project is completed on time, on budget and with no deadlines missed. One or more of TBWB’s Associates will be assigned to provide logistical support to the Partner, Consultant and client team.

In-House Design and Production

TBWB is one of the few firms in our industry that maintains an in-house Art Department and Production Department. Our full-time Art Director manages a studio of graphic designers who produce award-winning, creative concepts. Our full-time Production Director attends to all the details required for efficient and timely delivery of printed materials.



PARTNERS

Barry Barnes
Jared Boigon
Charles Heath
Joy Tatarka
Michael Terris
Erica Walters

CLIENT SERVICES

Rochelle Fanali
Senior Consultant

Sabrina Kochprapha
Senior Consultant

Robin Gerrity
Senior Consultant

Jeremy Hauser
Consultant

Jake Martin
Consultant

Alex Wara-Macapinlac
Consultant

Brittany Brady
Consultant

Mary Richardson
Senior Associate

Amanda Klein
Associate

CREATIVE

Maximillian Medina
Art Director

Erin Henry
Graphic Designer

PRODUCTION

Dan Dimendberg
Partner/Production Director

ADMINISTRATION

David Tick
Partner/Business Manager

Brandon Moss
Office Manager

William Jensen
IT System Administrator

Consultant Biographies

Charles Heath, Partner

Over 20 years as a strategy and communications consultant, Charles has guided more than 100 ballot measures to victory. With a background in various political projects, Charles has spent the better part of the last decade with a strict focus on working with public agencies to design winning revenue measures for the ballot and execute strategic public information efforts to position his clients for success at the ballot box. Once a measure is on the ballot, Charles works with advocacy campaign committees to run efficient and effective campaigns to achieve voter approval for ballot measures.



Charles has led campaigns in all parts of California — from large urban environments like Oakland, San Jose and Los Angeles to suburban environments like Marin, Riverside, and Orange County to rural and agricultural communities like Plumas County, Truckee and Stanislaus County.

Charles has worked with a diverse range of public agencies across the western United States, ranging from school and community college districts to healthcare districts, transportation agencies, cities and counties, park and recreation districts, libraries and fire districts.

Before his career in public finance campaigns, Charles worked as a policy analyst for a public policy think tank, as an aide in the California Legislature and as a reporter for a local newspaper.

Charles is a graduate of the University of California at Davis with degrees in Political Science and English, and he earned a Master's Degree from the London School of Economics.

Charles grew up in Southern California and now lives in the East Bay with his wife Eva, his son Alexander and his daughter Lillian.

Sabrina Kochprapha, Senior Consultant

Since 2005, Sabrina has helped dozens of school districts, cities, healthcare districts and park districts develop local bond and tax measures for the ballot. Sabrina successfully helps public agencies throughout California communicate their needs to voters and build awareness about revenue measures. Once a measure has been placed on the ballot, Sabrina helps guide committees to implement winning campaigns.



Sabrina's clients comment on her strong organizational skills, ability to manage tight timelines, attention to detail and calm demeanor amidst the tremendous pressures of political campaigns.

Sabrina earned Honors in Political Studies at Pitzer College in Claremont, California, where she was also captain of her rugby team. In her free time, she enjoys hiking, traveling and backpacking. She resides in Oakland with her husband Kevin and her son Corbin.

- Write, design and produce informational mailings and advertising to educate, inform and engage voters
- Develop a plan to inform and engage key internal stakeholder groups within your district
- Develop strategies to inform and engage influential external groups including elected leaders, business leaders, neighborhood leaders, faith community leaders, taxpayer groups and others

Step 3: Build a Strong Measure

Once we know what a viable, winnable ballot measure looks like, TBWB will work with you to develop your measure and qualify for the ballot.

TBWB will:

- Work with you and your financial team to finalize tax rates and the structure of your measure
- Refine your plans for potential parcel tax revenue to make sure program descriptions are written in clear and understandable language and feature high priorities for voters
- Work with you and your legal counsel to define important taxpayer accountability protections, including an independent Citizens' Oversight Committee and public reporting process
- Work with you and your legal counsel to develop all resolutions required for calling the election
- Develop the critical 75-word question that will appear on ballots
- Develop and refine the full text of the measure and other materials that will appear in the ballot pamphlet mailed to all voters
- Present recommendations and documents to your Board of Education for formal approval
- Work with the election officials in your area to qualify your measure for the ballot

Step 4: Campaign for the Win

The next step in the process is to mount a strategic advocacy campaign to secure the votes needed to win on Election Day. This is the only step in the process that cannot be funded with public funds. While agencies can continue to provide information to residents about the measure, only a privately funded campaign committee can advocate for the measure. We will help you identify volunteers to step forward to run such an effort. Typically, as consultant to volunteer campaign committees, we build campaign plans with the following elements to ensure the best possible chance of success on Election Day:

- Effective messaging and materials. Campaign logos, brochures, websites, social media and other materials must be eye-catching and have a local feel in order to persuade and motivate voters effectively.
- Avoiding controversy and obstacles. We can't take anything for granted in today's economic and political environment. To win, it is important to run an organized campaign that avoids controversy and opposition to the extent possible.
- Good teamwork. Above all, winning campaigns takes good teamwork. We work closely with pollsters, committee members and other local partners.
- Efficient grassroots organizing. The time and energy of your volunteers are precious resources. We'll work with you to develop a plan that maximizes the impact of their efforts on the outcome of the election.
- Strong fundraising. Fundraising for local ballot measures can be a challenge. It takes resources to get your message out to the voters who will determine the outcome of your election. We can help you create a fundraising plan to help you attain the resources needed to win.

Step 5: Bridge to the Next Election

After voters have approved your measure, it is important to continue positive and transparent community dialogue about how you are utilizing voter-approved funding and delivering on your promises. When

taxpayers hear nothing, they assume the worst and fall back on unfair stereotypes about how government spends money.

We offer a full range of ongoing communication services to our clients:

- Creation of regular updates to highlight progress related to your measure, including messaging for email blasts, websites, social media and newsletters
- Assistance with crafting responses to community or media inquiries regarding a local funding measure
- Assistance with preparing presentations to community groups and oversight bodies
- Regular direct mail updates to the entire community to ensure broad awareness beyond the most active and engaged citizens

Note: The information provided in Steps 4 and 5 is intended as information to convey TBWB's full range of services available to assist with the parcel tax measure process. The services described here are not proposed as part of the pre-election scope of services for AUSD. If a parcel tax measure is placed on the ballot and an independent advocacy committee forms, the services outlined in Step 4 would be offered to that group and privately funded under a separate agreement. If a parcel tax measure is approved, the services outlined in Step 5 would be offered to AUSD under a separate post-election services agreement.

Fee & Cost Summary

As is the standard in our industry, TBWB contracts on a fixed-fee basis. For a school district the size of Albany Unified School District, our standard consulting fee is \$6,000 per month. This is the same amount that we charged for our work leading to the bond election in 2016. Reimbursable business expenses, such as mileage, photocopying and overnight delivery, will be billed separately. Our contract can be severed at any time if you chose to abandon or delay your parcel tax measure effort. Partial months of services would be prorated. We estimate that a feasibility study can be completed in no more than three months and likely less.

Godbe Research estimates the cost of a public opinion poll designed to gauge parcel tax feasibility to be between \$24,925 and \$27,400, depending on the length of the survey. A breakdown of these costs is included below.

If the parcel tax planning process proceeds past the feasibility stage, there will be additional costs related to printing and mailing information to the community. To help you estimate the budget for a thorough informational outreach effort, the cost of producing an 11x17 informational newsletter to all voter and parent households in AUD (an estimated 7,500 households) is \$8,800 including non-profit bulk postage. Mailing on the school district's non-profit postage permit will allow for the least expensive postage rate available. We will work with you to develop an appropriate budget for these costs through the development of the public outreach plan. For budget estimating, most school districts send two to three informational community mailers along with targeted digital and print advertising during the measure planning and outreach process.

Hybrid Survey of 300 (n=300) to 400 (n=400) District Voters

<u>Project Task</u>	<u>15-min.</u>	<u>18-min.</u>	<u>20-min.</u>
Listed Voter Telephone Sample	\$800.00	\$800.00	\$800.00
Listed Voter Email Sample	\$600.00	\$600.00	\$600.00
Additional Cell/Land Line Match	\$800.00	\$800.00	\$800.00
CATI Programming	\$1,125.00	\$1,350.00	\$1,500.00
Internet Version Programming/Testing	\$3,500.00	\$3,750.00	\$4,000.00
Internet Version Recruitment/Hosting	\$750.00	\$750.00	\$750.00
Telephone Interviewing	\$6,200.00	\$7,000.00	\$7,800.00
Data Processing and File Merge	\$800.00	\$800.00	\$800.00
Research Fee	\$7,500.00	\$7,500.00	\$7,500.00
Project Management	\$2,500.00	\$2,500.00	\$2,500.00
<u>Misc./Travel Expenses</u>	<u>\$350.00</u>	<u>\$350.00</u>	<u>\$350.00</u>
Voter Survey Total	\$24,925.00	\$26,200.00	\$27,400.00

COMBINED PARCEL TAX EXPERIENCE OF TBWB'S PARTNERS

2018 – 2001

Summary Win/Loss Record	Win Percent
TBWB Parcel Tax Win Record	86%
State of California Overall Parcel Tax Win Rate	63%

2018

School District	Tax Rate	% Yes
South Pasadena Unified School District	\$386	80%
Kentfield School District	\$1,498 + 3% COLA	69%
Dixie School District	\$470 + 3% COLA	71%
East Side Union High School District	\$49	66%
Belmont-Redwood Shores School District	\$118	68%
Millbrae School District	\$97	75%
Manhattan Beach Unified School District	\$225	69%
Tamalpais Union High School District	\$149 + 3% COLA	72%
Martinez Unified School District	\$75	75%
Culver City Unified School District	\$189	74%

2017

School District	Tax Rate	% Yes
Arcadia Unified School District	\$288	68%
Hayward Unified School District	\$88	71%
Los Gatos Union Elementary School District	\$290	66%
Mountain View Whisman School District	\$191	72%

2016

School District	Tax Rate	% Yes
Alameda Unified School District	32¢/sq. ft., \$7,999 max	74%
Franklin-McKinley School District	\$72	80%
Jefferson Elementary School District	\$68	77%
Jefferson Union High School District	\$60	74%
Larkspur-Corte Madera School District	\$679	68%
Live Oak School District	\$98	79%
Los Altos School District	\$820	71%
Los Gatos-Saratoga Union High School District	\$49	71%
Pacifica School District	\$118	78%
Redwood City School District	\$85	80%
San José Unified School District	\$72	67%
El Rancho Unified School District	\$99	66%

2015

School District	Tax Rate	% Yes
Cotati-Rohnert Park Unified School District	\$89	68%
San Carlos School District	\$246	68%
Campbell Union School District	\$49	68%
Palo Alto Unified School District	758 + 2% COLA	77%
San Ramon Valley Unified School District	\$144	75%
Union School District	\$96	75%

2014

School District	Tax Rate	% Yes
Cupertino Union School District	\$250	79%
Reed Union School District	\$508 + 3% COLA	78%
La Cañada Unified School District	\$450	68%
Novato Unified School District	\$251	81%
Dublin Unified School District	\$96	80%

2013

School District	Tax Rate	% Yes
Belmont-Redwood Shores School District	\$174	72%
Campbell Union High School District	\$85	77%
Los Gatos Union Elementary School District	\$290	82%
Portola Valley School District	\$581	69%
San Rafael Elementary School District	\$194 + 5% COLA	79%
San Rafael High School District	\$132.50 + 5% COLA	79%
Soquel Union School District	\$90	61%
South Pasadena Unified School District	\$386	73%

2012

School District	Tax Rate	% Yes
Berryessa School District	\$79	78%
Cotati Rohnert Park School District	\$89	67%
Hayward Unified School District	\$58	70%
Jefferson Union High School District	\$48	67%
Peralta Community College District	\$48	72%
Redwood City School District	\$67	69%
Ross Valley School District	\$468	72%
Saratoga Union School District	\$68	69%
Arcadia Unified School District	\$228	68%
New Haven Unified School District	\$180	63%
Contra Costa Community College District	\$11	66%

2011

School District	Tax Rate	% Yes
Burlingame School District	\$76	69%
Las Virgenes Unified School District	\$95	57%
Pacifica School District	\$118	69%
Dixie School District	\$352	80%
San Carlos School District	\$110	81%
Los Gatos-Saratoga Union High School District	\$49	73%
Cupertino Union School District	\$250	70%
Los Altos School District	\$193	67%
Ravenswood City School District	\$196	68%
Pleasanton Unified School District	\$98	65%

2010

School District	Tax Rate	% Yes
Fremont Unified School District	\$53	70%
Cambrian School District	\$96	58%
Auburn Union School District	\$59	55%
Alum Rock Union Elementary School District	\$160	74%
Cabrillo Unified School District	\$150	71%
Mt. Pleasant Elementary	\$95	71%
Palo Alto Unified School District	\$589	79%
Portola Valley School District	\$168	78%
Union School District	\$96	72%
Burlingame School District	\$180	71%
Santa Monica Malibu Unified School District	\$544	64%
Foothill-De Anza Community College District	\$69	58%

2009

School District	Tax Rate	% Yes
La Cañada Unified School District*	\$150	75%
Palos Verdes Peninsula Unified School District*	\$374	69%
Cupertino Union School District	\$125	70%
Moreland School District	\$95	69%
Novato Unified School District*	\$251	69%
Piedmont Unified School District (Measure B)*	\$2,100	78%
Piedmont Unified School District (Measure E)*	\$249	73%
San Carlos School District	\$78	72%
San Ramon Valley Unified School District	\$144	72%
Jefferson Elementary School District	\$85	58%

2008

School District	Tax Rate	% Yes
Alameda Unified School District*	\$120	67%
Belmont Redwood Shores School District	\$78	72%
Berryessa Union School District*	\$79	73%
Campbell Union High School District	\$85	79%
Dublin Unified School District*	\$96	73%
Franklin-McKinley School District	\$72	74%
Live Oak School District	\$84	77%
Los Gatos Union School District	\$290	84%
Mountain View Whisman School District*	\$127	80%
Oak Park Unified School District	\$197	83%
Oakland Unified School District*	\$195	79%
Pacifica School District	\$96	67%
Santa Cruz City Elementary School District	\$105	80%
Santa Monica-Malibu Unified School District	\$346	73%
West Contra Costa Unified School District	7.5 ¢/sq ft	79%

2007

School District	Tax Rate	% Yes
Emery Unified School District*	15 ¢/sq ft	87%
Lafayette School District*	\$313	73%
Las Virgenes Unified School District	\$98	78%
Palos Verdes Peninsula Unified School District*	\$209	80%
Petaluma City Elementary School District*	\$75	76%
Petaluma Union High School District*	\$50	76%
San Marino Unified School District*	\$295	71%
Pacifica School District	\$96	58%

2006

School District	Tax Rate	% Yes
Cabrillo Unified School District	\$195	62%

2005

School District	Tax Rate	% Yes
Palo Alto Unified School District*	\$493	74%
Novato Unified School District*	\$155	75%
Santa Cruz City Elementary School District	\$70	80%
Santa Cruz City High School District	\$28	77%

2004

School District	Tax Rate	% Yes
Belmont Redwood Shores School District	\$96	67%
Burlingame Elementary School District	\$104	78%
Cambrian Elementary School District	\$63	74%
Campbell Union High School District	\$85	68%
Fremont Union High School District	\$98	67%
Las Virgenes Unified School District	\$98	71%
Mountain View Whisman School District*	\$75	69%
Oakland Unified School District*	\$195	75%
Oak Park Unified School District*	\$197	82%
Washington Union School District	\$120	59%
Palo Alto Unified School District	\$521	66%

2003

School District	Tax Rate	% Yes
Burlingame Elementary School District	\$76	72%
Palos Verdes Peninsula Unified School District*	\$173	73%
San Mateo-Foster City School District	\$75	69%
Santa Cruz City Elementary School District	\$81	68%
San Lorenzo Valley Unified School District	\$135	51%
Campbell Union School District	\$180	57%

2002

School District	Tax Rate	% Yes
Santa Cruz City Elementary School District	\$70	71%
Los Altos School District	\$597	71%
Santa Cruz City High School District	\$28	67%
Belmont Redwood Shores School District	\$126	65%

2001

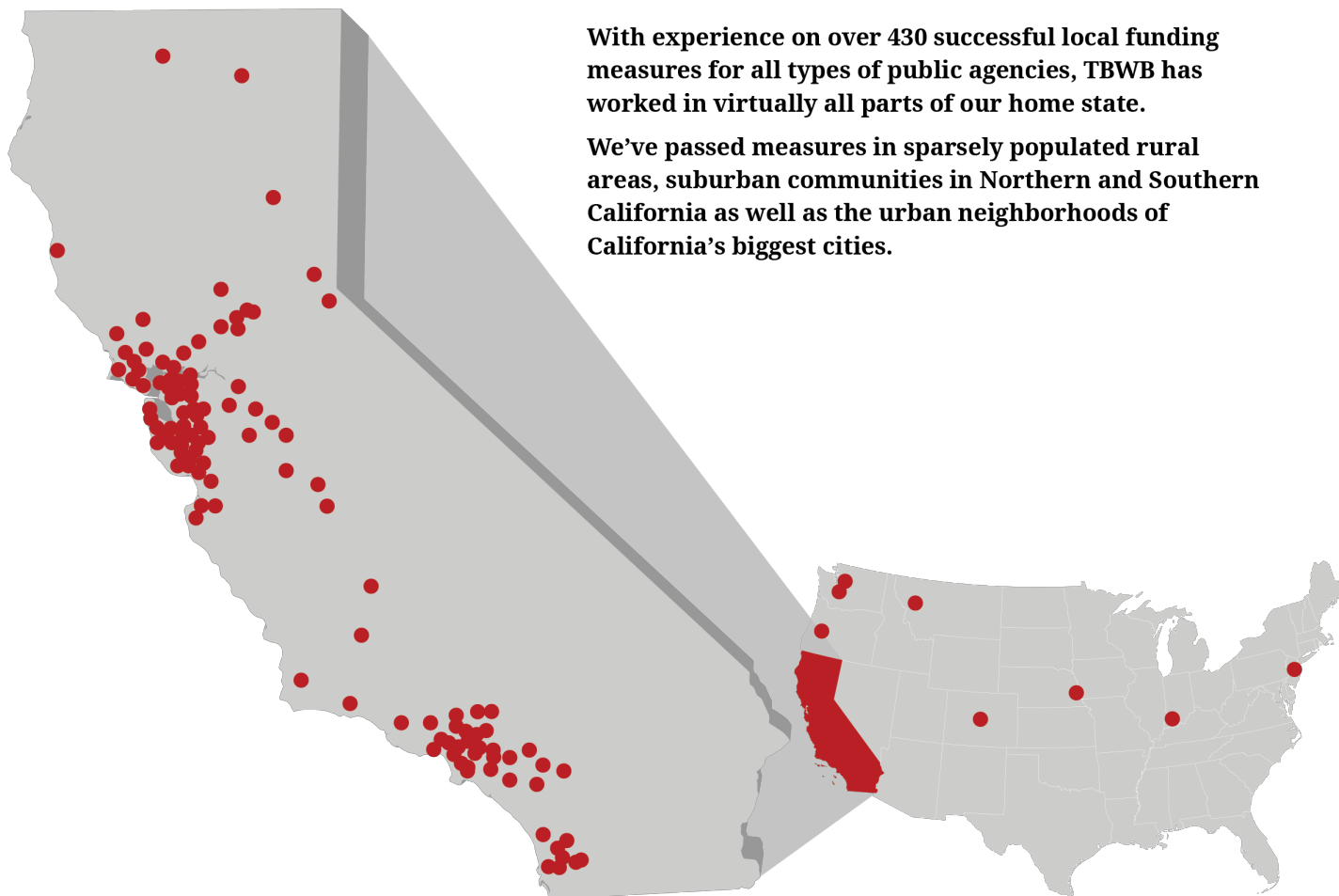
School District	Tax Rate	% Yes
Cambrian Elementary School District	\$63	68%
Palo Alto Unified School District*	\$293	76%

*(Partial list)***Projects managed by Charles Heath while at a prior firm.*

COMBINED EXPERIENCE OF TBWB'S PARTNERS

With experience on over 430 successful local funding measures for all types of public agencies, TBWB has worked in virtually all parts of our home state.

We've passed measures in sparsely populated rural areas, suburban communities in Northern and Southern California as well as the urban neighborhoods of California's biggest cities.



Community College Districts

Allan Hancock College
Antelope Valley College
Cabrillo College
Chabot-Las Positas CCD
Chaffey College
College of the Canyons
College of Marin
College of the Siskiyous
Contra Costa CCD
Foothill-De Anza CCD
Gavilan College
Glendale College
Hartnell College
Lane Community College (Oregon)
Mendocino College
Mira Costa College
Napa Valley College
Peralta CCD
Mt. San Jacinto CCD
Rancho Santiago CCD
San Bernardino CCD
San Joaquin Delta CCD
San Mateo CCD
Santa Barbara City College
Santa Monica College
Santa Rosa Junior College
Yuba College

Hospitals and Health Care

Alameda County Medical Center*
Cascade Valley Hospital (WA)*
Daughters of Charity Health System
Plumas Healthcare District*
Salinas Valley Memorial Healthcare System
Save Laguna Hospital
Seton Medical Center
Tahoe Forest Hospital District*
Valley Medical Center (Washington)*
West Contra Costa Healthcare District*
Valley Health System

Transportation

AC Transit District*
Fresno County Transportation Authority
Metropolitan Transportation Commission
Monterey-Salinas Transit
Napa County Transportation Agency
San Benito County Transportation
San Mateo County Transit District
Santa Clara County BART
Santa Cruz County Regional Transportation Commission
Sonoma County Transportation Authority
Stanislaus County Transportation
Transportation Agency of Monterey County
Transportation Authority of Marin
Truckee/North Tahoe Transportation Agency

Parks, Open Space and Water Districts

Alameda County Clean Water Program
Camden Water
Fresno Parks
Greater Vallejo Recreation District
Hayward Area Recreation District
Los Angeles County Flood Control District
Los Angeles County Regional Park and Open Space District
Marin Agricultural Land Trust
Marin County Parks and Open Space
Midpeninsula Regional Open Space District
Missoula Open Space (Montana)
Monterey Peninsula Regional Park District
Napa County Regional Park and Open Space District
Pleasant Hill Recreation and Park District*
Santa Clara County Open Space Authority
Santa Clara County Parks
Santa Clara Valley Water District
Save the Bay
Sonoma County Agricultural Preservation and Open Space District
Zone 7 Water Agency (Alameda County)

(Partial List) *Projects managed by Charles Heath while at a prior firm.

Fire Districts

East Contra Costa Fire Protection District
Fresno County Fire Protection District
Marin County Fire Department
North Tahoe Fire Protection District
Oakland Wildfire District*
Santa Cruz County Fire District - CSA48
Truckee Fire Protection District

Cities, Counties and Special Districts

Alameda Free Library*	City of Salinas
Citizens for Carmel Valley	Town of San Anselmo
City of Alameda	City of San Bernardino*
City of Barstow	City of San Carlos
City of Burlingame	City of San Gabriel*
City of Campbell	City of San Jose
City of Chula Vista	City of San Rafael
City of Colton*	City of Santa Cruz
Town of Corte Madera	City of Santa Fe Springs
City of Del Mar	City of Santa Monica
City of Diamond Bar	City of Santa Rosa
City of Downey	City of South Lake Tahoe
City of Emeryville	City of South Pasadena
City of Fairfield	Town of Truckee
City of Foster City	City of Union City*
City of Fremont	City of Vacaville
City of Glendale	City of Ventura
City of Gustine	City of Watsonville
City of Kerman	Town of Windsor
City of Lafayette	Yuba City
City of Laguna Beach	Los Angeles County
City of Los Altos	Homeless Initiative
City of Madera	Marin County
City of Manteca	Marin County Free Library
City of Merced	Merced County Association
City of Morgan Hill	of Governments
City of Murrieta	Napa County
City of Oceanside	Oakland Public Library*
City of Pacifica	Pacifica Library
City of Palm Springs	Placer County
City of Palmdale	San Mateo County
City of Palo Alto	Santa Clara County
City of Pleasant Hill	Santa Clara County Libraries*
City of Pomona	Santa Cruz County
City of Port Hueneme*	Santa Cruz County Library
City of Redwood City	

Statewide Measures

Proposition 1 2018 – Veterans and Affordable Housing Act
Proposition 2 2018 – Homeless Mental Health Housing Act

High School Districts

Campbell Union High SD
Chaffey Joint Union High SD
Delano Joint Union High SD
East Side Union High SD
Fremont Union High SD*
Fullerton Joint Union High SD
Galt Joint Union High SD
Grant Joint Union High SD
Jefferson Union High SD
Los Gatos-Saratoga Union High SD
Mountain View-Los Altos High SD
Nevada Joint Union High SD
Oxnard Union High SD
Perris Union High SD
Petaluma Joint Union High SD
Placer Union High SD
Roseville Joint Union High SD
San Benito High SD
San Dieguito Union High SD
San Mateo Union High SD
San Rafael High SD
Santa Cruz City High SD
Santa Rosa High SD
Sequoia Union High SD
Tamalpais Union High SD
William S. Hart Union High SD

*(Partial List) *Projects managed by
Charles Heath while at a prior firm.*

Elementary School Districts

Alisal Union SD
Alpine Union SD
Alta Loma SD
Alum Rock Union Elementary SD
Anaheim Elementary SD
Auburn Union SD
Beardsley SD
Belmont-Redwood Shores SD
Berryessa Union SD
Buena Park SD
Burlingame SD
Cambrian SD
Campbell Union SD
Castaic Union SD
Central SD
Centralia Elementary SD
Cupertino Union SD
Del Mar Union SD
Dixie SD
Fountain Valley SD
Franklin-McKinley SD
Fruitvale SD
Hermosa Beach City SD
Huntington Beach City SD
Jefferson Elementary SD
Kentfield SD
Lakeside Union SD (San Diego County)
Larkspur-Corte Madera SD
Live Oak SD
Loma Prieta Joint Union SD
Los Altos SD
Los Gatos Union SD
Lowell Joint SD
Menifee Union SD
Millbrae SD
Modesto City Elementary SD
Moraga SD
Moreland SD
Mount Pleasant Elementary SD
Mountain View Whisman SD
Norris SD
North Sacramento SD
Oakley Union Elementary SD
Ocean View SD (Orange County)
Orinda Union SD
Pacifica SD
Palmdale SD
Perris Elementary SD
Petaluma City Elementary SD
Portola Valley SD
Ravenswood City SD
Redwood City SD
Reed Union SD
Rosemead SD
Roseville City SD*
Ross Valley SD
San Carlos SD
San Mateo-Foster City SD
San Rafael Elementary SD
Santa Cruz City Elementary SD
Santa Rita Union SD
Santa Rosa Elementary SD
Saratoga Union SD
Saugus Union SD
Savanna SD
Soquel Union Elementary SD
Stanislaus Union SD
Sulphur Springs Union SD
Sunnyvale SD*
Union SD
Westminster SD

Unified School Districts

Alameda USD
Albany USD
Amador County USD
Arcadia USD
Azusa USD
Baldwin Park USD
Bassett USD
Bonsall USD

Unified School Districts (cont.)

Cabrillo USD
Carlsbad USD
Castro Valley USD
Charter Oak USD
Claremont USD
Conejo Valley USD
Corona-Norco USD
Cotati-Rohnert Park USD
Culver City USD
Davis Joint USD
Downey USD
Dublin USD
El Rancho USD
Emery USD*
Evansville-Vanderburgh School Corporation (Indiana)
Fairfield-Suisun USD
Folsom Cordova USD
Fremont USD
Garden Grove USD
Glendale USD
Hayward USD
Irvine USD
Jurupa USD
Kerman USD
La Cañada USD
Lake Elsinore USD
Lammersville USD
Las Virgenes USD
Lompoc USD
Los Alamitos USD
Madera USD
Manhattan Beach USD
Martinez USD
Milpitas USD
Monterey Peninsula USD
Moreno Valley USD
Morgan Hill USD
Mount Diablo USD
Mountain Empire USD
Napa Valley USD
New Albany Floyd County Consolidated
School Corporation (Indiana)
Newark USD
New Haven USD
Novato USD
Oakland USD*
Oak Park USD
Orange USD
Pajaro Valley USD
Palo Alto USD
Palos Verdes Peninsula USD*
Paradise USD
Patterson Joint USD
Piedmont USD*
Pleasanton USD
Poway USD*
Riverside USD
San José USD
San Lorenzo Valley USD
San Marcos USD
San Marino USD
San Ramon Valley USD
Santa Ana USD
Santa Monica-Malibu USD
Scotts Valley USD
Simi Valley USD
Snowline Joint USD
Sonoma Valley USD
South Pasadena USD
South San Francisco USD
St. Helena USD
Tahoe Truckee USD
Torrance USD*
Tustin USD
Val Verde USD
Vallejo City USD
Vista USD
Walnut Valley USD
West Contra Costa USD
Westside SD 66 (Nebraska)
Woodland Joint USD
Yucaipa-Calimesa Joint USD

ALBANY UNIFIED SCHOOL DISTRICT INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This agreement is hereby entered into this **11th day of June, 2019**, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Terris Barnes Walters Boigon Heath Inc. (DBA TBWB Strategies)

CONTRACTOR

400 Montgomery Street, 7th Floor

San Francisco	MAILING ADDRESS	CA	94104
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"):

Feasibility Assessment. TBWB shall perform any of the following services as needed to assess the electoral feasibility of the Parcel Tax Measure for Client:

- a. Develop potential parcel tax strategies to meet Client's funding needs to be tested in polling;
- b. Collaborate with Godbe Research to design, conduct and analyze an opinion survey of voters in the District to assess the feasibility of a parcel tax measure;
- c. Conduct a demographic analysis of voters in the District and how they break into key sub-groups by age, ethnicity, political party, length of residency, parents and other key criteria;
- d. Analyze past election results in the District and region to understand voter turnout trends and other relevant voting patterns;
- e. Research other local tax proposals that may be heading to an upcoming ballot that could compete with Client's Parcel Tax Measure; and
- f. Make specific recommendations regarding the optimal election date, election type (polling place or mail-in), tax rate, tax structure and other important Parcel Tax Measure features.

2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.

3. Term. CONTRACTOR shall:

☐ Provide services under this AGREEMENT on the following specific dates _____, _____, _____, _____, _____, _____, _____, and _____, and complete performance no later than _____;

OR

☐ Commence providing services under this AGREEMENT on:
June 15, 2019

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

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

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee **not to exceed Twelve Thousand Dollars (\$12,000.00)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

a. Such compensation shall be based on:

- ☐ An hourly rate of _____ for a total amount of _____ hours.
- ☐ A daily rate of \$ _____ for a total amount of _____ days.
- X Total amount of \$ 12,000.

b. Payment method shall be:

- X **Upon Completion**
- ☐ Date of Service
- ☐ **Other (Specify):** _____.

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

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

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.
7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each

occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.

10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:
 - X 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:

- ☐ 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:

X Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

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

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

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

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any

District student pursuant to this Agreement.

15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.

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

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

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

CONTRACTOR:

**TERRIS BARNES WALTERS BOIGON HEATH
INC (DBA TBWB STRATEGIES)**

Tax Identification Number: 82-1006849

By: _____
Name:
Title:

By: _____
Name: CHARLES HEATH
Title: PARTNER

Address for District Notices:

Albany Unified School District
1200 Solano Avenue
Albany, CA 94706

Address for Contractor Notices:

400 Montgomery Street
7th Floor
San Francisco, CA 94104

Date of Board Approval: _____



Albany Unified School District

Proposal for Strategic Communications Services

From

CliffordMoss.

CliffordMoss
5111 Telegraph Avenue No. 307
Oakland, CA 94609
Fax: 510-489-9229
www.cliffordmoss.com
Amanda Clifford, Principal
Ph: 415-244-5990

June 4, 2019

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1. COVER LETTER

CliffordMoss LLC is pleased to present this proposal to provide strategic services, including pre-electoral strategy, communications and strategic guidance, to help Albany Unified School District (AUSD) prepare for a successful parcel tax on the March or November 2020 ballot. We appreciate being considered for this opportunity. Thank you!

We'd like to start with a simple fact. *CliffordMoss is not the typical communications strategy corporation.* We are a boutique firm with a passion for political and strategic communications work. Every day, we bring a spirit of innovation to our work that helps our clients achieve their goals via the most direct, energizing and satisfying route possible.

Our seasoned team members have deep and relevant experience – collectively, 50+ years working with public education leaders, **including Alameda County leaders**, to improve local public schools. We're proud to say **we know and live in Alameda County** – Since opening our doors in 2012, CliffordMoss has successfully guided numerous school parcel taxes in the Bay Area. Working together with our valued clients, we created leadership level results, securing funding for instructional programs essential to quality teaching and learning, in each case, rung in a new era of transformation and school improvement.

CliffordMoss is committed to helping our clients *build better communities*. In particular, we have an appreciation for the great need and effort required to rebuild California's ailing school infrastructure. Generations before us gave their all to build the "Golden State," including some of the best public schools in the country. Now it's our turn. **This space is our passion at CliffordMoss** – helping to ensure academic success by making sure that school programs are innovative, modern and equipped one program at a time. Working together with our clients, we can ensure that the future is as bright as our past.

Our winning track record, 94.5% overall, is a source of pride for CliffordMoss, comprising hundreds of wins throughout the state over the years. **In November 2018 alone, CliffordMoss won 100% of our clients' school elections**, securing nearly 3 billion dollars in funding to improve the quality of education, school facilities and, public safety, transportation, infrastructure and other local public services across California. Our continuing work is helping transform schools to ensure that California students receive the education needed to succeed in school, college, careers and life.

Our goal is to make this process manageable and successful for you and your team. We understand your primary focus is on teaching, learning and operating a great school district each and every day. With that said, you are considering placing a Parcel Tax on your local ballot – **and that is a significant undertaking**. We are here to facilitate, train and coach you and your team SO THAT YOU CAN WIN, and secure the funding to bring in a new era for AUSD.

We think that you will find our qualifications, our attention to client service and our genuine interest in YOU and your school district to be exceptional. It all starts with a story – your story. Our job is to bring that story to life.

Let us tell your story. Thank you for your consideration.

Sincerely,



Amanda Clifford
Principal, CliffordMoss LLC
415-244-5990 / amanda@cliffordmoss.com



Tom Clifford
Principle, CliffordMoss LLC
510-847-7155/ tom@cliffordmoss.com

2. FIRM OVERVIEW, QUALIFICATIONS & EXPERIENCE

Firm Information: Our primary company information is as follows:

CliffordMoss, LLC

5111 Telegraph Avenue, No. 307, Oakland, CA 94609

Firm Structure: LLC – Limited Liability Company

CliffordMoss Years in Business: 7+ years

Primary Contact:

Amanda Clifford. Title: Principal, CliffordMoss

Office: 510-907-3195 | info@cliffordmoss.com

Bonnie on cell: 415-244-5990 | amanda@cliffordmoss.com

About Us: CliffordMoss is a leading-edge California-based strategic communications firm, specializing in the strategic communications and tax election planning services that Albany Unified School District (AUSD) needs. We are based in Oakland, California and led by principals Tom Clifford, Bonnie Moss and Amanda Clifford. To stay nimble and responsive to clients, we have six (6) employees as well as a network of highly qualified associates throughout the state that join us on projects when needed. Collectively, we bring 50+ years' experience guiding a wide array of public school districts and other local public agencies to achieve their desired goals. Since opening our doors, approximately 80% of our clients are California K-14 public school and College districts seeking community support for a local revenue measure or help developing effective public information and community engagement initiatives.

CliffordMoss does not hold controlling or any other interests in any other organization, nor is our firm owned or controlled by any other person or organization. CliffordMoss does not have financial interests in any other business. Tom Clifford, Bonnie Moss and Amanda Clifford have not had any other partners or business associates. CliffordMoss has no relationships with AUSD that would violate Government Code Section 1090 or the Conflict of Interest provisions set forth in Government Code 87100 and following. CliffordMoss has not incurred any disciplinary action or fines since January 1, 2012.

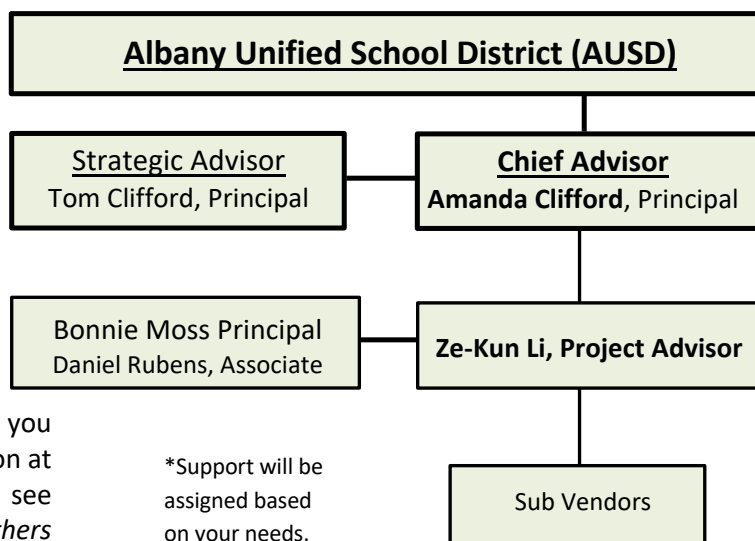
CliffordMoss Organization Chart

Our team is driven by three core principles:

YOUR community is unique ♦ **Listening is a lost art**

♦ **People support what they help create**

We use these principles to help you tell your story in an honest and compelling way. We use them to help you engage, listen and build relationships – one conversation at a time. Most importantly, we use them to help you see opportunities through a *win-win* lens, so **you** inspire *others* to rise and champion your cause from the outside in.



What Makes CliffordMoss Different:

We are **strategic advisors**. We've built a proven model to successfully *facilitate, train and coach* our clients through a complex, organic, often uncertain process to achieve their goals. Our aim is to leave clients with clear and compelling WINS, and earn their respect as raving fans. We work hard to get things right the first time. These are important commitments we bring to the job in a different way than others. In summary, we are different in 3 important ways:

- 1. The Level of Investment WE Make in YOU!** We are not a volume shop; nor do we aspire to be. Many of our clients tell us in working with others, they left the experience unsatisfied. In some cases, the firm was so large that some clients were assigned junior, less-experienced staff that simply applied *cookie cutter* strategies from off the shelf. Elsewhere, there was an over-reliance on formulas that had worked before without sufficient consideration for the **new and unique** characteristics of the client's ballot measure, *current* events and/or community terrain.

In contrast, we make the time to listen and go deep. That's what our clients report time and again. Whether through our highly customized training tools, our creative, authentic direct mail and collateral materials or our 24-7 accessibility including being in the trenches when our clients need us most, CliffordMoss goes deeper with clients, whether their journey is filled with blue skies and smooth sailing or complicated with uncertainty and turbulence.

2. **Our Approach.** Our **"FACILITATE – TRAIN – COACH" approach** gives CliffordMoss a competitive edge from the very start in charting your course to victory. We start with quality listening. We work side-by-side with you on strategies we develop together, bringing fresh communications energy and experience to the conditions you face, rather than applying a one-way, *"one size fits all"* directive approach that simply tells people what to do. Early on, our process facilitates, trains and coaches your team through: 1) accurately assessing the communications climb ahead; and 2) developing a successful strategy based on each clients' specific circumstances and needs. Our process continues by practicing mutual respect and trust, quality listening and learning, employee and stakeholder collaboration and compelling storytelling. With few exceptions, we start Day 1 on a path with you to create transformational change. The return on investment comes when ordinary people deliver extraordinary results.
3. **The Way We Tell Our Clients' Stories.** Our rallying cry is "Let us tell your story." **Your** story is THAT important! *And we make the effort to get it right!* To do that, we make the time to understand YOU and the parts of YOUR Albany USD community that matter most to you in a way that others don't. Our customized political strategy, communications and public engagement work employs the best time-tested listening and messaging strategies; disciplined grassroots organizing and field work; and compelling direct mail and online activity. As we work with you, look for us to lead with fresh creativity, combining proven communications techniques with cutting-edge technology and innovative approaches to new media and robust online initiatives. In the end, YOUR story will be told authentically and in a way that attracts support. Simply put, we don't try to make you or your school district into something that you are not. We take pride in building a customized communications "mix" that brings out your BEST stories, advances your cause, and helps you achieve your goals on your terms.

Our full service commitment is reflected in many ways, starting with EARLY efforts to begin building the elements to ensure that your measure is positioned for future success, including:

1. Helping leverage important lessons from recent nearby elections.
2. Helping you fully understand the diversity of your Albany USD voting community – a unique terrain of political *micro-climates* embedded throughout the district – and how these *micro-climates* behave.
3. Assuring that individuals tasked to carry out assignments are both sufficiently trained for their roles and informed of how their roles fit into the broader picture.

TIME is our most valuable collective resource in this process – and you will see us use it wisely. During the pre-electoral planning window, we advocate for regular contact with you (some clients require meeting more often at certain times of the project, and we allow for that). We use the full spectrum of communications channels, including conference calls, email, phone appointments, etc.

Relevant Experience

Over our careers, CliffordMoss team members have guided **hundreds of successful local election projects (mostly local school revenue measures)** in large, small, coastal, urban, rural, mountain, liberal and conservative communities under some of the most challenging conditions. **Our California experience includes frontline projects in every area of the state – including the Inland Empire:**

- **SF Bay Area:** Alameda, Contra Costa, Marin, San Mateo, Santa Clara and Sonoma Counties
- **Sacramento Valley-North:** Butte, El Dorado, Sacramento, Solano and Yolo Counties
- **Central Coast:** San Benito, Santa Cruz, Monterey, San Luis Obispo and Santa Barbara Counties
- **Inland Empire:** Riverside and San Bernardino Counties
- **Southern California's High Desert:** Los Angeles and San Bernardino Counties
- **Greater Los Angeles Basin:** Los Angeles and Ventura Counties
- **South Coast:** Orange and San Diego Counties
- **San Joaquin Valley:** Merced, Fresno, Tulare and Kern Counties

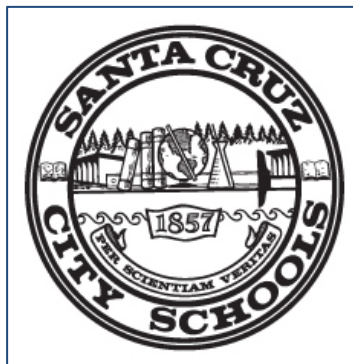
Case Studies

Cambrian School District — Measure H

In 2010, Cambrian School District had tried and failed to pass a \$96 parcel tax (using a different consulting team). Teaming with CliffordMoss in 2014, Cambrian SD approved a \$39M bond to improve facilities at the district's six school sites, but more was needed to ensure that students received the best education possible. Working together again in 2018, the Cambrian School District and CliffordMoss joined forces again. This time the goal was a modest parcel tax to attract and retain high quality teachers and maintain core instructional programs. But the climb and the conditions of the election would still be difficult. In a tax-sensitive environment with a crowded ballot, a tight budget, and a small but mighty Measure H campaign team led by CliffordMoss, Measure H faced significant challenges to hit the 2/3 mark needed to pass. Using a deliberately targeted strategy, the team worked until the polls closed, then watched as ballots were counted for three weeks before it was finally confirmed – **Measure H had won, passing at 67.43%.**



Santa Cruz City Schools District – Measures O and P

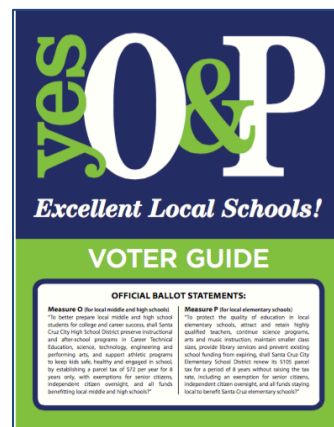


In 2015, there was growing concern about Measure P, for elementary schools, now an essential part of the program budget, yet set to expire at the end of the 2016-17 school year. Equally concerning, a new budget threat had emerged: State budget cuts were now beginning to eliminate funding for secondary programs that contribute to a well-rounded education in grades 7-12. So now, in addition to the need to protect Measure P funding, a new funding source would be needed, over and above Measure P funds, to preserve CTE/Career Technical Education (ROP) programs; support science, technology, and engineering initiatives, continue visual and performing arts enrichment; and support athletic programs that keep older kids safe, healthy, and engaged in school. Talk about a tall order! CliffordMoss enters in the spring of 2015, leading a team of experts to determine the electoral “feasibility” of passing two

measures on the same ballot - a new secondary school parcel tax AND the renewal of Measure P to continue funding for elementary instructional programs. Under the guidance of CliffordMoss, SCCS leaders conducted extensive “listening activities” using the proven CliffordMoss approach. They touched thousands of parents, teachers, staff, local opinion leaders, and voters to learn before going to the ballot, what the community would support to protect the local quality of education.

Rigorous Campaign Delivers Results. By summer 2015, CliffordMoss had built a winning strategy to pass the two measures and shifted gears to lead the volunteer campaign army to victory. The environment was demanding, requiring a compelling message and robust field campaign to clear the super-majority bar on an ALL mail ballot. Additional complexity came in the form of an electorate divided into two voting populations - about half the District's voters would be voting on both Measures O&P and the other half would be voting **only** on Measure O. In the end, we ran **two campaigns in one** with surgical precision on an all-mail ballot with an extremely limited budget.

What made the difference: CliffordMoss' winning strategy, and precise targeting combined with SCCS's dedicated volunteer army and passion for the cause. Our aggressive field operation, customized mailers, and targeted phone and online messaging, helped earn BIG WINS for O&P on Election Day. **Result: 72% YES for Measure O and 76% YES for Measure P!**



3. PERSONNEL QUALIFICATIONS

Our team is well suited to help you bring your vision to life. The CliffordMoss team has decades of experience in all aspects of helping school districts and their communities prepare for and pass local revenue measures that win widespread voter support (even where competition on the local ballot, organized opposition and/or conservative anti-tax politics resonate). Here is more on our proposed project leads:

Amanda Clifford, Principal, CliffordMoss. Principal Dedicated to your Project.

Amanda specializes in grassroots campaigns, combining her two career passions - the law and grassroots organizing to improve public services, education, healthcare, and other quality of life services for CliffordMoss clients and their communities. Amanda was born and raised in northern California. A graduate of Cal Poly San Luis Obispo with degrees in Political Science and Psychology, Amanda always found happiness and fulfillment, whether traveling the world, tending to livestock on her family's farm, or living and thriving in urban Oakland. Her interest in politics blossomed when she went to work for a Member of Parliament from the Labour Party in Britain. From the halls of Parliament to the small neighborhoods outside of London, Amanda developed a natural talent for collaborating with local citizens. Her career was further enriched by work with The Fund for Public Interest Research, a leading non-profit enterprise dedicated to campaigning for environmental and political issues. Amanda later attended John F. Kennedy University School of Law, earning her law degree in 2009. As our newest partner at CliffordMoss, Amanda is thriving as she continues leading teams navigating the ever-changing election cycle, with its many challenging environments and drastically different communities of conservative, liberal, rural, urban, bilingual voters, and highly passionate citizens up and down the State. Today, Amanda resides in Oakland, California, happily calling the city her laboratory for helping people improve their communities.

Ze-Kun Li, Project Advisor, CliffordMoss.

Ze brings a decade of community organizing experience to CliffordMoss and our clients, including 5 years working directly on local revenue measure projects. He got his first taste of grassroots organizing in 2010 helping to rally a 15,000-person march in San Francisco to advocate for adequate educational funding. Since then, Ze has helped guide California state senate, assembly and county wide electoral campaigns as a campaign coordinator, field director and campaign manager. He is well regarded in the Bay Area for his ability to develop effective and impactful ground campaigns. Ze is a natural practitioner of CliffordMoss' "people support what they help create" philosophy. His innate ability to connect with stakeholders and community members creates campaign momentum when it's needed most. Ze graduated from Santa Clara University with a degree in political science. Ze is currently assisting a variety of CliffordMoss clients. In his spare time, he lives in Oakland and enjoys practicing yoga, playing basketball, and watching his Bay Area sports teams win their championships.

Tom Clifford, Principal, CliffordMoss. Strategic Advisor to your project.

Tom Clifford is an attorney and political strategist with over a decade of experience working with clients seeking success in the public sector. A graduate of UC Berkeley, he worked in the State Capitol and served as a CORO fellow before completing a joint degree in law at UC Berkeley (Boalt Hall) and public policy at Princeton University. Tom practiced public law and litigation at Bingham McCutchen in San Francisco for several years before moving into political consulting with a leading California firm and later forming CliffordMoss with partner Bonnie Moss. Tom enjoys working on thorny political issues that tap his political strategy and legal expertise as a seasoned attorney and outside counsel to state and local governments. He has worked with school districts across the state to gain voter approval of very difficult measures, including measures that have lost before with a different consulting team.

CliffordMoss SUPPORT TEAM. Skilled professionals with community organizing, campaign, communications, online and social media expertise, media relations savvy, multi-lingual experience and extensive print/production/direct mail capabilities. One of these team members will directly support your project. Our team can successfully navigate your communications challenges and opportunities. This super support team will add value to your project.

CliffordMoss Design/Production Support Vendors. We work with a group of peak-performing industry vendors to deliver outstanding results to our clients. Our team includes a world-class graphic designer, best in the business print-production teams, experienced data services provider, innovative online advertising and communications firms and media consultants.

4. DESCRIPTION OF SERVICES

Our goal is to make this process manageable and successful for you and your team. We understand your primary focus is the everyday management and operations of your Albany Unified School District. With that said, you are considering placing a Parcel Tax measure on your local 2020 ballot – ***and that is a significant undertaking***. We are here to facilitate, train and coach you and your team to provide the very best chance to secure the public funding you need to bring in a new era for Albany USD.

FIRST – We will make the time to listen to you. At CliffordMoss, we believe LISTENING is a lost art. Many firms will come in and tell you exactly what you should do without getting to know who you are and what makes your district unique. We won't do that. We will sit with Superintendent Dr. Frank Wells and his leadership team, the Board of Trustees, principals, staff members and others who matter to you, and we will review any and all pertinent information, including your current educational program needs as they relate to your growing enrollment, until we understand your situation.

We then employ a neutral, systems-based approach to gather information from diverse facets across all AUSD strata. We do not stop at two-way mail. We push to implement strategies that listen in ALL directions - including stakeholder meetings and other listening activities with parents, teachers, students, AUSD staff, school supporters, community members, and the public at large.

We proceed along two deliberate tracks using proven tools to navigate the way forward:

- **Early Assessment, Listening & Strategic Communications Work** (see Phase 1A).
- **Feasibility** (see Phase 1B)
- **Public Education and Preparation** (Phase 2)



PHASE 1A: Early Assessment, Listening & Strategic Communications Work.

Timeline: ASAP

Political Analysis. One of our most important responsibilities in the Feasibility process is to analyze and anticipate the political terrain ahead in order to help you navigate the future successfully. CliffordMoss views this work as both art and science. No two communities are the same. We have helped guide neighboring Inland Empire school districts to navigate their way to electoral success. However, it's important to note that no two districts will have the same exact political and demographic landscape; each must analyze and forge their way given their own unique conditions. In your case, once we get a basic lay of the land, we will work with you to conduct a series of political diagnostic exercises to help us navigate the way forward. For example, we often employ “network-mapping” to expedite our listening work and fully understand how stakeholders view your needs, challenges, and proposed solution (the ballot measure). Our battery of political diagnostic tests will help determine essential strategies that will later drive electoral success.

Listening Strategy. We deliberately make time to LISTEN and learn from those most likely to influence the outcome of your measure. By employing proven diagnostic tools, including opinion leader interviews, stakeholder meetings and online and direct mail survey tools, we are better able to listen and understand your Board, community stakeholders and, most importantly, ***your voters*** (the ultimate decision makers in the exercise ahead). We will be especially interested to see how deep the “voter memory” and opinions go about ***your 2014 and 2016*** elections benefitting AUSD. As we move down the runway, we maintain our allegiance to the revealing data, letting “the evidence” tell us where we need to go next. This is why we resist making judgments on what will work or will not work until we have concluded all aspects of our assessment, listening and Feasibility work.

Preliminary CliffordMoss Thinking: Here is some of our early thinking for a 2020 ballot measure:

- **What is the Story YOU Need to Tell?** CliffordMoss strives to be an innovator in public communications. We are achieving great success helping our clients tell their stories in creative, memorable ways. We look forward to sharing examples of what's working across the state – and CliffordMoss tools that are bringing out the best in our clients. More importantly, we want to know what YOU believe (in your own words) is your “AUSD Story of Need.”
- **Deliberate, Ongoing Attention to Skeptical Voters and Those Who Represent Them** (e.g. super-conservatives, voters age 55+ etc.). Customizing and starting this particular stakeholder engagement process EARLY will go a long way to protecting your strategic interests, **especially** if there are other local measures on the ballot competing for voter attention and money. More on that strategy if we get the opportunity to work with you.
- **Relationship with the Alameda County Registrar of Voters (ROV).** CliffordMoss places a high priority on maintaining a positive working relationship with the Alameda County ROV (and all ROVs) because we must work with ROV staff closely during the “election window” in order to navigate the system successfully. With your project, we start early by confirming ROV deadlines and deliverables “officially.” Ultimately, your legal counsel is accountable for driving the ballot measure filing process.
- **Attention to your unique tax rate.** We will work with you and your financial advisor to fully understand your options and navigate together to get AUSD as much funding as possible. Understanding tax rate sensitivities (i.e. the “how much is this going to cost me?” question) is extremely important to determine the “calculus of winning.” Ultimately, you are in the driver's seat on all decisions – including setting the tax rate on a potential parcel tax. With that said, **we are data-driven.** And we will work very hard to convince you that a data-driven approach on THIS topic is in your best strategic interest.
- **Allegiance to Data and Data-Driven Outcomes.** All public and political campaigns at their very core are part art, part science. To be truly effective over time, we must maintain our allegiance to the revealing data. That means resisting random anecdotes in favor of letting “verifiable evidence” tell us where we need to go next. Being “data-driven” helps us fully understand what it will take to effectively communicate with your AUSD community. Expect us to engage you early to build agreement and consensus on this important foundational commitment.
- **Fast-Tracking a Working Community Engagement Strategy.** In most of our projects, success comes not from one communication effort with one constituency; rather, it comes from effectively communicating with a number of micro-constituencies into one integrated effort. Keeping in mind that you were also on the ballot in 2014, 2016, and previous years, we will want to understand what community organizing “assets” and “infrastructure” are in place that could be used to support this effort. This will help us quickly adjust messaging for greater impact and education throughout your community. Community organizing will be our primary tool here. Remember: *people support what they help create.*

PHASE 1B - Feasibility

Timeline: TBD

The main component of the feasibility assessment is a statistically reliable survey of your voters. Based on the assessment and early listening, we will help craft the poll, alongside your qualified pollster of choice, to include elements that more specifically mirror the community work that has been performed, and any “red flag” projects we need data evidence to support. While CliffordMoss knows and maintains relationships with all of the leading research firms specializing in school bond research, candidly, “all pollsters are NOT created equal.” **CliffordMoss most often works with the following polling firms in a project like yours: EMC Research, Godbe Research, True North Research, and FM3 – Fairbank, Maslin, Maullin, Metz & Associates.** We are familiar with and work with all of these firms.

Regardless, our Feasibility work together will provide the CLARITY needed to navigate the way forward.

There are 3 possible outcomes of the Feasibility Phase:

- ◆ **BEST: PROCEED TO BALLOT.** Feasibility is present. Continue to get “election-ready.”
- ◆ **PROCEED WITH CAUTION.** Some but not all signs of Feasibility are present. In this case, we may move forward; however, we may face some tough decisions in order to stay in alignment with your AUSD voters.
- ◆ **STOP - REGROUP.** If significant risks emerge out of the Feasibility process, we will tell you so – even if it means telling you that your vision to go to the ballot in 2020 is overly ambitious, and more time is needed to prepare.

If Feasibility is determined and the evidence shows that a ballot measure is winnable, our process continues...

- **DISTRICT-SPONSORED INFORMATIONAL OUTREACH.** School districts are permitted to provide public information that is factual and does not advocate on the measure. This can be as simple as a one-page (front & back) informational handout. It can be provided at events or be set out at various locations and sent home with students at each school. Informational presentations can also take place at teacher training events and other places where activities that are already planned take place.
- **DIRECT MAIL.** Whether you like direct mail or not, this vehicle is still the most effective way to communicate with voters – at all levels. Once we understand the uniqueness of your story, we use direct mail to help you tell your story effectively. CliffordMoss mail always strives to reflect the uniqueness of our clients.
- **ACCESSING INFORMAL SCHOOL NETWORKS.** Compiling a list of natural supporters such as parents, teachers and other school employees who live in the area will help create starting points for future communications. Each of these individuals has their own informal social network that includes other voters within AUSD. It is inexpensive and highly effective to provide these individuals with a series of messages and encourage them to share these messages with other members of their social networks.
- **EARLY FIELD.** CliffordMoss has been a leader in early and non-electoral field work with local school districts. Early door-to-door and one-on-one conversations between AUSD volunteers and residents ensures quality engagement, education and listening before and as you approach the ballot. We can walk you through the options in an interview or later, if we are chosen to work with AUSD.
- **WEB / ONLINE /SOCIAL MEDIA.** Early in the communication process, it is easy and important to plug into the existing school infrastructure to INFORM AND ENGAGE stakeholders as school parcel tax planning is underway. CliffordMoss layers communications messaging to maximize the impact of your story and strategy.



CliffordMoss believes in “message discipline.” We will invest strategically in identifying the messages that will resonate best with your community. When you commit to message discipline, you reduce the likelihood of messaging problems when it matters most.

3. TRACK AS WE GO. Our proven tracking system and tools will help you track strategic highlights of the input obtained and which areas of the district are getting attention. Beyond research already completed, the live stakeholder feedback gathered in our proposed process will be critical to building and validating the final “packaging” for your measure.

4. Work With You to Effectively Package Your Measure – including the following essentials:

- Collaborate with you and other District consultants on final parcel tax package components.
- Finalize core messaging (we know the words and format that work best with voters!).
- Prepare your ballot language, including the all-important 75-word Ballot Statement.
- Work with you and the District’s financial and legal advisor, and CBO to ensure that your ballot measure package filed is the right package for electoral success.
- Provide guidance on media efforts to help position the District effectively.
- Provide ongoing strategic counsel to help you navigate the political terrain.

In short, our role is to bring the unique, neutral and experienced school parcel tax election expert perspective to your team, **working with you** to customize and drive your process in ways that form the foundation to mobilize support and eventually win the election down line.

PHASE 3: The 88-Day ACTIVE Advocacy Campaign Phase The Campaign Phase for a local school parcel tax measure is a different exercise all together. State law requires a complete separation between the District and an advocacy campaign established for the purpose of passing a local revenue measure. CliffordMoss will be happy to discuss this critically important 88-day window in greater detail, including “Do’s and Don’ts” that the District must follow, how the independent campaign piece moves forward and other related issues at your convenience.

5. REFERENCES

Lafayette Elementary School District

Richard Whitmore, Superintendent

Phone: 925-927-3502 | **Email:** rwhitmore@lafsd.org

2016 \$70M GO Bond | Tax Rate: \$28.52 per \$100,000 | WIN (73.8% YES)

*Current Client - Preparing for a 2020 parcel tax

**K-8 School District
Contra Costa Co.**

Cambrian Union School District

Dr. Carrie Andrews, Superintendent

Phone: 408-377-2103 | **Email:** andrewsc@cambriansd.com

2014 \$39M GO Bond | Tax Rate: \$30 per \$100,000 | WIN (72% YES)

2018 \$84 Parcel Tax | 8 years | WIN (67% YES)

**K-8 School District
Santa Clara Co.**

Woodside Elementary School District

Beth Polito, Superintendent

Phone: 650-851-1571 | **Email:** bpolito@woodsideschool.us

2014 \$13.5M GO Bond | Tax Rate: \$24.05 per \$100,00 | WIN (64% YES)

2017 \$290 Parcel Tax | 8 years | WIN (72.9% YES)

**K-8 School District
San Mateo Co.**

Santa Cruz City School District

Kris Munro, Superintendent

Phone: 831-429-3410 x220 | **Email:** kmunro@sccs.santacruz.k12.ca.us

2015 \$105 Parcel Tax | 8 years | WIN (72.7% YES)

2015 \$72 Parcel Tax | 8 years | WIN (71.6% YES)

2016 \$68M GO Bond | Tax Rate: \$27.81 per \$100,000 | WIN (79.5% YES)

2016 \$140M GO Bond | Tax Rate: \$28.21 per \$100,000 | WIN (75.8% YES)

**K-12 School District
Santa Cruz Co.**

Moreland School District

Mary Kay Going, Superintendent

Phone: 408-874-2900 | **Email:** mkgoing@moreland.org

2016 \$142 Parcel Tax | 8 years | WIN (73.7% YES)

**K-8 School District
Santa Clara Co.**

6. COST PROPOSAL

Our fee structure at CliffordMoss is **specifically designed** to show that we are prepared to bring the very best strategic guidance to you to achieve YOUR strategic and electoral objectives, while also meeting prudent cost control requirements. The industry standard in the election consultant business is a monthly retainer arrangement, and we have found that our clients appreciate the certainty of that structure. Our clients tell us the investment in CliffordMoss is well worth it given our record of doing the job once, doing it right and getting it done.

Here is our cost proposal for Albany Unified School District:

CliffordMoss Fee: **\$5,000/month** – Professional Services Fee
Plus approved business expenses

A note about PROGRAM Expenses in Phase 1 & Phase 2. Additional expenses (including our business expenses as well as program expenses such as design, printing, postage, etc.) will come at an additional cost. We collaborate with you to build a prudent budget for program expenses. Our commitment is to keep your Phase 1&2 budgets as tight as possible. Regardless, we will collaborate with you to build a prudent, realistic pre-electoral budget. We understand that every dollar invested into this project is precious.

APPENDIX

Exhibit 1. Your Story & Unique Voter Profile

We take the time to understand YOU and the parts of YOUR Albany USD NEEDS story that matter most to you. Preliminary stories to address further:

- High quality education – the Albany Unified School District is comprised of 1 preschool, 3 elementary schools, middle school, 1 high school, and 1 continuation high school. The District operates by high standards and schools consistently place in the 90th percentiles in state academic ranking.
- The Albany community has been very supportive and involved in its schools over the years. In addition to active parent involvement in school life, since 1987, voters have approved four general obligation bonds, and six parcel tax measures, most recently in 2014.

Understanding the uniqueness of your Albany USD universe of voters – and, in particular, their willingness to support the measure you propose – will be critical to achieving your goal. To that end, we dig deep into voter data to understand your voters.

Here are some preliminary essentials:

Descriptor	Voters - #	Voters - %
ALL Voters	11,384 Voters / 6,227 Households By Mail: 74.6%. By Poll: 25.4%	100%
LIKELY Voters March 2020	8,337 Voters / 5,045 Households By Mail: 78.1%. By Poll: 21.9%	73.2%
LIKELY Voters November 2020	9,638 Voters / 5,580 Households By Mail: 77%. By Poll: 23%	84.7%

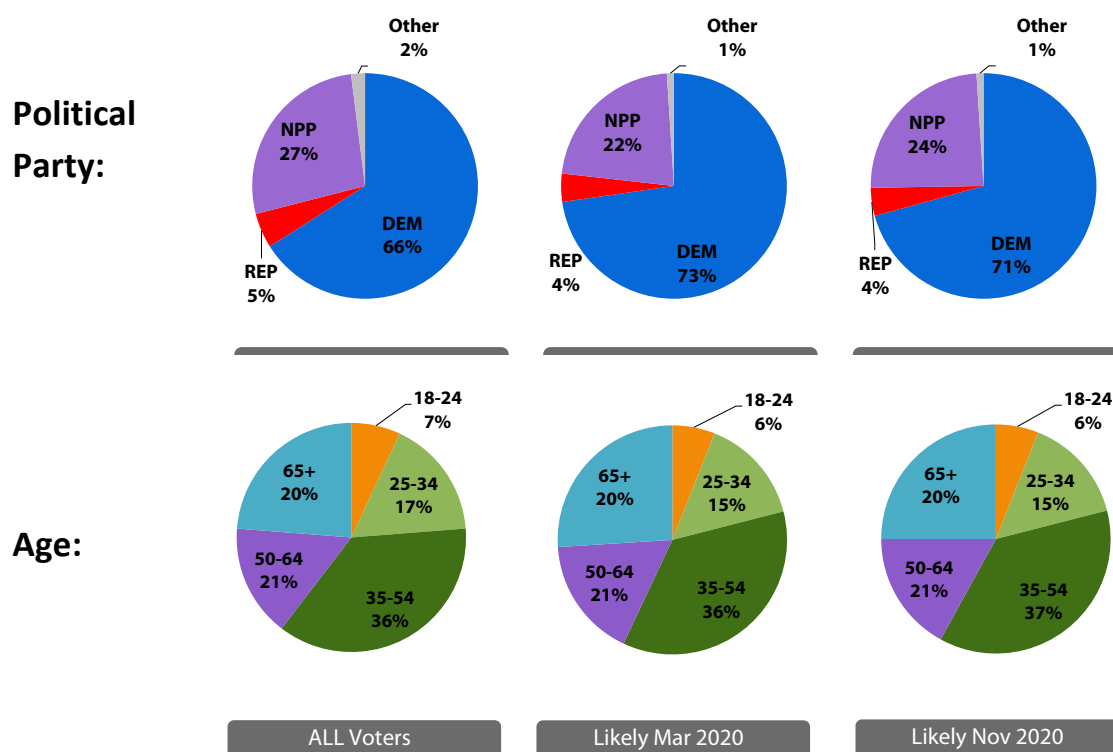
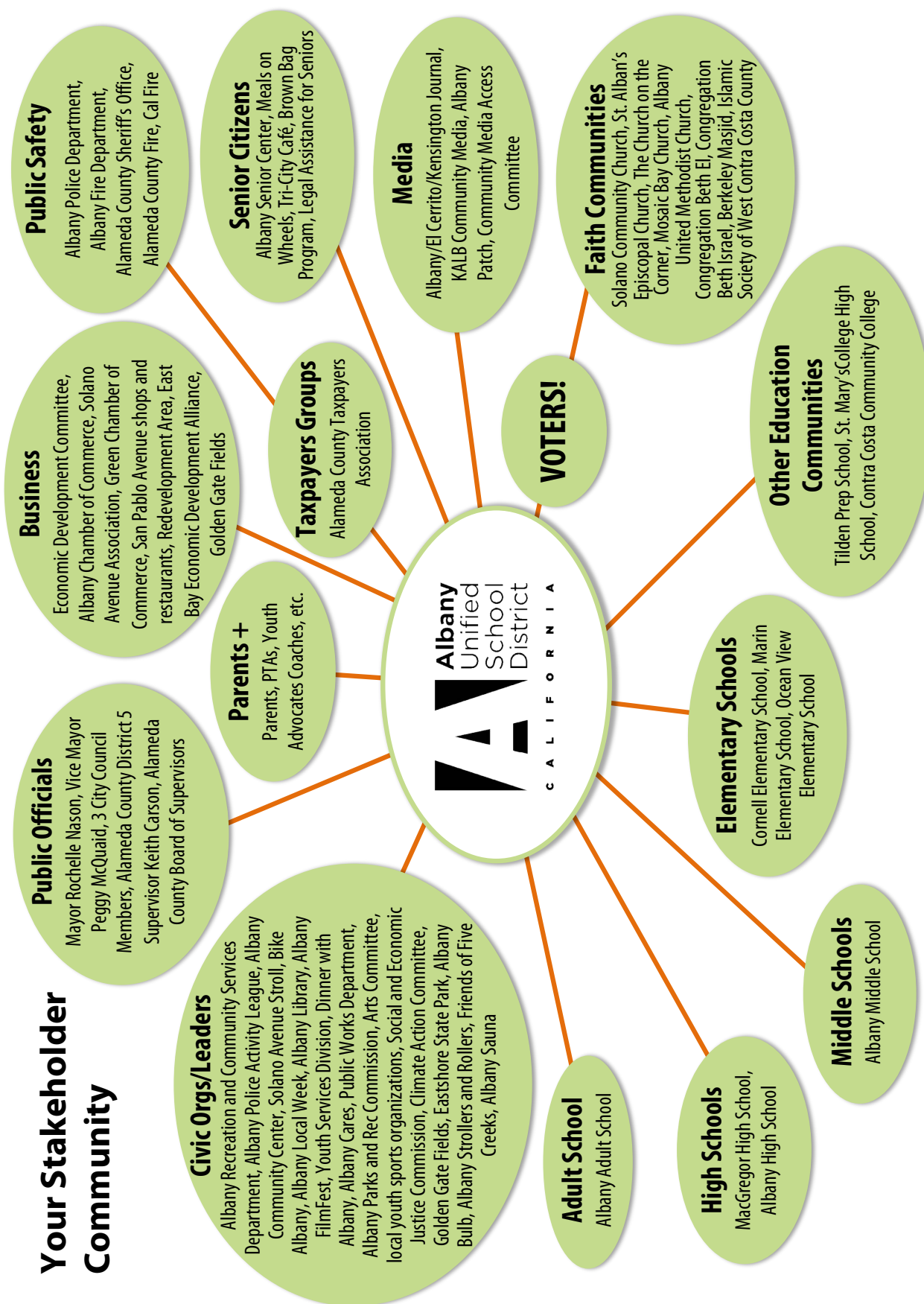


Exhibit 2. Stakeholder Wheel



* This is a preliminary list. We will further develop this in collaboration with you.

Exhibit 3a. March 2020 Election Scenario

Assumption: A March 2020 Election. **State filing deadline for this election: December 6, 2019.**

Summer 2019

PHASE 1 2 Priorities: **Due Diligence, & EARLY LISTENING.**

1. **District Due Diligence.** Early review/analysis – assess current need/conditions.
2. **Early Opinion Leader (OL) Listening.** (Early OL engagement, active listening).

June/July

Preliminary Listening with strategic set of opinion leaders and influencers, to assess community dynamic.

August

Mailer #1 – Back to School...CURRENT AUSD Education Program needs - provide community update/info (2-way mailer).

August

Feasibility. *For discussion.*

Diagnostic/analytical work – evaluate community input on a parallel track.

August

Feasibility Results.

Report listening results to the Board. Team alignment on path forward.

Fall 2019

Aug – Dec

PHASE 2 **Informed Communications. Tasks: Public Information & Ballot Measure Prep.**

Aug - Oct

Present DRAFT Parcel Tax Plan to Community (informed by Phase 1). **Engage. Listen. Learn.** Shift to INFORMED communications push as District prepares for ballot.

October

Core ballot measure package defined – informed by opinion research + program needs + community input and consensus (as identified in community work).

IMPORTANT: Mailer #2 – TBD (pending resources). **“Here is our plan.”**

Early-Mid Nov

Board Workshop to review full parcel tax “package” and ask questions.
(We recommend an information only / no-action meeting for this workshop)

Before Dec. 5

Board Action calling for the election.

By December 5

Final document preparation and filing.

Dec 6, 2019

Filing Deadline: 5pm. If you haven’t filed by 5pm, you won’t be on the March ballot!

WINTER 19/20

PHASE 3 **CAMPAIGN PHASE – For a March 2020 Election**

Dec 6 – Mar 3

The Advocacy Campaign WINDOW. Goal: mobilize the voter support you need to WIN!

Early Feb

ABS Ballots MAIL. (ALERT! 78.1% of AUSD March 2020 voters are expected to vote by mail.)

May 3, 2020

Election Day!

Exhibit 3b.**November 2020 Election Scenario****Assumption**

A November 2020 Election. **State filing deadline for this election: August 9, 2020.**

Summer 2019**PHASE 1 2 Priorities: Due Diligence, & EARLY LISTENING.**

1. **District Due Diligence.** Early review/analysis – assess current need/conditions.
2. **Early Opinion Leader (OL) Listening.** (Early OL engagement, active listening).

June/July

Preliminary Listening with strategic set of opinion leaders and influencers, to assess community dynamic.

Aug - Sep

Mailer #1 – Back to School.....CURRENT AUSD Education Program needs - provide community update/info (2-way mailer).

Nov

Feasibility. For Discussion.

Diagnostic/analytical work – evaluate community input on a parallel track.

Dec

Feasibility Results.

Report listening results to the Board. Team alignment on path forward.

2020**Winter 2020****PHASE 2 Informed Communications. Tasks: Public Information & Ballot Measure Prep.****Jan - May**

Community Work ROUND 2 – Present Parcel Tax Plan to Community (informed by Phase 1). Shift to INFORMED communications push with more activity:

- More Stakeholder Meetings / Opinion Leader “Strategic Conversations”
- ESTABLISH Ad Hoc Superintendent’s Advisory Council
- Media push / print and online ramp up (web, email, social media)

By June 2020

Core ballot measure package defined – informed by opinion research + program needs community input and consensus (as identified in community engagement work).
Mailer #2 and/or Feasibility - pending available resources.

Summer

Board Workshop to review full Parcel Tax “package” and ask questions.
(We recommend an information only / no-action meeting for this workshop.)

Early August

Board Action calling for the election.

By August 8

Final document preparation and filing.

August 9, 2020

Filing Deadline: 5pm. If you haven’t filed by 5pm, you won’t be on the November ballot!

Fall 2020**PHASE 3 CAMPAIGN PHASE – For a November 2020 Election****Aug – Nov 3:**

The Advocacy Campaign WINDOW. Goal: mobilize the voter support you need to WIN!

Early Oct

ABS Ballots MAIL. (ALERT! 77% of AUSD Nov 2020 voters are expected to vote by mail.)

Nov 3, 2020

Election Day!

Exhibit 4. The CliffordMoss Promise

You have a difficult choice in front of you and many qualified firms to consider. As you deliberate, please keep in mind our core promises to you:

1. ACTIVE LISTENING. In this day and age, it often feels like *listening* is a lost art. Many consultants tell you exactly what you should do without ever getting to know who you are and what makes you and your cause unique. Our team is different. We will MAKE TIME to listen - in all directions. From our very first meeting you will see that many of our diagnostic tools involve effective listening – listening to you, listening to public leaders, listening to stakeholders, influencers and voters who can impact your end game goals. Providing effective assistance STARTS with quality listening.

2. DIAGNOSTIC EXPERTISE. Much of our work with public sector entities involves determining the “electoral feasibility” of available local funding (revenue generating) options. As such, we employ a suite of proven diagnostic tools (personal interviews, polling, election/demographic analyses, etc.). Strategic use of these tools helps maximize learning, improve political navigation and results and keep clients focused on following the critical path to political and electoral success. **This is an ITERATIVE process** that you will be a part of – we will not force feed outcomes and decisions. Our decision making will be a collaborative process that leads to the right outcome, not just the outcome your consultant desires.

3. CANDOR. In our business, candor is a virtue. That’s why we strive to build a working environment where all parties have room to be authentic and real. Avoiding or sugarcoating tough issues doesn’t help. When we all commit to candor, we keep your path to success open.

4. WORK ETHIC. Our experience reminds us that a highly complex, resource-tight project like yours requires significant effort from all invested parties. Our work ethic will be an asset to you. We believe in personal investment, hard work, discipline, easy and frequent flow of information and continuous improvement in the work we do together. We practice these values in all aspects of our work from logistical and analytical elements to resolving community concerns, to developing policy, program and project options. We commit ourselves 24/7.

5. CONSULTANT ACCESSIBILITY. Our team is comfortable leading (and following) in a high pressure, fast-paced environment. You can count on us to be with you from start to finish. You will have seasoned professionals at your side; we will not hand your project off to junior level staff. When you need us, you will have the capability to reach us — quickly.

6. PASSION FOR YOUR CAUSE. We love the public engagement work we do for California public school districts. Leading members of our team have been practicing professionals for years. When you succeed, we succeed – that’s what motivates us to help you hit a grand slam. Our passion for the work helps us to go deeper with clients. Call our references – ask how they feel about our CliffordMoss commitment to their cause.

It all starts with a story – YOUR story. Our job is to help you bring **your story** to life. Let us put the CliffordMoss Promise to work for you. **Let us tell your story. Thank you!**



June 4, 2019

Valerie Williams
 Superintendent
 Albany Unified School District
 819 Bancroft Way
 Berkeley, CA 94710

Re: Agreement for Election Feasibility, Communications and Related Strategic Services

Dear Ms. Williams:

This letter confirms our agreement for professional services ("Agreement") and takes effect on the Commencement date provided below by and between **CliffordMoss LLC** ("Provider") and **Albany Unified School District** ("Client").

1. Scope of Agreement.

Provider will, with consultation from Client and for the direct benefit of Client, provide strategic assessment, communications, and strategic planning services relating to determining the feasibility of, communicating about and preparing for a 2020 school parcel tax. Provider's scope of work in this process will include: *(A & B run on Parallel Track)*

A. Early Communications & Strategic Assessment Services

- Assess Client's public communications efforts as they relate to Client's goal.
- Recommend a strategy, tools, calendar and budget for stakeholder and public information/engagement work to increase input on Client's program budget needs.
- Guide Client in implementing public information/engagement program.
- Assist with internal communications to keep the Board and Client leaders informed
- Provide ongoing project-related strategic counsel as needed.

B. Local School Parcel Tax Feasibility Services

- Collaborate with pollster to prepare, analyze and interpret results of the research.
- Based on early stakeholder feedback, polling and focus group research results, provide strategic input into Client's ballot measure plan to ensure community alignment.
- Provide summary recommendations regarding the Feasibility of Client's electoral goal – a local school parcel tax measure.
- Assist with project communications to keep the Board and Client leaders informed.
- Provide ongoing project-related strategic counsel as needed.

Final Ballot Measure Preparation & Communications Services

- Recommend the optimal election date to Client. Recommend a schedule to meet filing deadline requirements for Client's chosen election date.
- Recommend a strategy, tools, calendar and budget to guide stakeholder and public communications/messaging as Client approaches Board action.
- Collaborate with Client and other consultants (including legal team) to finalize Client's parcel tax ballot measure.
- Prepare Client for information-only communications environment after Client's ballot measure is filed and on the ballot (web, content, fact sheets, FAQs, etc.).
- Assist with internal communications to keep the Board and Client leaders informed.
- Provide ongoing project-related strategic counsel as needed.

Provider's services do not include legal or financial advice or counsel of any kind.

Commencement Date: June 12, 2019

Expiration Date: December 6, 2019 if a March 2020 election is chosen OR August 7, 2020 if a November 2020 election is chosen.

Provider Fee (CliffordMoss): \$5,000/month, plus approved business expenses

2. Compensation Payment Schedule.

Provider's Strategy Fee of \$5,000/month (five thousand dollars per month) will be payable monthly, on the first of the month, with the exception of the first and last months of service. For the first month of service, June 2019, the payment to Provider will be \$2,500 (two thousand five-hundred dollars) and will be due on July 1, 2019 along with the June 2019 payment for a total of \$7,500 (seven thousand five-hundred dollars). For the final month of service, (e.g. December 2019 if a Mar 2020 election is selected or August 2020 if a Nov 2020 election is selected). Provider's Fee will be \$2,500 (two thousand five-hundred dollars) and the payment to Provider will be due on the first day of the final month of service.

3. Provider's Expenses.

Provider's basic reasonable and necessary expenses (the "Expenses") will be covered within Provider's Flat Fee, including travel (mileage), meals, teleconferencing, and/or cellular telephone charges; photocopying and faxes; express mail, messenger or delivery service incurred in performing the Basic Services hereunder.

4. Vendor Costs and Payments.

Subject to prior approval of Client, Provider is authorized to enter into third party contracts on behalf of Client for Client's public information efforts relating to the subject matter of this Agreement. Payment of vendor for all goods, services, and costs shall be Client's sole responsibility, and shall be in addition to the Compensation or any other fees for the Services. Such third party contracts include, without limitation, contracts for printing, graphic artwork, demographic data and voter data, mailing services, and postage.

5. Client's Obligations.

At all times while Provider is providing the Services described above or otherwise assisting Client, Client shall promptly provide Provider with access to the facilities, personnel and other resources necessary for Provider to provide the Services.

6. LIMITED WARRANTY; LIMITATION ON LIABILITY.

IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER OR ANY OTHER PERSON FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL, PUNITIVE, EXEMPLARY OR INCIDENTAL DAMAGES, INCLUDING WITHOUT LIMITATION, LOST PROFITS, HOWEVER CAUSED AND BASED ON ANY THEORY OF LIABILITY, ARISING OUT OF OR RELATING TO THIS AGREEMENT, WHETHER OR NOT CUSTOMER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. EACH PARTY'S LIABILITY SHALL BE LIMITED TO THE AMOUNT PAYABLE BY CUSTOMER TO COMPANY UNDER THIS AGREEMENT FOR DELIVERABLES PROVIDED PRIOR TO THE CLAIMS.

7. Indemnification.

Each party agrees to indemnify, defend and save harmless from all loss, liability, damage, claim, cost or expense (including reasonable attorney fees or court costs) to the extent caused by the actual or alleged infringement of any patent, copyright, trade secret, or other proprietary right arising from or related to any material it furnished to such other party pursuant to this Agreement. Each party agrees to indemnify, defend, and save harmless the other party from all loss, liability, damage, claim, cost or expense (including reasonable attorney fees or court costs) arising from or relating to any personal injury, death, damage to property, or economic loss to the extent caused by the Indemnifying Party's sole negligent act or omission, intentional misconduct, or other breach of duty. In the event both Provider and Client are at fault, indemnification shall be proportionate to their respective shares of fault. In the event neither party is at fault, each party shall bear responsibility for its own losses, expenses and liabilities.

8. Term; Termination.

- (a) The term of this Agreement shall commence on the Commencement Date and continue through the Expiration Date as those terms are defined in Section 1 (Scope of Agreement) above.
- (b) Either party may terminate this Agreement with or without cause by sending written notice of termination at least thirty (30) days prior to terminating the Agreement. In the event of termination, Client shall pay the outstanding balance of all fees due to Provider provided by this Agreement within ten (10) days of the termination.
- (c) The parties may agree to extend or suspend and restart this Agreement at any time by mutual written consent.

9. Agreement Is Confidential.

Client agrees that Client shall not during, or at any time following termination of Agreement with Provider, disclose or divulge to other parties, the specific terms of this Agreement, except as required by law.

10. Ownership of Work Product.

All finished documents and other materials prepared by Provider under this contract shall be jointly owned by Client and Provider. Joint ownership means that either Client or Provider can use documents or materials as needed at their discretion. The only exception to this joint ownership agreement is artistic renderings. Joint future use of such artistic renderings by Client shall be subject to negotiation between Client and the appropriate artist/sub-vendor.

11. Protection of Confidential Information.

Provider has and will develop, compile, and own certain proprietary techniques and confidential information and data that have great value in its business (such techniques, and information and data are referred to in this Agreement collectively as "Confidential Information"). Confidential Information includes, without limitation, (a) all information that has or could have commercial value or other utility in the business in which Provider is engaged or in which it contemplates engaging and (b) all information of which the unauthorized disclosure could be detrimental to the interests of Provider, whether or not such information is identified as Confidential Information by Provider.

Client shall keep confidential any and all Confidential Information regardless of means of transmission and storage except as required by law. Failure to mark any of the Confidential Information as confidential or proprietary shall not affect its status as Confidential Information under the terms of this Agreement. Client shall take all reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information. Without limiting the foregoing, Client shall take at least those measures that Client takes to protect its own most highly confidential information. Client acknowledges that it is impossible to measure fully, in money, the injury that will be caused in the event of a breach or threatened breach of this provision and Provider shall be entitled to injunctive relief to enforce the provisions of this Agreement, without prejudice to any other remedy that such party may have at law or in equity.

12. Late Charges.

Provider may charge a late fee of 1.5% per month on any payment due under this Agreement and not paid in full on the date due, and on any balance due and unpaid more than thirty (30) days after presentation of any statement or invoice from Provider.

13. Notice.

All notices required or permitted under this Agreement must be in writing and will be deemed given (a) when delivered personally, (b) two (2) days after having been sent by commercial express courier with written verification of receipt, (c) on transmission by facsimile, provided that

receipt is confirmed by a report generated the facsimile machine transmitting such notice, or (d) on the earlier of receipt or seven (7) business days after having been sent by U.S. first class mail, return receipt requested, postage prepaid. The delivery address for any such notice shall be as follows:

Albany Unified School District

Attention: Valerie Williams

Superintendent

819 Bancroft Way

Berkeley, CA 94710

Clifford Moss

Attention: Ms. Amanda Clifford

Principal

5111 Telegraph Avenue, No. 307

Oakland, CA 94609

14. Survival.

All terms and provisions hereof intended to be observed and performed by the parties after the termination hereof, shall survive such expiration or termination and shall continue thereafter in full force and effect, subject to applicable statutes of limitations.

15. Severability.

If a court of competent jurisdiction finds any provision of this Agreement void, illegal, invalid or unenforceable as applied to any person or circumstance, the remainder of this Agreement and the application of such provision to other persons or circumstances shall be interpreted so as best to effect the intent of the parties hereto. The parties further agree to replace any such void, illegal, invalid or unenforceable provision with a valid and enforceable provision that will achieve, to the fullest extent possible, the economic, business, and other purposes of such provision.

16. Assignment Prohibited; Binding Effect; No Third Party Rights.

No party to this Agreement may assign any right or obligation pursuant to this Agreement. Any attempt to assign such rights or obligations shall be null and void. Notwithstanding the prior limitation, this Agreement shall be binding on and inure to the benefit of the parties hereto, their successors and assigns. This Agreement shall not create any rights or benefits to parties other than Client and Provider. No third party shall have the right to rely on Provider opinions rendered in connection with the Services without the prior written consent of Provider.

17. Governing Law; Venue.

This Agreement shall be governed by the laws of the State of California without regard to any conflicts of law doctrine. In any action or proceeding brought to enforce this Agreement or any other claim arising out of or related to this Agreement, the venue shall be Alameda County. Each party waives, to the maximum extent permitted by law, any and all rights, either substantive or procedural, which in any way limit or prevent enforcement of the terms of this Agreement.

18. Entire Understanding; Waiver; Modification.

This Agreement constitutes the complete and exclusive statement of the agreement among the parties about the described subject matter. It supersedes all prior written and oral statements, including any prior representation or statement. No waiver or indulgence of any failure to keep or perform any promise or condition of this Agreement shall be a waiver of any preceding or succeeding breach of the same or any other promise or condition. No waiver of any right shall be construed as a waiver of any other right. Neither party shall be required to give notice to enforce strict adherence to all terms of this Agreement. No waiver or modification of any of the terms of this Agreement shall be valid unless in writing, signed by the party to be bound.

Provider: CliffordMoss LLC

Address: 5111 Telegraph Avenue, No. 307, Oakland CA 94609

By: _____
Amanda Clifford, Principal

Date: _____

Client: Albany Unified School District

Address: 819 Bancroft Way, Berkeley, CA 94710

By: _____
Valerie Williams, Superintendent

Date: _____

* Albany USD Fee Proposal and Cost Estimate

Our fee structure is **specifically designed** to show that we are prepared to bring the very best guidance to you to achieve YOUR strategic and electoral objectives, while also meeting prudent cost control requirements. Our clients tell us the investment in CliffordMoss is well worth it given our record of doing the job once, doing it right, and getting it done.

Here is our cost proposal for a **March 2020 Election Cycle:**

CliffordMoss Fee:

PHASE 1 (Three Months) – **\$15,500** FLAT Fee
Including business expenses for 3 to 4 in-person meetings.

PHASE 2 (Four Months) – **\$20,500** FLAT Fee
Including business expenses for 4 to 5 in-person meetings.

****Program Cost** (based on time frame above and recommended budget example in EXHIBIT A) – **\$22,000** FLAT Fee

Total Not to Exceed Amount – \$58,000
(based on Phase 1 and Phase 2 above and the recommended budget example in EXHIBIT A)

Here is our cost proposal for a **November 2020 Election Cycle:**

CliffordMoss Fee:

PHASE 1 (Three Months) – **\$15,500** FLAT Fee
Including business expenses for 3 to 4 in-person meetings.

PHASE 2 (Seven Months) – **\$36,000** FLAT Fee
Including business expenses for 7 to 8 in-person meetings.

****Program Cost** (based on time frame above and recommended budget example in EXHIBIT A) – **\$22,000** FLAT Fee

Total Not to Exceed Amount – \$73,500
(based on Phase 1 and Phase 2 above and the recommended budget example in EXHIBIT A)

**** SEE EXHIBIT A for example program expenses budget.**

A note about PROGRAM Expenses in Phase 1 & Phase 2. Outside of the CliffordMoss monthly fee proposal we make above, it is too early to tell at this time what exactly your additional Phase 1 & 2 costs will be, but direct mail or design work for additional web or social media presence would be good examples of the kinds of costs we expect. Our commitment is to keep your Phase 1 & 2 budget as tight as possible. We will collaborate with you to build a prudent public information budget. Polling and early Phase 1 listening will help us determine the communications climb ahead.



PROPOSAL TO CONDUCT A
PARCEL TAX MEASURE
FEASIBILITY SURVEY

Presented to the Albany Unified School
District

June 3, 2019

BACKGROUND AND EXPERIENCE

Godbe Research Background

Legal Name & Corporate Address of Company

Godbe Corporation -- DBA: Godbe Research
 1575 Old Bayshore Highway
 Suite 102
 Burlingame, CA 94010
 p. 650-288-3020
 f. 866-388-8510
 w. www.godberesearch.com

Year Founded

Godbe Research was founded in January of 1990 and has been providing superior quality public opinion research and voting polling services continually for the past 29 years.

Legal Form of Company

Godbe Research is a corporation and is in good standing with the California Secretary of State. Godbe Research has never declared bankruptcy, has never been a defendant in any criminal or civil litigation or arbitration, and has never defaulted in the performance of a contract. Finally, Godbe Research is not a subsidiary of any 'parent company'.

Corporate and Project Office

Godbe Research maintains three offices, including our corporate office in Burlingame, CA; as well as project offices in Reno, NV and Bellevue, WA. All work for the Albany Unified School District (District) under this proposal will be performed from our locally available Burlingame corporate office, from which Bryan Godbe (Project Manager) is based.

Proposal/Contract Contact

Charles Hester, Vice President
 p. 650-288-3021 (direct)
 e. cwhester@godberesearch.com

Project Contact/Manager

Bryan Godbe, President
 p. 650-288-3027 (direct)
 e. wbgodbe@godberesearch.com

Number of Employees

Godbe Research has a total of six (6) employees. Four employees work from our Burlingame office, and we have one employee each in our Reno, NV and Bellevue, WA offices.

Services Provided

Godbe Research is a full-service voter polling and public opinion research agency. We offer expertise in all accepted quantitative (telephone, Internet, mail and Intercept) and qualitative (focus groups, one-on-one interviews, triads) research methodologies, as well as hybrid studies (more than one methodology) and research consulting.

Godbe Research does not provide political consulting, financial advisory, bond counsel, or underwriting services that are in conflict of interest with the community priorities or revenue measure feasibility survey process by having future project dollars tied to the results and recommendations from our revenue measure (bond and parcel tax) feasibility surveys and other public opinion research studies.

Number of School District Revenue Measure Clients

Godbe Research has been the pollster for 126 successful California school district parcel tax and bond measures since the economic recession of 2008 alone, and more than 350 school district revenue measures since the founding of the firm in 1990.

Additional Information

Godbe Research is a California Office of Small Business and DVBE Certification and Santa Clara Valley Transportation Authority (VTA) certified Small Business Enterprise (SBE) and is an equal opportunity employer.

Godbe Research Experience

Godbe Research was founded in January of 1990 and has been in business continually for the past 29 years. The firm is a full-service public opinion research agency that offers its clients extensive experience in research studies to address revenue and ballot measure feasibility, community satisfaction and climate studies, community needs assessments, public education and outreach strategies, strategic and general planning efforts, parent and user satisfaction, public sector marketing efforts, and other customized client needs. Our offices in Burlingame, CA (California/Corporate), Reno, NV (Southwest), and Bellevue, WA (Northwest), house a staff of highly trained and experienced researchers and a commitment to providing superior quality research and client services.

The firm has been employed by public and private sector clients, throughout the western United States and the combined expertise of the Godbe Research team spans more than 50 years in the field of public opinion research and voter polling. The Godbe Research Team consists of the firm's President (Bryan Godbe), Vice President (Charles Hester), and a staff of Senior Research Managers, Senior Statistical Analysts, Research Analysts, and Research Associates. Each team member has the education and experience commensurate with their position at Godbe Research, and the team regularly teaches, authors, consults, and speaks in the field of survey research. In short, you will not find a more experienced and educated team in public opinion research for local government agencies.

Over the past 29 years, Godbe Research has become a recognized leader in public opinion research and voter polling by utilizing telephone interviews, Internet surveys, mail surveys, one-on-one interviews, and focus groups to successfully assist public sector agencies and community-based organizations throughout California with their research needs. Our experience includes conducting parcel tax, bond, and assessment feasibility research studies for hundreds of school and community college districts, cities and towns, counties, special districts, transportation agencies, and other public-sector agencies at all levels of government. Accordingly, we have extensive experience in simple and weighted majority, Proposition 39 (55%), and super-majority (66.7%) election environments, as well as with general, special polling place, and all mail ballot special elections.

Our specific experience includes polling on recently successful parcel tax and bond measures for school district clients such as the Tamalpais Union High School District (2018 parcel tax), San Mateo Foster City School District (2018 & 2010 parcel taxes and 2015 bond), Visalia Unified School District (2018 bond), Hayward Unified School District (2017 & 2012 parcel taxes and 2014 bond), Woodside Elementary School District (2017 & 2009 parcel taxes and 2014 & 2005 bonds), West Contra Costa Unified School District (2016, 2012, & 2008 parcel taxes), Fremont Unified School District (2016 & 2010 parcel taxes and 2014 & 2002 bonds), Cotati Rohnert Park Unified School District (2016 & 2012 parcel taxes and 2014 bond), Novato Unified School District (2016 bond and 2014 parcel tax), Dublin Unified School District (2016

& 2010 bonds and 2014 & 2008 parcel taxes), Turlock Unified School District (2016 bonds), Napa Valley Unified School District (2016 bond), Jefferson Elementary School District (2016 parcel tax and 2012 bond), Redwood City School District (2016 & 2012 parcel taxes and 2015 bond), Larkspur Corte Madera School District (2016 parcel tax and 2014 bond), Belmont Redwood Shores School District (2014 & 2010 bonds and 2012 & 2008 parcel taxes), Sequoia Union High School District (2014 bond), Reed Union School District (2014 bond), San Leandro Unified School District (2012 parcel tax), Pajaro Valley Unified School District (2012 bond), Santa Barbara Unified School District (2012 parcel taxes and 2010 bonds), Ross Valley School District (2012 parcel tax and 2010 bond), Visalia Unified School District (2012 bond), Newark Unified School District (2011 bond), Satna Barbara Unified School District (2010 bonds and 2008 parcel taxes), Piedmont Unified School District (2009 parcel taxes), Live Oak School District (2008 parcel tax), Livermore Valley Joint Unified School District (2008 & 2004 parcel tax), Berryessa Union School District (2008 parcel tax), and almost 30 others since the economic recession of 2008 alone.

In addition, we are also currently working with or have recently worked with the Dublin Unified School District, Fremont Unified School District, East Side Union High School District, Redwood City School District, Travis Unified School District, West Contra Costa Unified School District, and others on revenue measure polling for election cycles in 2019 and 2020. As a final note, Godbe Research also has extensive experience with in providing revenue measure feasibility survey services for clients throughout the County of Alameda and specifically in the Albany community. Aside from the Alameda County school district clients listed above (underlined), we were the pollster for the Albany Unified School District's successful 2016 bond measures (Measure B and E) and have been the pollster for several successful revenue measures for the City of Albany in 2018, 2012 and 2006, including the City's parcel tax in November 2018. We have conducted voter polling leading to electoral success for revenue measures for clients such as the City of Hayward, City of Newark, City of San Leandro, City of Union City, Hayward Area Recreation and Park District, and others.

Using our proven voter polling techniques, Godbe Research is able determine if a parcel tax measure is feasible in the Albany Unified School District. Specifically, we are able to: evaluate support for a parcel tax measure among the appropriate electorate based on viable election cycles and the likely voter turnout for those cycles; determine or confirm the election cycle in which a parcel tax measure would have its best chance of success (if any); evaluate and rank the projects and programs that could be funded by a potential future parcel tax measure proceeds according to voter preference; determine salient arguments and features that resonate with voters for the potential parcel tax measure (both positive and negative); determine any pitfalls to success (e.g. measures on the same ballot from other agencies that serve the Albany community) and the veracity of those potential pitfalls; help to inform the strategy and content of a public outreach and education campaign, as well as; determine an affordable tax threshold for the local community (if any). This process has allowed us to be successful with 93% of our revenue measures over the 29-year life of the firm.

As an organization, Godbe Research is a small business (less than 10 employees) and we manage our commitments wisely. This means managing our project load so that our President (Bryan Godbe) or Charles Hester (Vice President) can be directly involved in each project we conduct at the project manager level. Similarly, we do not take on so many projects that we need to move team members or remove team members from current projects. Thus, Godbe Research is committed to allocating the team members outlined in this proposal, including Bryan Godbe (President) as project manager and day-to-day contact, for the duration of the parcel tax measure feasibility survey project for the Albany Unified School District.

PROJECT WORK PLAN

Godbe Research is a recognized leader in voter opinion research studies for California cities, school districts and community college districts, counties, park and recreation districts, and other local government agencies. Given our experience, we understand that each project's ultimate success depends on recognizing the individual and unique research needs of our clients and then developing a customized project plan to address those specific needs.

Research Objectives

Before beginning any research project, Godbe Research spends a significant amount of time reviewing each client's specific and unique research objectives to choose the most appropriate research design. Although the project kick-off meeting will be devoted to "fleshing out" the research objectives in great detail, it is our current understanding that the Albany Unified School District is interested in exploring the feasibility of a potential future parcel tax measure for an upcoming election cycle or cycles, based on voter support. Accordingly, the parcel tax measure feasibility survey for the District will be designed to:

- ✓ evaluate the funding priorities of voters in the Albany Unified School District vis-à-vis public education;
- ✓ determine baseline and informed support for a potential future parcel tax among voters in the District;
- ✓ evaluate the election cycles of interest and opportunity for the District;
- ✓ determine and rank the specific projects and programs that would be funded by the parcel tax measure, according to voter preference/support;
- ✓ examine the impact of various statements on voters' support for the potential future parcel tax measure (arguments "for" and "against" the measure);
- ✓ identify a tax rate that is palatable to District voters, if any, for the potential future parcel tax measure;
- ✓ determine the impact of any other potential revenue measures from agencies that share the same boundaries as the District (if any), *and*;
- ✓ collect demographic information on District voters not already contained in the voter file for later education and outreach to voters and the community in general.

Scope of Work

Below, Godbe Research has crafted our recommended scope of work for the Albany Unified School District to illustrate the types of considerations that go into each of our parcel tax measure and other revenue measure feasibility surveys. Based on a review of District needs, specific services are envisioned to include:

- Conducting an in-person kick-off meeting with the District as well as additional meetings, conference calls, and correspondence to discuss the research objectives and other aspects of the parcel tax measure feasibility survey in detail.

- Reviewing voter and resident demographics in the District, any related previous opinion research data (e.g. voter polling for the 2016 bond measures) and other information that will help to inform and support this current parcel tax measure feasibility survey process.
- Designing and refining a survey instrument of approximately 18 to 20-minutes in length so that it addresses the research objectives of the Albany Unified School District related to parcel tax measure feasibility. This is done through an iterative process between Godbe Research, the District and the District's feasibility consultant with multiple points for input, review, and approval.
 - ❖ The survey will be designed to be formatted for both Internet and telephone survey modalities as a 'hybrid survey' and both versions of the survey will be identical save for survey instructions specific to each methodology.
 - ❖ For reference, the bond measure feasibility survey conducted for the District by Godbe Research prior to the 2016 bond measures was 23-minutes in length, however, we did test two measures in that survey where we would only be testing one measure with this parcel tax feasibility survey process.
- Programming, refining, and testing the Internet version of the survey instrument using our Internet survey software package. This will be done by our team of IT and programming experts.
- CATI programming the survey version of the survey instrument for efficient and accurate data collection, and training telephone interviewing personnel on the questionnaire and interviewing protocol.
 - ❖ For our telephone interviewing projects, Godbe Research uses only live interviewers who have been trained on the survey questionnaire and who are located in the western United States.
- Pre-testing the survey instrument in both modalities to ensure that the questions and response codes are understandable to respondents, and to ensure that the survey length coincides with the budgeted survey length for the project.
- Development of a recruitment email (email to Internet) and recruitment text (text to Internet) for the Internet version of the survey and working with the District so that Godbe Research can send recruitment emails to registered voters with known email addresses in the voter file. The use of the voter file also allows us to ensure that a given respondent to the survey, in any format, is an actual voter living in the boundaries of the Albany Unified School District given that the voter file is tied to a specific voter and physical address located in the District.
 - ❖ In addition, it is also possible to match any internal email lists the District has compiled (e.g. parent lists) to the voter file, so that we can include additional voters in our sampling frame, based on a match of first name, last name, and physical address. Having said this, all identifying information for any District provided list and voter file list will be redacted and not included in our analysis and reporting, similar to the names and contact information we obtain from the State voter file.

- ❖ As a final note, the recruitment email will come from the District's recognizable @ausdk12.org email address domain for familiarity as well as to ensure voters that the recruitment email is not spam or malware.
- Development of a stratified and clustered listed sample of District voters likely to vote in the election cycles of interest to the Albany Unified School District. The sample will first be constructed using email addresses (email to Internet) and cell phone numbers (text to Internet) from the voter file, as the Internet modality will be conducted first in the hybrid survey process. Once we have developed the Internet sample, the rest of the sample will be de-duplicated by matching names, addresses, and phone numbers from Internet survey respondents to those in the voter file. We will also remove any voter from the telephone survey sample who previously completed the survey via the Internet. As a final measure, we will ask telephone survey respondents in that sample if they have already completed the survey via the Internet and will remove those voters from the survey process through a screening question.
 - ❖ For review, we have identified that there are a total of approximately 11,366 registered voters in the Albany Unified School District. For all registered voters, we have email addresses for roughly 5,137 voters or 45% of the voting electorate in the District. We also have cell phone numbers for roughly 27% of District voters or 3,055 voters. Finally, we have landline telephone numbers for roughly 4,088 total voters or 36% of District voters.
 - ❖ Finally, for general and special election cycles in 2019 and 2020, we have a similar percentage of contact information for District voters for cell phones, email addresses and landlines.
- Conducting approximate 18 to 20-minute Internet and telephone interviews with 300 (n=300) to 400 (n=400) total District voters likely to vote in the election cycles of interest to the District according to a strict interviewing protocol and our approved sampling design. A sample size of 300 to 400 interviews will provide for a margin of error of no greater than +/-5.6% at the 95% confidence level, when looking at all District voters, including voters likely to cast ballots in election cycles in 2019 and 2020.
 - ❖ Using several recent school district and other local government clients as a model, we would expect to conduct approximately 40% to 60% of the interviews via the Internet module (email and text to Internet recruitment), with the remaining 40% to 60% of interviews coming via telephone module (landline and cell phone recruitment).
 - ❖ Finally, for reference, the 2015 bond measure feasibility survey conducted for the District by Godbe Research had a final sample size of 378 completed interviews.
- Merging the Internet and telephone data files, as well as processing and weighting the data to adjust for population distribution and strategic oversampling, as needed to reflect the likely voter population of Albany Unified School District for the election cycles of interest to the District.
- Developing a topline report of aggregate findings for the District. We will also meet with the District to review the topline/aggregate survey results prior to our more detailed analysis and reporting.

- Analyzing the data from the survey and producing a report of findings, conclusions, and recommendations for the parcel tax measure feasibility survey of voters for the Albany Unified School District.
 - ❖ Our reports typically contain a methodology discussion, key findings and conclusions, appropriate analysis (including graphics) for the measure(s) being tested, a complete set of crosstabulations, and a copy of the survey questionnaire (in all languages administered).
- Presenting the results and recommendations from the parcel tax measure feasibility survey to the Albany Unified School District Board of Trustees.
- Post-survey consulting on the results and recommendations from the parcel tax measure feasibility survey throughout the range of planning, outreach, and other activities, as need by the District (ongoing/no additional charge).

PROJECT SCHEDULE DISCUSSION

Project Meetings

Based on our typical project approach and after a preliminary review of the needs of the Albany Unified School District, Godbe Research expects numerous in-person and conference call meetings during the parcel tax measure feasibility survey process. This will likely include an in-person meeting to kick off the project, a conference call meeting to review the draft questionnaire, a conference call or in-person meeting for the topline report, a conference call to discuss the draft report, and in-person presentation of findings to the District.

Project Timeline

Because of our experience in conducting similar surveys for a wide variety of local government agency clients, Godbe Research generally prefers to conduct our hybrid survey processes over about an eight-week time frame. However, preliminary results can be made available sooner, if required. Below is a general timeline that reflects major project milestones and tasks in number of days. A formal timeline will be provided a few days after the project kick off meeting, where we can discuss scheduling needs and meeting dates in greater detail. Finally, please note that District meetings (e.g. project kick off meeting) and tasks (e.g. questionnaire review) have been *italicized* for easy review below.

<u>Godbe Research Tasks</u>	<u>Approx. Time</u>
<i>Parcel tax Measure Survey Kick-Off Meeting</i>	<i>1 Day (1 to 2 hours)</i>
Review of Previous Surveys and Data	2 to 3 Days
Questionnaire Drafting and Refinement	12 to 15 Days
Sample Development and Matching (concurrent with questionnaire drafting)	3 to 5 Days
<i>Meeting to Review Draft Survey</i>	<i>1 Day (1 to 2 hours)</i>
Questionnaire Revisions (as needed)	3 to 5 Days
Survey Pretest	1 Day
Programming and Testing of Internet Version	3 to 4 Days
CATI Programming of Telephone Version (concurrent with Internet version programming)	2 Days
Data Collection / Interviewing	7 to 9 Days
Initial Data Processing	2 to 3 Days
<i>Topline Report Meeting/Discussion</i>	<i>1 Day (1 to 2 hours)</i>
Analysis and Reporting	12 to 15 Days
Report Changes (if needed)	2 to 3 Days
<i>Presentation of Survey Findings</i>	<i>After Final Report Delivery</i>

PROJECT MANAGER RESUME

Reliable voter survey results depend on having a firm that understands the complexities and nuances of survey research design, including sampling theory of likely voters by election cycle, revenue measure feasibility questionnaire design, overall data analysis, and analysis of data by relevant voter subgroups. Accordingly, the team at Godbe Research is comprised of recognized experts in survey research design and implementation, and for this parcel tax measure feasibility survey for the Albany Unified School District, we will assign our most experienced project manager, Bryan Godbe.

Bryan has designed and conducted over 200 survey research projects in the past three years alone for California school districts, cities, counties, and other public-sector agencies. Bryan will execute all stages of the survey project, including sampling design and questionnaire development, survey project management, analysis, reporting, and presentations. A brief resume for Bryan has been provided below and he will be assisted by additional Godbe Research team members, as needed.

Bryan Godbe, M.A.

President

President and Co-founder of Godbe Research, Mr. Godbe has over 30 years of experience in public opinion research, public relations and government affairs. In this capacity, he has conducted public opinion and market research projects at the national, state, and local levels including projects for the Cities of San Francisco, San Diego, Los Angeles, Sacramento, and San Jose (California) as well as Portland (Oregon), Seattle (Washington), and Henderson (Nevada).

Mr. Godbe received a Silver Anvil Award from the Public Relations Society of America for the development and implementation of an outstanding government affairs program on behalf of the Contra Costa Water District. This program was based on Mr. Godbe's extensive research including baseline research, focus groups and three tracking surveys. In addition, Bryan has been the pollster for recently successful parcel tax and bond measures for clients such as the Hayward Unified School District, Fremont Unified School District, West Contra Costa Unified School District, Dublin Unified School District, Orinda Union School District, San Mateo Foster City School District, Novato Unified School District, and others. Bryan was also the pollster for the Albany Unified School District's successful 2016 bond measures (Measure B and Measure E) as well as for the City of Albany's successful sales and parcel tax measures (Measure L and Measure M) in the November 2018 election cycle.

Prior to founding the firm, Mr. Godbe was Vice President of Research at a California based public relations firm. Mr. Godbe also previously served as the Senior Research Consultant at the Center for the Study of Los Angeles, at Loyola-Marymount University. He has a Master's Degree from the University of Michigan where he studied survey research methodology at the Institute for Social Research; and a B.A. degree from the University of California, Berkeley.

PROJECT COST OPTIONS

Godbe Research takes great pride in delivering reliable and practical research projects 'on time and on budget'. In doing so, we prefer to provide a firm, fixed fee format for our cost proposals. This is because the primary determinants of any public opinion research survey are sample size and survey length, which are most accurately presented using a fixed-fee format, rather than arbitrary hours that can be off by 50% or more based on metrics such as number of meetings, travel time, number of presentations, and post-survey activities envisioned by the District.

Based on our understanding of the needs of the Albany Unified School District for this specific parcel tax measure feasibility survey, Godbe Research has provided costs to conduct an 18 to 20-minute survey comprised of approximately 300 (n=300) to 400 (n=400) District voters, using a hybrid Internet and phone survey methodology. The prices below reflect all-inclusive fees to complete the project -- the overall costs will not exceed those shown below, provided that the parameters of the project (e.g. hybrid survey, sample size, survey length, etc.) conform to those outlined in this proposal. Should project parameters or District needs change, we will be happy to provide amended costs prior to proceeding.

Hybrid Internet/Telephone Survey of 300 (n=300) to 400 (n=400) Voters

<u>Project Task</u>	<u>18-min.</u>	<u>20-min.</u>
Listed Voter Telephone Sample	\$800.00	\$800.00
Additional Cell and Land Line Matching	\$600.00	\$600.00
Email Sample Purchase	\$400.00	\$400.00
Internet Version Programming/Testing	\$4,500.00	\$4,750.00
CATI Programming	\$1,375.00	\$1,650.00
Internet Version Recruitment	\$500.00	\$500.00
Telephone Interviewing	\$5,800.00	\$7,600.00
Data Processing	\$900.00	\$1,000.00
Research Fee	\$7,500.00	\$7,500.00
Project Management	\$2,250.00	\$2,250.00
<u>Misc./Travel Expenses</u>	<u>\$350.00</u>	<u>\$350.00</u>
Parcel Tax Measure Survey Total	\$24,975.00	\$27,400.00



GODBE RESEARCH
Gain Insight

GODBE RESEARCH

www.godberesearch.com

California/Corporate Offices
1575 Old Bayshore Highway
Suite 102
Burlingame, CA 94010

Southwest/Reno Office
59 Damonte Ranch Parkway
Suite B-309
Reno, NV 89521

Northwest/Seattle Office
601 108th Avenue NE
Suite 1900
Bellevue, WA 98004

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

This agreement is hereby entered into this 11th day of June, 2019, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Gothe Research

1575 Old Bayshore Highway, Suite 102
Burlingame

CA

94010

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"): Public Opinion & Polling Services
2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.
3. Term. CONTRACTOR shall:
- ☐ Provide services under this AGREEMENT on the following specific dates _____, _____, _____, _____, _____, _____, _____, and complete performance no later than _____;
- OR
- ☐ Commence providing services under this AGREEMENT on:
- SEE PROPOSAL

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

4. Termination. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to

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

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed twenty-seven thousand four hundred dollars (\$27,400.00). DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

a. Such compensation shall be based on:

- ☐ An hourly rate of _____ for a total amount of _____ hours.
- ☐ A daily rate of \$ _____ for a total amount of _____ days.
- ☒ Total amount of \$ not to exceed \$27,400.00.

b. Payment method shall be:

- ☒ Upon Completion
- ☐ Date of Service
- ☐ Other (Specify): Monthly.

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

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

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.

7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.
10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income

tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.

12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☒ Contractor and the Contracted Parties shall only have limited or no contact (as determined by District) with District students at all times during the Term of this Agreement.

☐ The following Contracted Parties have more than limited contact (as determined by District) with District students during the Term of this Agreement:

[Attach and sign additional pages, as needed.]

☐ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

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

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

☒ Contracted Parties shall only have limited or no contact (as determined by District) with District students at all times during the Term of this Agreement.

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

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

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

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

22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

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

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
Name:
Title:

Address for District Notices:

Albany Unified School District
1200 Solano Avenue
Albany, CA 94706

CONTRACTOR:

Godbe Research

Tax Identification Number: [REDACTED]
(confidential)

By: 
Name: Charles Hester
Title: Vice President

Address for Contractor Notices:

Godbe Research
1575 Old Bayshore Hwy, Suite 102
Burlingame, CA 94010

Date of Board Approval: _____



To: Albany Unified School District
From: EMC Research
Date: June 3, 2019
Re: Proposal for Opinion Research Services

Thank you for the opportunity to submit this proposal to conduct opinion research services on behalf of Albany Unified School District. This proposal outlines the proposed scope of services related to a voter survey, as well as some background information about EMC Research. We look forward to the prospect of working with you. Please feel free to contact Jessica Polsky (Jessica@EMCresearch.com or 510-550-8933) if you have any questions at all.

Project Purpose

The purpose of this project would be to conduct a statistically valid survey to evaluate the opinions of voters in Albany Unified School District regarding a possible revenue measure for 2020 to replace Measure LL, and related issues such as perceptions of the District and priorities for education.

In addition to conducting a poll, EMC will work with the District and its chosen consultants to provide research-based recommendations on strategy, outreach, timing and other tactical decisions.

The survey would be designed to provide the District with:

- A representative overview of the District's voters
- Ratings and current perceptions of the District;
- The appropriate amount, structure and timing for a measure
- An assessment of the likelihood of success of a ballot measure
- The type of projects that are most important to those who will vote
- The themes and messages that will assist in reaching a successful outcome
- Suggested areas for public education and community outreach

Methodology and Scope

Our review of the registered voter rolls reveals just over 11,000 voters and just over 6,000 voter households within the Albany Unified School District jurisdiction. Based on the size of this electorate, we recommend a mixed-mode telephone and email- and text-to-web study among an estimated 300 voters in the District.

The margin of error on a sample size of 300 is plus or minus 5.7 percentage points.

We estimate that 300 interviews is the maximum number possible for a jurisdiction of this size. EMC has vast experience conducting successful polling in small jurisdictions and we have proven success in maximizing the number of interviews while ensuring that the sample is demographically representative of the electorate.

EMC Research Proposal for Albany Unified School District 2020 Parcel Tax

A mixed-mode methodology will help maximize sample size and representativeness by reaching voters in multiple ways: by phone, by email and by text message. This approach allows us to combine the growing reach and efficiency of online survey methodologies, particularly among populations who may not be inclined to answer a phone call, with more traditional telephone interviewing for those who prefer a live interviewer or for whom an email address or cell phone number is not available from the voter file. The availability of email addresses among voters in the Albany Unified School District jurisdiction is quite good (about 45% of voters in the District have emails available) and 45% of voter phones are cell phones. Our experience conducting mixed-mode research in similarly small jurisdictions leads us to believe that the maximum number of interviews feasible will be 300. However, this methodology does not limit the number of potential responses and we will accept all completed surveys for data analysis.

Anticipated Survey Length

We anticipate an average interview length of approximately 15 minutes in order to provide you with in-depth feedback from voters that will aid in making strategic decisions related to a potential measure.

Questionnaire Development

EMC would prepare a draft survey instrument to review with a team designated by the District, collect feedback, and revise as needed until the District is satisfied with the content.

The content of the questionnaire will be developed following a thorough review of the district's goals and questions, along with any available background materials. We would expect to include questions regarding:

- Ratings of the District, quality of schools, and management of money
- Perception of need for additional funding for local schools
- Receptiveness to a potential parcel tax measure
- General attitudes about taxes and the importance of funding public education
- Reaction to proposed measure elements
- The impact of various message themes
- Vulnerability to opposition message themes
- Demographics

EMC would be available for meetings or teleconferences to review and revise the draft survey instrument with the District and consultant team.

Data Collection

After each day of interviewing, demographic variables will be tracked to ensure that they are falling within the appropriate proportions compared to the voter population.

Data Analysis and Reporting of Results

Upon completion of interviewing, EMC Research will conduct an extensive statistical analysis of the data gathered from the survey. The key steps include: tabulating survey results, designing and generating cross-tabulations and other statistical tables as needed, and performing in-depth analysis of the data.

EMC Research will create a PowerPoint Presentation of key findings, analysis, and recommendations. In reporting the results of the survey, we will provide you with clear, concise analysis and strategic recommendations to meet your goals, with emphasis on making the data understandable and usable.



EMC Research Proposal for Albany Unified School District 2020 Parcel Tax

EMC will provide ongoing assistance as needed until the Board decides whether to place a measure on the ballot. We provide opinion research as a service, not a product, and we make ourselves available for further consultation and analysis, at no additional cost.

In summary, for this project, EMC will:

- Develop the final research design in consultation with the District and consultant team;
- Design a survey questionnaire in consultation with the District and consultant team;
- Collect survey data through interviews conducted by telephone on landlines and cell phones from a central telephone bank, supervised by an on-duty supervisor;
- Adapt the questionnaire for online application; program and host the survey using professional survey software; manage the deployment of survey invitations via email and text; and collect survey responses online;
- Monitor data collection daily to ensure the process is going according to plan, and adjust strategies as needed to ensure a representative sample of District voters;
- Tabulate, code, clean, and weight the survey data from both modes;
- Perform in-depth analysis of the data;
- Produce cross-tabulations of voter responses based on key demographic information;
- Prepare a detailed report of results, including graphic presentation of key findings, analysis and recommendations
- Present results and analysis as needed; and,
- Be available for consultation on findings and strategy.

Cost

The not-to-exceed cost for a survey as outlined above, including 300 interviews via mixed-mode methodology among Albany Unified School District voters, approximately 15 minutes in length, would be as shown in the table below.

In addition to all aspects of conducting the survey, the proposed costs include reasonable consulting and presentation of results. We will work together with the District and consultant team through to a Board decision.

There are many factors considered in our pricing, and EMC Research is committed to providing competitive prices for our clients. We would be happy to discuss the assumptions used in determining the price below. If any of the assumptions change during the design or fielding phase of the research, the price would be adjusted accordingly.

Methodology	Survey Length	Price
Mixed-mode Telephone, Email- and Text-to-Web Survey of estimated 300 voters in the District	15 minutes	\$23,100

EMC Research: Firm Information

EMC Research, Inc. is a full-service opinion research and strategic consulting firm serving a broad range of public and private sector clients. Founded in 1989, EMC Research is a team of nearly 50 professionals with decades of research experience that we apply to every project. From offices in Oakland, Portland, Seattle, Columbus, Washington D.C. and Orlando, we serve clients in local and state government agencies, public, non-profit, corporate and campaign organizations, and advocacy groups.

EMC brings **thirty years of experience and expertise in working on successful education revenue measures**. Our professionals have conducted voter surveys on behalf of school districts throughout California as the districts have sought to secure funding for educational and capital improvements. We are especially skilled at using the polling process to assist with building key stakeholder support, communicating findings in a clear and understandable manner, and providing clear, actionable recommendations for our clients. Our work will help the district understand overall voter tolerance for a revenue measure and identify language and themes that will help you connect with voters in the area.

We have assisted our school district clients in evaluating funding options, choosing funding mechanisms, crafting ballot measures, and even navigating controversial issues. Our work has been focused on voter communications and we have developed a **comprehensive strategy for testing messages about the need for education funding**. Our research has provided a roadmap for many successful revenue measures.

EMC also has **extensive experience conducting research in Alameda County**. Our firm has been based in the East Bay for thirty years and we have extensive experience conducting research for public agencies in Alameda County.

For all of our projects, we are committed to not only conducting high-quality research, but also to helping our clients get the best possible use out of the research and analysis. In addition to presenting results in-person, EMC Research provides ongoing assistance in developing strategies and techniques based on our research findings. We provide opinion research as a service, not a product, and we will remain available for further consultation and analysis for as long as the research is used.

EMC Research Proposal for Albany Unified School District 2020 Parcel Tax

Some of our recent K-12 school district clients include:

Alameda Unified School District (bond measure & parcel tax)
Aromas-San Juan Unified School District (parcel tax)
Berryessa School District (bond & parcel tax)
Brawley Elementary School District (bond measure)
Cabrillo Unified School District (parcel tax and bond measure)
Cambrian Elementary School District (parcel tax)
Campbell Elementary School District (bond measure & parcel tax)
Castro Valley Unified School District (parcel tax)
Cupertino Union School District (parcel tax & bond)
Castro Valley Unified School District (bond measure)
Chico Unified School District (bond measure)
Davis Unified School District (parcel tax)
Emery Unified School District (parcel tax)
Fremont Union High School District (bond measure and parcel tax)
Hollister School District (bond measure)
Lakeside Joint School District (parcel tax)
Loma Prieta Joint Union School District (parcel tax)
Los Altos School District (bond measure & parcel tax)
Los Gatos Union Elementary School District (bond measure & parcel tax)
Los Gatos-Saratoga Joint Union High School District (bond measure & parcel tax)
Los Nietos School District (bond measures)
Mill Valley School District (parcel tax)
Milpitas Unified School District (bond measure & parcel tax)
Monterey Peninsula Unified School District (parcel tax & bond measure)
Moreland School District (bond measure & parcel tax)
Mount Diablo Unified School District (bond measure & parcel tax)
Mountain View-Los Altos High School District (bond measure)
Orcutt Union School District (bond measure & parcel tax)
Palmdale School District (bond measure)
Pittsburg Unified School District (bond measure)
Pleasanton Unified School District (bond measure)
San Jose Unified School District (bond measure & parcel tax)
San Mateo-Foster City School District (bond measure & parcel tax)
San Ramon Valley Unified School District (bond measure & parcel tax)
Saratoga Joint Union School District (parcel tax)
Union School District (bond measure & parcel tax)
Wiseburn Unified School District (bond measure)

Project Team

The research on behalf of Albany Unified School District would be led by EMC Senior Vice President Jessica Polsky. Jessica leads most of EMC's work on behalf of public education clients, and has recent experience completing mixed-mode surveys in similarly sized jurisdictions. She worked with several school districts that successfully passed revenue measures in 2018 including Davis Unified School District, West Valley-Mission Community College District, Pittsburg Unified School District, Fremont Union High School District, Milpitas Unified School District, Monterey Peninsula Unified School District, Cabrillo Unified School District and Peralta Community College District. Jessica's biography is below.

Jessica Polsky, Senior Vice President

Jessica brings her high standards for accuracy and attention to detail to every project she manages for EMC clients.

From her study of social psychology, Jessica uses her knowledge of psychological influences on decision-making to provide an understanding of underlying motivations. Her expertise informs her research design, and allows her analysis to look beyond the obvious to uncover unique recommendations and strategies.

Jessica truly enjoys finding solutions to client problems and helping them succeed in implementing improvements that impact everyday lives. Her clients include many public agencies, and her research has resulted in billions of dollars in revenue for local schools, parks and open space districts, successful campaigns to expand water conservation and improved access to health care for the underserved.

Prior to joining EMC research in 2007, Jessica pursued contemporary jazz dance and was a law clerk at a disability rights law firm. Jessica still loves jazz music and dance and along with her husband, enjoys cooking, hiking, and window shopping along the Bay Area's many commercial corridors. Her spare time is consumed with her young family.

Jessica has a BA in Psychology from the University of Michigan and MA in Social Psychology from San Francisco State University.

References

Below are a few recent education clients for whom we have performed similar services. We are happy to provide additional references if helpful.

Fremont Union High School District
Polly Bove, Superintendent
589 W. Fremont Ave
Sunnyvale, CA 94087
(408) 522-2201
polly_bove@fuhisd.org

Union Elementary School District
Denise Coleman, Superintendent
5175 Union Avenue
San Jose, CA 95124
408-377-8010
colemamd@unionsd.org

Cabrillo Unified School District
Jane Yuster, Superintendent
498 Kelly Ave
Half Moon Bay, CA 94019
650 712-7100
yusterj@cabrillo.k12.ca.us

Davis Unified School District
Bruce Colby, Chief Business and Operations Officer
526 B Street
Davis, CA 95616
530-757-5300 ext. 122
bcolby@djustd.net

ALBANY UNIFIED SCHOOL DISTRICT INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This agreement is hereby entered into this June 11 , 2019, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and EMC Research Inc.

CONTRACTOR

436 14th Street, Suite 820

MAILING ADDRESS

Oakland	CA	94612
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"):

2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.

3. Term. CONTRACTOR shall:

☐ Provide services under this AGREEMENT on the following specific dates
 _____, _____, _____, _____, _____, _____, _____, and
 complete performance no later than _____;
 OR
☒ Commence providing services under this AGREEMENT on:
 See attached proposal

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

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

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Twenty-Three Thousand, One Hundred Dollars** 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.
 - ☐ Total amount of \$ 23,100.
 - b. Payment method shall be:
 - ☒ **Upon Completion**
 - ☐ Date of Service
 - ☐ **Other (Specify):** _____.

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

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

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.

7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.
10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income

tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.

12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☒ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☐ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:

☐ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

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

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

☒ Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

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

Contractor shall maintain on file the certificates showing that the Contracted Parties were

examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

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

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

22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

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

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
Name:
Title:

Address for District Notices:

Albany Unified School District
1200 Solano Avenue
Albany, CA 94706

CONTRACTOR:

EMC Research Inc.

Tax Identification Number: [REDACTED]
(confidential)

By: _____
Name: Jessica Polsky-Sanchez
Title: Senior Vice President

Address for Contractor Notices:

EMC Research
436 14th Street, Suite 820
Oakland, CA 94612

Date of Board Approval: _____

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: LATER START TIME FOR ALBANY HIGH SCHOOL

PREPARED BY: VALERIE WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE: For the Board of Education to review and discuss moving the Albany High School start time to a later start time beginning with the 2020-2021 school year.

BACKGROUND INFORMATION/DETAILS:

- In the past 5 years, AHS moved its morning start time from 7:40 to 8:00 am (2013-14) and then to 8:10 am (2014-15).
- AHS' own attendance data from before and after the start time changes demonstrated that the change increased 1st and 2nd period attendance and reduced tardies.
- The Wellness Committee has continued to research and support a later morning start time at the high school to improve educational outcomes, reduce stress and anxiety, and increase overall wellness.
- A 2018 survey at AHS indicated that nearly 40% of students averaged less than 7 hrs of sleep on school nights and nearly 90% get 8 hrs or less. Juniors are the most sleep-deprived, with 48% reporting less than 7 hrs nightly.
- A parent survey done this spring indicated 74% of parents support a later start time.
- From our near-neighbor districts and those in the TCAL athletic league in which Albany competes, six start at 8:10 am or earlier every morning (including Albany). Three have an 8:35 or later start one day a week, and four start at 8:20 or later on all days.
- Leading high schools in the state are starting at 8:25 or later. (Campolinda, 3 days at 8:35, Gunn, 5 days at 8:25, Piedmont, 2 days at 9:10, Lowell, 1 day at 9:50).
- All Seattle high schools moved to an 8:30 start time this year, San Diego Unified will make the move in Fall 2020.
- SB 328, the Later Start Times bill, which calls for a statewide secondary 8:30 am start time, passed both the Assembly and Senate last year but was vetoed by Governor Brown. This year, the bill was reintroduced, passed the Senate again, and is now in the Assembly.
- Senator Portantino, author of the bill, has amassed broad and significant support from medical

and educational communities. This file includes peer-reviewed research and letters from California PTA and leading sleep researchers, including national expert Dr. Matthew Walker, Director of the Center for Human Sleep Science at the University of California, Berkeley.

- A [Later Start Time Survey for Albany High School Staff](#) was conducted June 3-7, 2019. The results of this survey will be produced at the June 11, 2019 Board meeting.
- Additional research/articles on later start times:
 - <https://sd25.senate.ca.gov/sites/sd25.senate.ca.gov/files/SB%20328%20032119.pdf>
 - <https://calmatters.org/articles/school-start-teach-america-california-bills-brown-newsom/>
 - <https://www.sandiegouniontribune.com/news/education/story/2019-04-19/start-times>
 - http://neatoday.org/2019/02/27/what-happens-when-schools-start-later/?utm_source=20190306&utm_medium=email&utm_campaign=nea_today_express&utm_content=start_times
 - <https://www.cbsnews.com/news/seattle-high-schools-later-start-time-improved-academic-performance/>
 - <https://pediatrics.aappublications.org/content/134/3/642>

QUESTIONS:

Q: Does moving AHS to a later start time require negotiating with the bargaining units?

A: Yes, if a change to the start time requires a change in an employee's or group of employee's work day, it must be negotiated with the affected bargaining unit(s).

FINANCIAL INFORMATION: N/A

STRATEGIC OBJECTIVES ADDRESSED:



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



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



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

RECOMMENDATION: Board of Education to review and discuss moving the Albany High School start time to a later time beginning with the 2020-2021 school year.

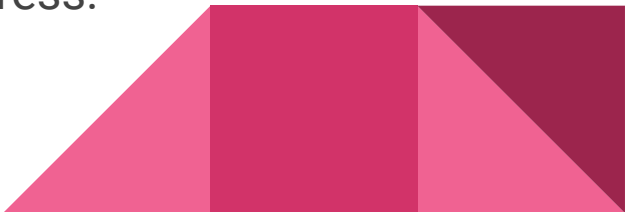
Wellness Survey 2018

Albany High School Results

Why Another Survey?

After AUSD's **Challenge Success Program** in 2012, start times were moved at the high school from 7:40 a.m. to 8:10 a.m. Although the recommendation from the **American Academy of Pediatrics** is that secondary schools start no earlier than 8:30 a.m., there has been no further change in start times.


At the Nov. 28, 2017 Board of Education meeting, Secondary Start Times were discussed. Questions arose about our students' obligations before and after school and the amount of sleep Albany secondary students are getting. The survey also provided an opportunity to ask students how much homework they did over the December break, and if the work caused them stress.



American Academy of Pediatrics

...Although a number of factors, including biological changes in sleep associated with puberty, lifestyle choices, and academic demands, negatively affect middle and high school students' ability to obtain sufficient sleep, **the evidence strongly implicates earlier school start times (ie, before 8:30 am) as a key modifiable contributor to insufficient sleep**, as well as circadian rhythm disruption, in this population. Furthermore, a substantial body of research has now demonstrated that delaying school start times is an effective countermeasure to chronic sleep loss and has **a wide range of potential benefits to students with regard to physical and mental health, safety, and academic achievement**. The American Academy of Pediatrics strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (8.5–9.5 hours) and to improve physical (eg, reduced obesity risk) and mental (eg, lower rates of depression) health, safety (eg, drowsy driving crashes), academic performance, and quality of life....

School Start Times for Adolescents, August 2014, American Academy of Pediatrics Policy Statement




Ranges of Sleep

	<u>Less than 7 Hours</u>	<u>7 -8 Hours</u>	<u>Between 8-9 Hours</u>	<u>9 or More Hours</u>
9th ₍₁₇₄₎	28%	51%	7%	13%
10th ₍₂₀₃₎	33%	53%	7%	7%
11th ₍₁₆₆₎	48%	42%	4%	5%
12th ₍₁₄₀₎	39%	53%	3%	4%



Ranges of Sleep

	<u>Less than 7 Hours</u>	<u>7 -8 Hours</u>	<u>More than 8 Hours</u>
9th	28%	51%	20%
10th	33%	53%	14%
11th	48%	42%	9%
12th	39%	53%	7%

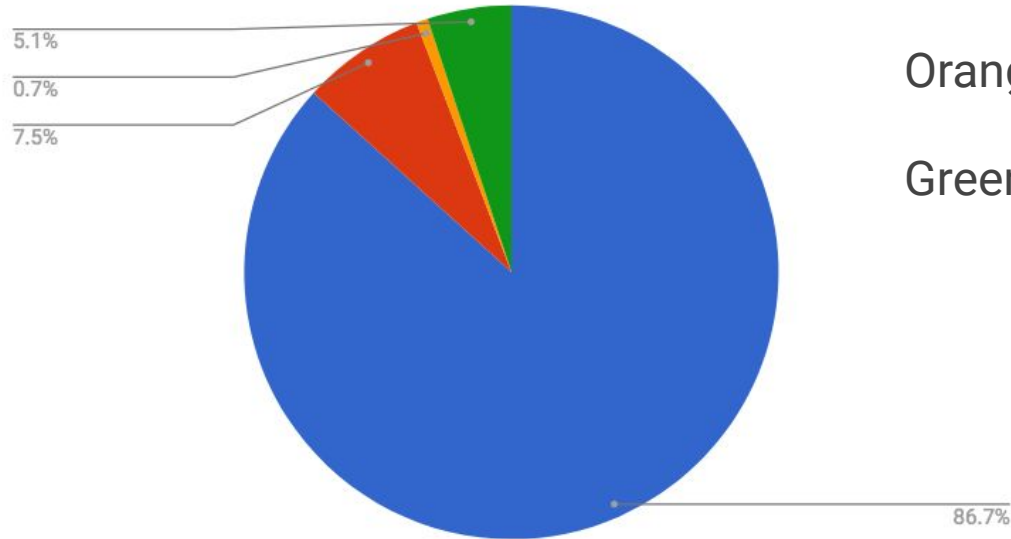

87%

The vast majority of our students get much less sleep than they need,



Obligations Before School

88% Have No Obligations Before School



Red = Take sib(s) to school

Orange = Employment (4 students total)

Green = Other Obligations

Favorite Comment:

✓

STUDENT SURVEY

Hello. We are trying to learn more about our students' activities before and after school. Please answer the following 6 questions:

1. What are your obligations before school? Check all that apply
 - a. ☒ I only need to get myself ready. No other obligations.
 - b. ☐ I bring siblings to school.
 - c. ☐ Employment
 - d. ☒ Other: (please specify) Make breakfast for parents
2. What **SCHOOL SPONSORED** activities do you do **within an hour** after school ends?
(Check only those that start within an hour of the end of the school day)
 - a. ☒ None
 - b. ☐ School sport
 - c. ☐ School sponsored activity or club
 - d. ☐ Other school activity (please list) _____
3. What **NON-SCHOOL SPONSORED** activities do you do **within an hour** after school?
(Please list evening activities, just those that start within an hour of school)

Obligations Before School

Sample “Other” responses:

Swim Practice * Walk dog * Chores * Depends on week * Sometimes I work out * Pick up friend * Carpool * Drive from (long way away) * Homework * Take care of house * Animals + sibs



Survey Properly Filled Out

c. _____

d. _____ Other school activity (please list) _____

3. What **NON-SCHOOL SPONSORED** activities do you do **within an hour** after school?
(no need to list evening activities, just those that start within an hour of school)

a. None

b. Tutoring 2 days/week 4:00 start time

c. Employment _____ days/week _____ start time

d. Sibling care _____ days/week _____ start time

e. Outside class _____ days/week _____ start time

f. Other _____ days/week _____ start time

g. Other _____ days/week _____ start time

4. We want to know your typical sleep during a school week. Please list your typical number of hours of sleep for Tues, Wed and Thurs nights. You can just list your hours for your most recent Tues, Wed and Thurs, OR if this week was NOT representative of the average week for you, think back to a more usual week.

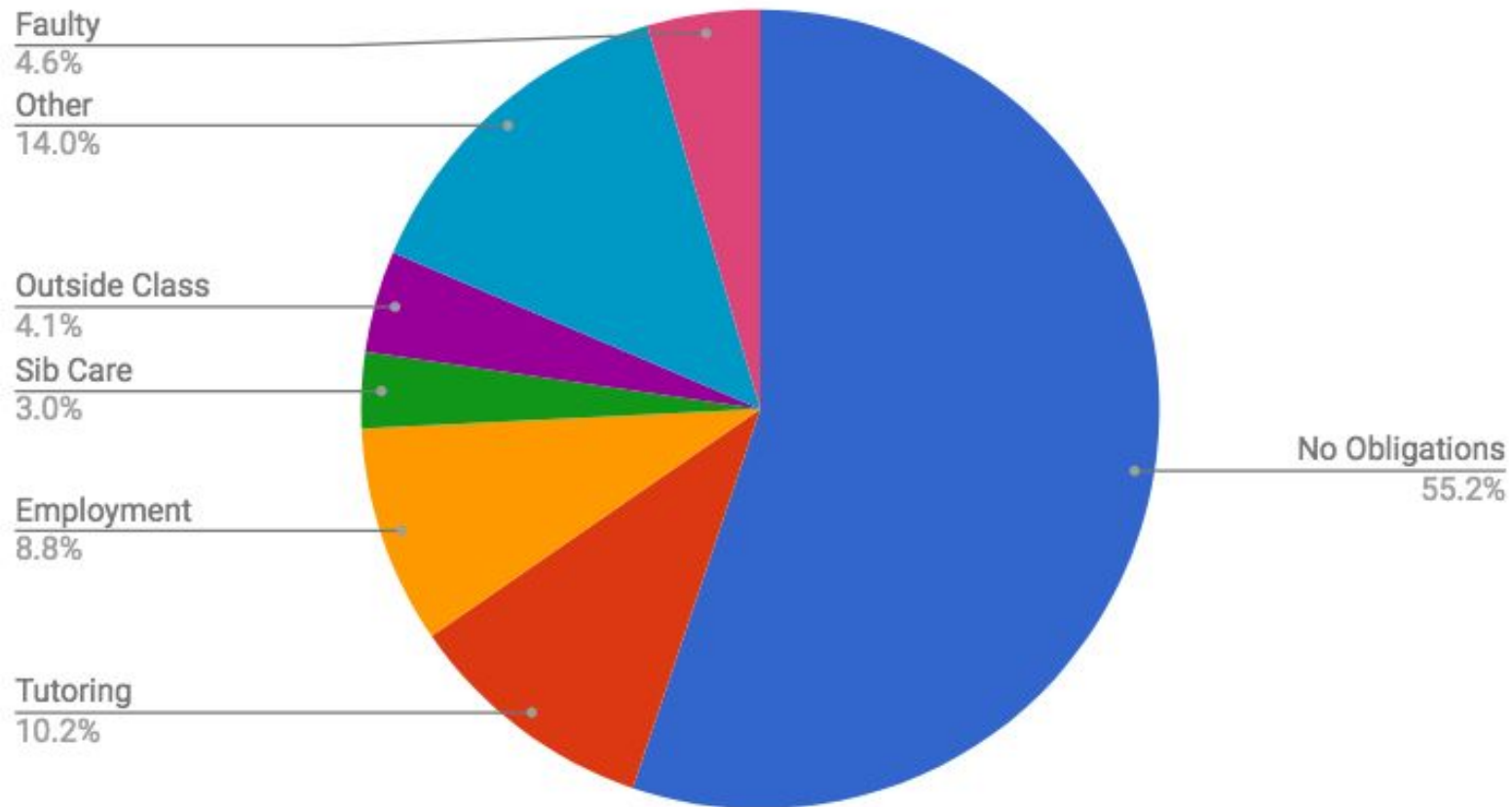
a. Tues 6 1/2 hours

b. Wed 7 hours

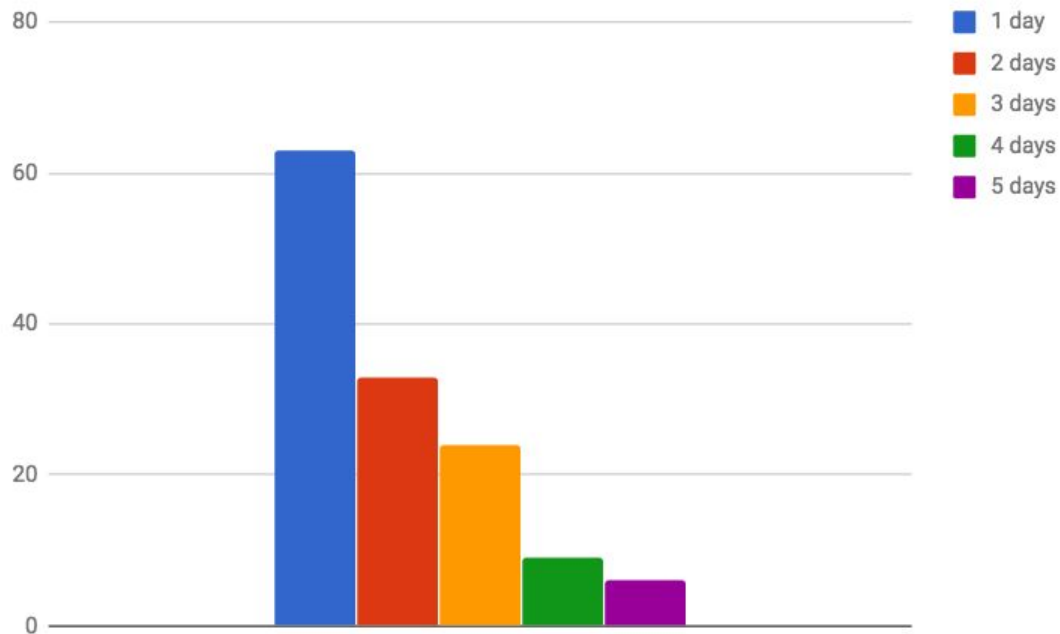
c. Thurs 6 1/2 hours

5. Number of hours of homework you did over the December winter break. (Check ONE:)

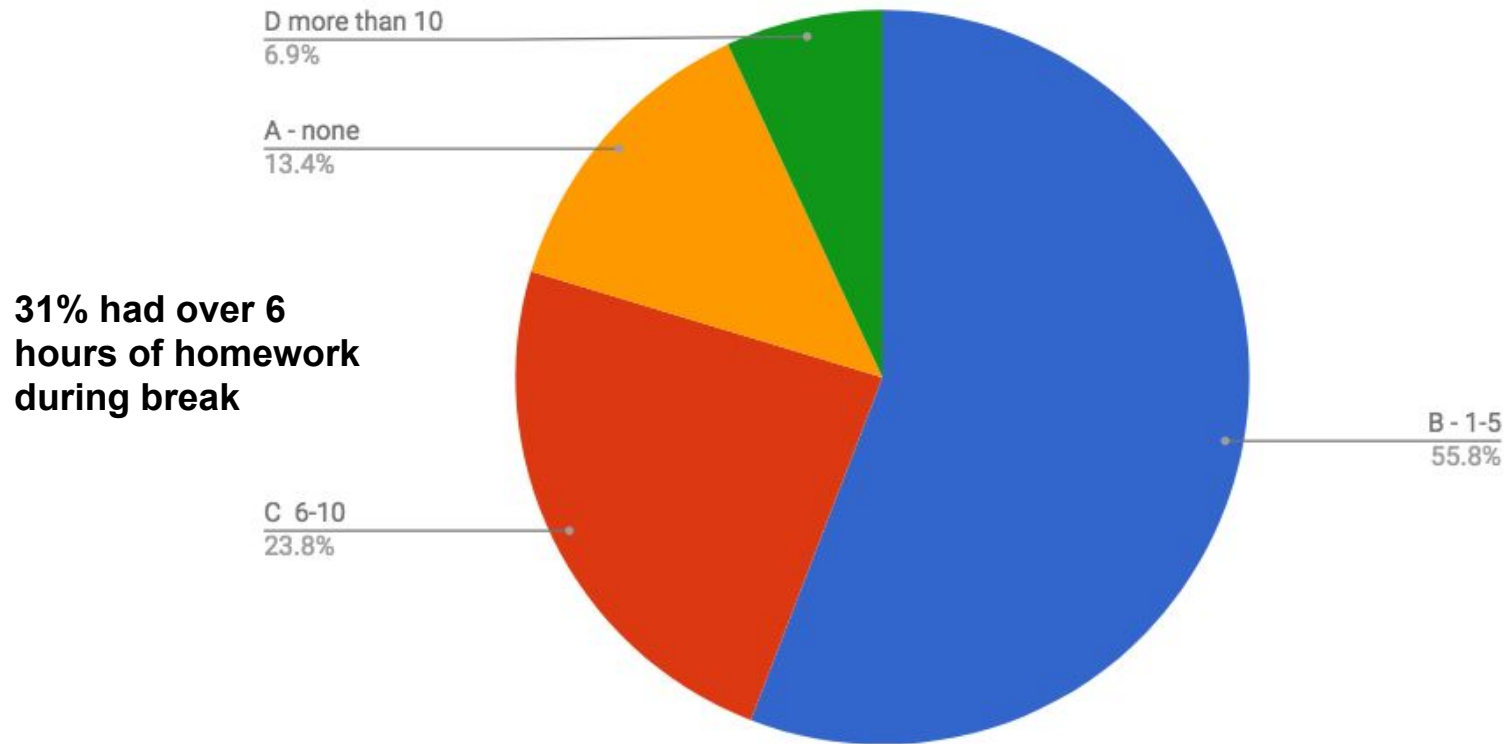
Non-School Sponsored After School Obligations



Most After-School Obligations Are 1 Day Weekly



Hours of Homework Over Dec. Break -- All AHS



Hours of Homework by Grade

	Zero	1-5 Hours	5-10 Hours	More Than 10 Hours
9th	23%	61%	12%	4%
10th	8%	55%	29%	8%
11th	8%	53%	30%	9%
12th	15%	54%	24%	6%

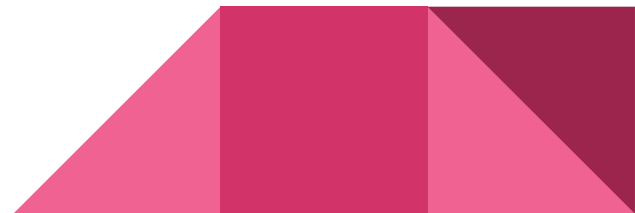
Stressed Over Homework?

	<u>Yes</u>	<u>No</u>
9th	40%	59%
10th	67%	31%
11th	71%	26%
12th	49%	48%



Who Took the Survey?

	# of Surveys
9th Graders	174
10th Graders	203
11th Graders	166
12th Graders	140
	683 total surveys



Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/25/2019 15:04:39	Yes	Less time in the afternoon for homework	Student employment, Clubs, tutoring	Yes	Yes	
3/25/2019 15:22:34	Yes	Leaving house after parents leave for work	Sports	Yes	Yes	
3/25/2019 16:53:11	Maybe	After school sports start time	Sports	Maybe	Maybe	
3/25/2019 16:56:47	Yes		None	Yes	Yes	
3/25/2019 17:07:26	Maybe	Doesn't matter	Sports	Yes	Yes	
3/25/2019 17:20:00	Yes	None	None	Yes	Yes	I think this is long overdue and I truly hope this does get changed. We personally have had a lot of difficulties with the early start times. I know there has been pushback in the past from families who have their children do several hours of homework, musical instruments and sports to start later but I think those families could get their kids up earlier to do some HW before school if they are determined to have their kids do that much. For the majority I think this would be great I even would suggest 9:00 vs 8:30. I hope this passes!
3/25/2019 17:24:02	No	Impacts afternoon hours for sports and/or a job	Student employment, Sports	No	No	
3/25/2019 17:24:04	Yes	After school sports and other activities such as volunteering at the animal shelter might be impacted by a later end time.	Sports, Volunteer at Berkeley Animal Shelter	Yes	Yes	Could we have a shorter school day but more school days per year?
3/25/2019 17:25:30	Maybe	none	Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/25/2019 17:31:03	Yes	None	None	Yes	Yes	I totally encourage school district to consider a later start time which will benefit students.
3/25/2019 17:34:14	Yes	none: she would benefit from sleeping in	Student employment, Sports	Yes	Yes	I agree with the evidence that shows later start times are better for students. It's long past time for AUSD to base their start times on available evidence, and join other school districts that have seen dramatic improvements in school attendance, overall grades, and more when they move to later start times. Please do not let fact that a few might be inconvenienced overshadow the enormous benefits to the many of letting our teenagers sleep in.
3/25/2019 17:34:48	Yes	Getting to after school activities on time	Other after school activities that start at 4pm or earlier - need time for transport	Yes	Yes	I'm in support of 8:30 start time. Any later will impact ability to arrive on time to after school activities
3/25/2019 17:37:57	Maybe	after school activities & homework would get very late	None	Maybe	Maybe	
3/25/2019 17:40:08	Yes	none	None	Yes	Yes	
3/25/2019 17:40:29	Yes	None	Sports, Music lessons	Yes	Yes	Believe the research! Don't make all kids suffer because some sport teams don't like it...
3/25/2019 17:41:02	Yes		None	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/25/2019 17:41:53	Yes		student club activities after school can adjust to later time	Yes	Yes	Glad you are working on this. Sufficient sleep is crucial for teens. One idea to possibly consider is having a later start time on Mondays after the weekends. It gives teens one day to adjust to having to get up early again after a weekend with likely later sleep schedule. Berkeley High has a late start on Mondays.
3/25/2019 17:44:32	Yes	No challenges	None	Yes	Yes	Not really, I just think that a later start time would have a positive impact on my daughters ability to function in school. Adolescents are typically more geared for waking up later and I think this is a fantastic idea.
3/25/2019 17:44:58	Yes	None.	Occasional extracurricular events, appointments, etc.	Yes	Yes	The later start times passed the California legislature. Much research supports later start times being beneficial for adolescents. Academics and overall well-being should take precedence over sports schedules.
3/25/2019 17:45:33	Yes		Medical appts, tutoring	Yes	Yes	
3/25/2019 17:49:22	Maybe	None	None	Yes	Yes	
3/25/2019 17:49:49	Maybe		None	Maybe	Maybe	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/25/2019 17:50:41	Yes	We would make it work	Sports	Yes	Yes	Later start times is associated w better grades and less disciplinary actions. Please follow the science and do this. AUSD can be a bold early adopter and show the country how to do it.
3/25/2019 17:52:25	Yes	A much wiser choice for these children. They need sleep!	Sports, homework, chores	Yes	Yes	Every school should be on board for this. Lead the way Albany!! Set our kids up for wellness and success.
3/25/2019 17:53:18	No	My child is currently a lark and awake by 6am. A later start time/later end time doesn't help.	after school: music, scouting	Maybe	Maybe	My kid's dad enjoys walking her to school. With a later start time, he couldn't do that.
3/25/2019 17:54:18	Yes	none, it would be an improvement	None	Yes	Yes	
3/25/2019 17:55:04	Yes	None		Yes	Yes	
3/25/2019 17:55:15	Yes	Having a parent home to make sure they get out the door on time	None	Yes	Yes	
3/25/2019 17:58:26	Yes	There's still a lot to get done in a day, between classes, homework, sports, and other activities, so class start time addresses just one (important) part of the equation. Our family has flexibility on work schedule, not sure all do.	Sports, band concerts, volunteering	Yes	Yes	Different people have really different daily cycles. We have one kid that's an early riser and one that's not. Not sure if there's a good way to accomodate this, but just an observation.
3/25/2019 17:59:36	Yes	May make it difficult for me to drive the child AND still get to my work at a reasonable time. However, the extra sleep for the kid out ways this.	Sports	Yes	Yes	
3/25/2019 18:02:27	Yes		Sports, Homework	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/25/2019 18:08:34	Yes	none	Sports		Yes	great idea
3/25/2019 18:14:35	No	Impact after school events/sports, student would have to arrive early due to parent work commitment	Sports	No	No	
3/25/2019 18:18:47	Yes	Child will have enough time to sleep and take breakfast with no rush.	Sports	Yes	Yes	Later start time is a very good idea and I believe it will help other parents also.
3/25/2019 18:19:14	Yes		None	Yes	Yes	
3/25/2019 18:22:57	No	After school activities, multiple drop offs, getting to work on time.	Take sibling (to/from school or other), Sports	No	No	Do not change times
3/25/2019 18:27:11	Maybe	None	Sports	Yes	Yes	
3/25/2019 18:28:23	Maybe	None	None	Yes	Yes	
3/25/2019 18:28:54	Yes		Student employment, Sports	Yes	Yes	My child had no first period the last 2 years (10th & 11th grade). Heaven!
3/25/2019 18:29:31	Yes	None	Sports	Yes	Yes	
3/25/2019 18:30:13	Yes	None	None	Yes	Yes	I am pleased that AUSD is responding to current research in the adolescent brain.
3/25/2019 18:31:18	Yes	None	Sports	Yes	Yes	This is a crucial issue for teen health. We support starting school at 8:30am at the earliest. Wednesdays should start even later. 8am is too early and results in a sleep deprived student body.
3/25/2019 18:33:04	Yes	No challenges	Sports	Yes	Yes	I am a strong advocate for later start times.
3/25/2019 18:34:52	Yes		Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/25/2019 18:35:48	Maybe	none	Sports	Maybe	Maybe	On the whole I am indifferent about a 30 minute difference in start/end time.
3/25/2019 18:39:35	Yes	possibly after school activities/sports	Sports, music lessons	Yes	Yes	na
3/25/2019 18:41:02	Yes	Not much just rearranging after school activities	Sports, Tutoring and music lessons	Yes	Yes	
3/25/2019 18:42:26	Yes	None	Student employment	Yes	Yes	
3/25/2019 18:46:52	Yes		extracurricular activities after school	Yes	Yes	While I fully support a later start time, this may not be the best time to change the AHS start time to 8:30, considering that the 4th and 5th grades from Ocean View (whose start time will presumably be 8:30) are supposed to be sharing the AHS campus over the next couple years.
3/25/2019 18:47:09	Yes		Student employment, Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

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3/25/2019 18:49:06	Yes	Potentially hard on student athletes who need to make games after school, but it is worth it for students to have more sleep (overrides the sports issue)	None	Yes	Yes	The later start time for midterms made a big difference in our household. Sleep deprivation seems to be a big issue for teenagers in our community, leading to a greater amount of depression than ever before. This is a health risk. There are a lot of overachievers who will do whatever is necessary to complete assignments. It seems common place for students to stay up until midnight or 1 in the morning, which is also disruptive to family life. Seattle and other school systems have moved to a later start time with great success. We fully endorse a move to later start times at Albany High.
3/25/2019 18:49:55	Yes	None	None	Yes	Yes	No
3/25/2019 18:53:34	Yes	Potential impact for scheduling after-school activities (can be overcome)	Sports, Other scheduled activities	Yes	Yes	We very strongly support a move to later start times, and do not view any of the potential challenges as impossible to overcome. A later start time would be very helpful to improve the ability of students to be well-rested.
3/25/2019 19:03:47	No	It would impact after school activities and extra curriculars	Sports, Music	No	No	Student days already go so late. They would end up eating and going to sleep even later.

Later Start Time Survey (Responses) March 25 2019

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3/25/2019 19:06:48	No	After school activities and earlier bedtime.	Sports	No	Yes	
3/25/2019 19:07:55	Yes	9 am works well.	Choir, study, family dinner.	Yes	Yes	Great idea!(9 am)
3/25/2019 19:14:17	Yes	None. This would make a huge difference and sooo glad ahs is even thinking about it	Dance class in rock ridge and tutoring one day a week	Yes	Yes	This is long overdue and my other daughter who goes to Berkeley high starts at 8:30 and 10 Ana on Monday's. Both of which is so forward thinking everyone is happy about it. Sleep is so critical and it takes almost half hour for her to walk to school so that extra half hour of sleep is so needed
3/25/2019 19:15:47	No	Getting them to school and later nights with sports	Student employment, Sports	No	No	8:10 is late enough and still allows parents to get kids to school and then Go to work. Unless you would like to monitor their bedtime there is no sense in changing the start time to school as the later school starts, the later they will think they have to stay up.
3/25/2019 19:16:21	Yes	None	None	Yes	Yes	
3/25/2019 19:27:27	Yes	None—only benefits!	Music lesson	Yes	Yes	
3/25/2019 19:28:21	Yes	No challenges. It would be much better for her.	Sports	Yes	Yes	It would really benefit the students as they go to sleep late trying to complete the extensive amounts of homework that is assigned to them.
3/25/2019 19:34:05	Yes		Sports	Yes	Yes	
3/25/2019 19:35:20	Yes	none	None	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

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3/25/2019 19:35:47	Yes	He has choir practice after school, so that would mean those would end even later and he would have less time at night for homework. He will probably stay up even later.	Choir, vocal soul	Yes	Yes	
3/25/2019 19:36:18	No	Potential early sport dismissals and missing class	Sports	No	No	
3/25/2019 19:43:07	Yes	None	None	Yes	Yes	
3/25/2019 19:52:21	No	Same amount of homework still has to get done; also makes it more difficult to participate in club sports or pushes practices later	Sports	No	No	Will 20 minutes really make a difference that is worth disrupting current schedules? Aren't there other levers to help students get more sleep like reducing the amount of homework?
3/25/2019 19:53:40	Yes	None.	Student employment	Yes	Yes	There is an increasing body of research supporting the value of aligning school to the teenage circadian rhythm. These include improved emotional well-being and better academic performance.
3/25/2019 19:54:26	Yes	Later start time would create challenges for appointments after school	Sports	Yes	Yes	This no longer affects my child because she has her driver's license however I can see this being a problem for parents who would not be able to take their children to school because of the late start and having to go to work
3/25/2019 19:56:07	Yes		Sports	Yes	Yes	
3/25/2019 20:05:15	Maybe	Later end time	Volunteer job	Yes	Yes	
3/25/2019 20:07:08	Yes	None	None	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

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3/25/2019 20:08:22	No	not enough time for homework and other activities	extra classes on math and spanish	No	No	30 extra minutes in the morning probably will mean 15 minutes of extra sleep, but then 30 minutes less for after school activities and homework
3/25/2019 20:13:07	Yes	None	Sports	Yes	Yes	
3/25/2019 20:17:43	Yes	None	Sports, music, dance, theater	Yes	Yes	I think that the research is clear that it benefits teenagers to start later
3/25/2019 20:18:32	Yes	None	Sports	Yes	Yes	Adolescents need more sleep. I agree.
3/25/2019 20:20:13	Yes	NONE!!!	Sports	Yes	Yes	A later start time would considerably improve my children's ability to be attentive and learn in their first class of the day, and improve their health with additional rest.
3/25/2019 20:20:56	Yes	Parent work schedule adjustments	Take sibling (to/from school or other), Student employment, Sports	Yes	Yes	AHS should strongly consider results from California and national best practices
3/25/2019 20:26:16	Yes	Only positive consequences.	None	Yes	Yes	
3/25/2019 20:36:07	Yes	None	None	Yes	Yes	Hopefully kids get more sleep
3/25/2019 20:45:05	Yes	Delayed Sports practice	Student employment, Sports	Yes	Yes	
3/25/2019 20:49:18	Yes	Not an issue since we can revise our personal schedule. I would like the schedule to reflect something similar to a college schedule. MWF (1.5 hr blocks) TTH (2 hr. blocks)	None	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

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3/25/2019 20:51:43	Yes	No challenges at all!	Sports	Yes	Yes	Later start times is a very good idea! High school kids need time to sleep!
3/25/2019 20:53:28	Yes		Sports	Yes	Yes	
3/25/2019 20:59:06	Yes	More tired and less time at night for homework	Sports	Yes	Yes	
3/25/2019 21:02:28	Yes	No	Take sibling (to/from school or other)	Yes	Yes	This is a no brainer...
3/25/2019 21:03:06	Yes	If she does after school activities, then in the winter she'll be coming home when it's dark. And that means she can't bike.	Music lessons, tutoring	Yes	Yes	
3/25/2019 21:05:56	Yes	Harder to get to soccer on t8me.	Sports	Yes	Yes	
3/25/2019 21:06:08	Yes	8:30am would be a good start time	None	Maybe	Maybe	
3/25/2019 21:11:27	No	It would take them 30 minutes to walk to school instead of the 10 minutes when I drive them. We live on Pierce St so that is an extended walk to school. Because of my start time at work, I would not be able to drop them off at school if they begin after 8:30am. Therefore starting later would not benefit them in terms of amount of sleep since it would take them longer to get to school. They get out later. So if they play for the school team, the would start practice later and end much later.	Sports, He attends Step to College class at AHS., which presently ends at 6pm. That class will either end later or need to meet twice per week.	No	No	Please keep in mind what time it gets dark during the winter. My child needs 30 minutes to walk home from school since we live on Pierce St.

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3/25/2019 21:14:36	Maybe	The only challenge would be the later end time which would conflict with sports and other activities.	Sports, Music lessons	Maybe	Maybe	It would be good to know what the possible dismissal times would be to make this decision.
3/25/2019 21:16:14	Yes	Extracurricular activities and homework	Take sibling (to/from school or other), Sports	Yes	Yes	No
3/25/2019 21:16:38	Yes	I do not see a challenge for an 8:30 or later start.	Sports	Yes	Yes	
3/25/2019 21:16:38	Yes		Sports	Yes	Yes	
3/25/2019 21:17:30	Yes	It may impact cutting into after school activities more. Like sports and homework.	Sports, Homework.	Yes	Yes	We believe in "academic rigor" however teachers don't seem to be aware of homework expectations of a student. Do a study on "actual" time doing homework versus how much time teachers think a student spending or should be spending. If later start times help student engagement in class we are all for it.
3/25/2019 21:27:40	Maybe	Commute. She is dropped off on the way to work/school and also has after school extra curricular activities. If the library was open earlier so early drop off for students who need a place to go prior to the start time would be very helpful.	Sports, Music	Yes	Yes	
3/25/2019 21:29:23	Yes	None	Take sibling (to/from school or other), Sports	Yes	Yes	
3/25/2019 21:31:30	Yes	Harder to get to practice on time (non-school team).	Sports, Walking the dog	Yes	Yes	Let's do this! The research is clear and it really shouldn't be much of a debate.

Later Start Time Survey (Responses) March 25 2019

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3/25/2019 21:31:51	Yes	None	Sports	Yes	Yes	
3/25/2019 21:36:45	No	Attention span after 3 pm. Later end time impacts ability to get to after school sports which start at 3:45 pm.	Sports	No	No	
3/25/2019 21:37:45	Yes	Starting work at 9am if I have to drop off & drive an hour to work every day. She would have to be dropped off at 8 am anyways	Take sibling (to/from school or other), We live on Pierce Street & it takes too long to walk to AHS so I will need to drop off every morning by 8am	Maybe	Yes	Offer free student bus passes
3/25/2019 21:42:53	Maybe		Take sibling (to/from school or other), Sports	Maybe	Maybe	part-time jobs, sporting events would begin later and end much later into the evening. although, I'm believe in more sleep for teenagers, however, my child has the obligation to pick-up a younger sibling who is released from school earlier, this won't work. I appreciate the effort and thought into a later start time as I know many schools across the country do have later start times.
3/25/2019 21:44:58	Yes	It is still early	Some extra curricular classes	Yes	Yes	No
3/25/2019 21:49:15	No	Our work schedule will get affected since we have to drop the kids to school before going to office	None	No	No	
3/25/2019 21:49:58	Yes	less time for afternoon programs	German school, piano lessons, Kung Fu	Yes	Yes	I am happy to hear that AHS is considering this!

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3/25/2019 21:50:37	No	Late start time is very challenging for working parents who have to drive their kids to school first, and then go to work. We are both working parents and we have to coordinate driving our children to school. We can't make it to work on time with an 8:30 am school start time. Our kids are in sports- and many days after school they have practice at school or other places- they will be delayed in getting home.	Sports, Music lessons	No	No	If AUSD decides on late start time, then there needs to be an option for early kids- it may be the library, or some other closed space that our kids can wait/study until late start time. Could you please also share with parents the scientific evidence you may have on the benefits of late start time? I have been mostly hearing from news sources about some potential benefits. However, as someone in clinical research, what I have seen and heard so far did not seem too convincing to me.
3/25/2019 21:52:41	Yes	no challenges	possible employment and/or class at BCC.	Yes	Yes	
3/25/2019 21:59:30	Yes	Some after-school activities would need to be adjusted.	Student employment, Sports	Yes	Yes	AHS sports teams' exercise/practice time would need adjustment accordingly.
3/25/2019 22:00:19	Yes	Later end time might impact sports, music lessons, and doctor/dentist appointments	Sports, Music lessons	Yes	Yes	No
3/25/2019 22:08:19	Yes	none	None	Yes	Yes	
3/25/2019 22:10:00	No	Not enough time for home work after school	Extra curricular	No	No	No

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3/25/2019 22:14:47	Yes	start of the volleyball games when in high school season	Sports	Yes	Yes	my student is ok with having shorter lunch time to keep the length of the school day the same as right now. she also thinks the varsity volleyball games should be 3 sets not 5, so they can end at a reasonable time on school nights
3/25/2019 22:19:48	Yes	He doesn't have any after school commitments at this time. I worry he may make me late for my 8:30 start time across town.	None	Yes	Yes	My son only has one more year so I'm not heavily invested in this decision.
3/25/2019 22:23:30	No	Sports, work/employment	Student employment, Sports	No	No	
3/25/2019 22:30:18	Yes	None.	Other extracurrics that would be unaffected.	Yes	Yes	So glad that you're thinking about making this evidence-based change. Hope it wouldn't be too hard for some families.
3/25/2019 22:47:06	Yes	Missing more class during sports seasons; conflict taking other kid to other school at the same time.	Sports	Yes	Yes	
3/25/2019 22:54:01	Yes	None	Sports	Yes	Yes	Health and safety should ALWAYS be the priority.
3/25/2019 22:54:28	Yes	None	Sports	Yes	Yes	Health and safety should ALWAYS be the priority.
3/25/2019 22:55:16	Yes	None	None	Yes	Yes	Health is most important.
3/25/2019 22:56:42	Yes	None	None	Yes	Yes	Kids should be getting the sleep they need to develop, grow and be safe on the road.

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3/25/2019 23:00:50	Yes	No issues	None	Yes	Yes	I support a later start time as I believe that my child will be more productive. My child indicated that most times, she is not able to focus in the morning until a little later in the day.
3/25/2019 23:11:39	Maybe	He wakes up around 7:00, but later end time would be better.	Sports	Maybe	Maybe	Getting my kids to school by 8:00, helps me to get to work on time.
3/25/2019 23:16:14	Yes	Some after-school activities might have to start a little later	Sports, After school he has other classes and sometimes counseling sessions	Yes	Yes	I believe scientific studies have shown that later start times are better for the health and education of the students
3/25/2019 23:49:40	Yes	He'd have to get himself going in the morning since his parents leave earlier.	Sports	Yes	Yes	
3/26/2019 0:25:43	No	Drop off kid will be the issue, parents need go to work.	Sports	No	No	We should encourage students to go to the bed early instead of go to school later.
3/26/2019 0:32:00	Yes	None	Sports	Yes	Yes	
3/26/2019 0:51:05	Yes	No challenge	Sports	Yes	Yes	This might help them to get more sleep and less time to play electronic in evening.
3/26/2019 5:48:00	Yes	no challenge	None	Yes	Yes	I think we should do what is best for the kids!
3/26/2019 6:01:58	Yes	sports activities	Sports, music	Yes	Yes	My son has a lot of tardies for first period. This would help him out immensely.
3/26/2019 6:04:45	Yes	None	Sports, Caring for family dog	Yes	Yes	

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3/26/2019 6:36:56	No	The day would end late and that delays other activities, homework. So it's not beneficial	None	No	Maybe	
3/26/2019 6:56:42	Yes	Not a problem at all. I would welcome that.	Only school activities	Yes	Maybe	Consider straddling the time...some go at the current time, some later.
3/26/2019 7:05:52	Yes	Not much at the moment	None	Yes	Yes	
3/26/2019 7:40:32	No	I have to commute in rush hour traffic in a very old car, later would make our whole schedule and the commute much worse.		No	No	Later start/end times will put people that come in from out of Albany at a great disadvantage
3/26/2019 7:43:53	No		Sports	No	No	
3/26/2019 7:53:41	No	after school sports dismissal	Sports	No	No	Keep it as it is
3/26/2019 7:59:39	Yes	Reschedule after school activities	Sports, Tutoring	Yes	Yes	Kids bringing books for all classes are too heavy. Backpacks are too heavy
3/26/2019 8:02:05	Yes	None	Sports	Yes	Yes	
3/26/2019 8:06:42	Yes	None	Sports	Yes	Yes	
3/26/2019 8:13:22	Maybe	Harder to schedule after-school obligations	Private therapy for special needs	Maybe	Maybe	The change would bring some benefits and some drawbacks. I'm not sure of the net gain or loss.
3/26/2019 8:13:39	Yes	9:30	Sports	Yes	Yes	9:00
3/26/2019 8:15:01	Yes	My child would start a school day with more actively	Sports	Yes	Yes	None
3/26/2019 8:16:36	Yes	None. It would be great	None	Yes	Yes	Thanks and it's a great idea

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3/26/2019 8:16:52	Yes	none	music and math tutoring	Yes	Maybe	I think this is a great idea for children's mental and physical health. We always advocated to be late birds when we had the option in primary school and that worked well. Question 5 is challenging because I know that most parents advocated and probably needed their kids to be early birds
3/26/2019 8:20:23	Yes	pushing everything later could mean a later bedtime	Drama/spring musical	Yes	Yes	The data is pretty clear on this and most of the top performing high schools in the area have already adopted the later start time. We are essentially putting our students at a disadvantage if we don't change it.
3/26/2019 8:23:30	No	Late home work , late after school activities, everything push to a later time	Sports	No	No	
3/26/2019 8:25:03	Maybe	Reduced time for sports and homework after school	Sports	Yes	Yes	830 is a very subtle change. How about 845?
3/26/2019 8:25:26	Maybe		Student employment, Sports	No	No	
3/26/2019 8:28:54	Yes	He'd have to get himself going in the morning since his parents leave earlier.	Sports	Yes	Yes	
3/26/2019 8:32:54	Yes	none on our end	Student employment, choir, play rehearsals	Yes	Yes	9:00am start time would be even better.
3/26/2019 8:33:11	Yes	None	None	Yes	Yes	

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3/26/2019 8:33:27	No	bordome, he is an early riser		No	No	It would have negatively impacted my senior in sports. He already misses part of the last period of the day for baseball. If AHS changes the start times they should consider only having electives as 6-7 period, and no a-g courses.
3/26/2019 8:38:08	Maybe	none	see dad after school	Yes	Yes	no
3/26/2019 8:43:17	Yes	None	Music lesson, tutoring	Yes	Yes	Just that 10 minute difference between Middle School and High School start times has make a significant impact. Another 20 minutes would be awesome!!
3/26/2019 8:47:54	Yes	Less time for homework, but I think there is too much homework. I don't think the school day should go past 3:30. Seven hours plus homework time is more than enough.	Homework, volunteer job	Yes	Yes	Again, I don't think the school day should go past 3:30. These kids need to have lives outside of school!
3/26/2019 9:08:16	No	Need to get to work earlier	Take sibling (to/from school or other), Sports, Extra curricular activity	No	No	
3/26/2019 9:10:33	Yes		Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 9:10:49	Yes	I honestly think that a later start time would provide only positive results. I also think that with research reflecting the negative effects that early start times have on the youth, that TEACHERS should be more understanding during the first two periods of school.	Sports	Yes	Yes	If the school KNOWS that there are complications with students and first period, this period should have a different set of rules associated with it regarding start time and the punitive norms of tardiness during the first period of the day.
3/26/2019 9:20:34	No	Transportation to school would be harder in the morning. I would probably drop him off at school at the same time as this year, since we need to drop his brother at BART, and his Dad and I need to get to work on time. Also, the later end time would only set back his homework time to later in the evening. It would also make after school activities difficult (including part-time jobs).	Take sibling (to/from school or other), Student employment, Musical activities. Religious obligations and classes.	No	No	This topic comes up every few years, and the time has already been set back. Has this had any impact? Please consider the fact that teens are part of a family and that these days the family is under a lot of stress. Most families have tight schedules which are difficult to adjust - especially in the morning! Please consider the other start and end times in the district for families with siblings. Not every student lives within walking distance. Although teens may optimally prefer a later sleep in the morning, having times that work well for the family as a whole is important. Maybe you could offer optional earlier and later start times (although I imagine this would be difficult for teachers).
3/26/2019 9:21:06	Yes		Sports	Yes	Yes	Please implement later start times!

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3/26/2019 9:22:06	Yes	None	Sports	Yes	Yes	Our family whole heartedly supports a later start time. If a later start time results in healthier kids, that's what should be done.
3/26/2019 9:30:02	Yes	None	Take sibling (to/from school or other)	Yes	Yes	
3/26/2019 9:31:08	No	I have to be at work at 8am. My son has special needs and is not independent enough to get himself to school. My plan is to drop him off at school on my way to work. An earlier start time would not result in more time to sleep in. He goes to bed early to get 9.5 or more hours of sleep.	None	No	No	If the school can provide a supervised activity for him in the morning, I can support a later start time. Thank you.
3/26/2019 9:46:05	Yes		Sports	Yes	Yes	
3/26/2019 9:53:38	Yes	There would be no challenges, this would greatly support my child's learning & our family.		Yes	Yes	I think a later start time would benefit all students. They have a lot of homework and have a hard time falling asleep, the more sleep they can get the more they can process what they are learning at school all day. I feel strongly that school times should be pushed back, the current start time is not only harmful to my child's brain development, but a huge obstacle to our family.
3/26/2019 10:29:42	Yes	none	ballet classes	Yes	Yes	
3/26/2019 10:58:29	Yes	none, only benefits	None	Yes	Yes	
3/26/2019 10:58:34	Yes	none	Student employment, choir, play rehearsal	Yes	Yes	9:00am start time would even be better

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3/26/2019 10:58:43	Yes		None	Yes	Yes	yes please!
3/26/2019 10:58:50	No	tricky with sports practice/dinner	Student employment, Sports	No	Yes	
3/26/2019 10:59:02	Yes	None	None	Yes	Yes	
3/26/2019 10:59:40	Yes	None come to mind	Student employment, Sports, Walk dog	Yes	Yes	
3/26/2019 10:59:40	Yes	None	Take sibling (to/from school or other), Student employment, Sports	Yes	Yes	
3/26/2019 11:00:08	Yes	Get more rest	Sports, Homework	Yes	Yes	No
3/26/2019 11:00:28	Maybe	That afternoon activities (homework, other activities) will be only shifted to later times and kid will go to bed even later and might not get more sleep.	Sports, other activities, chores	Maybe	Maybe	Maybe getting rid of the daylight saving time could already help in solving this problem? Also will a later school start affect starting times of afternoon activities, that means that for example music teachers will have to work later in the afternoons/evenings to give music lessons (they will be home later for their families too).
3/26/2019 11:00:54	Yes	Reschedule the after school activity.	Sports	Yes	Yes	
3/26/2019 11:01:05	Yes	None	Lessons and tutoring	Yes	Yes	I think this is great idea!
3/26/2019 11:01:14	Yes	Later end time might make it hard for my daughter to get to her ballet class on time.	Ballet class	Yes	Yes	I wouldn't be averse to a slightly shorter school day. (I'm sure my daughter wouldn't either!)
3/26/2019 11:01:18	Yes		None	Yes	Yes	
3/26/2019 11:01:52	Yes	none	None	Yes	Yes	Research indicates teens would benefit from half an hour extra of sleep

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3/26/2019 11:01:58	Yes	Doctors appointments would be even more likely to require time away from school	None	Yes	Yes	If later start times create a disparate impact on lower income working parents, I would no longer support the change.
3/26/2019 11:02:06	Yes	please do this	We would manage the after school. A later start time would be very good for my family.	Yes	Yes	My child is chronically sleep deprived partly because of the early start time. Please change it.
3/26/2019 11:02:33	No		None	No	No	
3/26/2019 11:02:42	Yes	This would not be a problem at all.	None	Yes	Maybe	AHS could have period one start for some students who end early then others would start in period 2 and stay late.
3/26/2019 11:03:15	Yes	We would have to re-adjust work schedules, but that's OK	None	Yes	Yes	Do what's best for the kids
3/26/2019 11:03:19	Yes	None	None	Yes	Yes	It's a fantastic idea!
3/26/2019 11:03:27	Yes	none i know of	Theater Ensemble	Yes	Yes	
3/26/2019 11:03:37	Yes	Doctors and other appointments without missing school, sports ending fairly late	Sports	Yes	Yes	
3/26/2019 11:03:39	Yes	Less time for homework and sports after school	Sports, Music lessons	Yes	Yes	Maybe consider just Mondays like Berkeley?

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3/26/2019 11:03:47	No		None	No	No	my son and his friends stay up late playing online... and a lot more are just chatting on social media. having a later start time only encourages them to stay up later so that it does not matter if they have to be in school later... they will still lack sleep. another thing to consider, they are convinced that they only need 7-8 hours of sleep.
3/26/2019 11:05:10	Maybe			Yes	Yes	The American Academy of Pediatrics urged schools to start middle and high schools days no earlier than 8:30 am. It did not say school should start at 8:30 am. Why not start at 9:00 am? That is when many jobs start.
3/26/2019 11:05:22	No	Less time for homework and extra curricular activities after school. End time too close to dinner time	Sports, Violin practice and lessons	Yes	Yes	I would support it, but I don't think it would be helpful to start any later. Shorter days would be preferable
3/26/2019 11:05:42	Yes	None	None	Yes	Yes	Research is clear that later start times are beneficial
3/26/2019 11:05:50	Yes	none	Sports, choir	Yes	Yes	
3/26/2019 11:06:50	Yes		Sports	Yes	Yes	I am strongly in support of later starting times for the health and better education of all our kids.

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3/26/2019 11:07:44	Yes		None	Yes	Yes	Studies show Teens especially need their sleep to be happy healthy and successful and that early rise times work against that.
3/26/2019 11:08:00	Yes	None, that I am aware of.	Sports, Tutoring	Yes	Yes	
3/26/2019 11:08:09	Maybe	It is better to start early and take a nap after school. It make them fresh doing homeworks etc. Teenagers need a nap too.	Music lessons and volunteer works	Maybe	Maybe	It is better to stick with current schedule so it will prepare them for work in the future. They are establishing good habit of start early. Most works start from 8-5 .
3/26/2019 11:08:28	Yes		Sports	Yes	Yes	
3/26/2019 11:08:41	Yes	Getting to athletic practices on time	Sports	Yes	Yes	For the good of our children, I support later start times. Hopefully later release times will be minimized. I also support less homework! If our kids are getting insufficient sleep, at least part of the reason is that they are staying up later to do homework, and part of it is related to stress due to the homework load + lack of sleep + not enough downtime while awake.
3/26/2019 11:08:46	Yes	None	None	Yes	Yes	None
3/26/2019 11:08:54	Yes	None - I am in favor of starting later!	None	Yes	Yes	Please make this important change! Thanks for asking! Start later!
3/26/2019 11:09:23	Yes	Nothing	Sports, None	Yes	Yes	
3/26/2019 11:09:25	Yes		Sports	Yes	Yes	
3/26/2019 11:09:48	Yes	None	Student employment, Sports	Yes	Yes	

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3/26/2019 11:10:10	Yes	No challenges here: My middle and high school age children walk to school on their own.	None	Yes	Yes	As we open up spaces for interdistrict transfers, let's consider that a later start time may also help families that are not living in Albany and bring their kids here every morning.
3/26/2019 11:10:36	No	Everything. From the beginning of the day to the end of the day would be a big conflict		No	No	Don't mess with what already works. Because one or two people complain we have to change the whole system in the seams Such a waste of time when we have other things to worry about in our education system. Focus on that and giving my child a better education
3/26/2019 11:11:12	Yes	More sleep, better life quality	Sports, Piano, violin	Yes	Yes	Great idea! Thanks for considering it!
3/26/2019 11:11:19	Yes	None	Sports	Yes	Yes	Thank you! This is most welcome!
3/26/2019 11:12:19	Yes	None	Sports, Sports and theater that start in late afternoon or early evening.	Yes	Yes	It's been scientifically proven that adolescents need more sleep and that they tend to have body clocks that gear them towards going to bed and waking later. This shift would just make good sense!
3/26/2019 11:13:20	Yes	After school activities might be harder to schedule: Minor concern	enrichment classes: music and writing	Yes	Yes	I wholeheartedly support.
3/26/2019 11:13:49	Yes	None	None	Yes	Yes	Let the kids sleep. It also provides more space/time for family or study.

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3/26/2019 11:14:38	Yes	My children wouldn't be leaving at the same time, which means our morning is disrupted. Starting together and being able to chat over breakfast is also important for wellness. Also homework will just be pushed to later, which will impact sleep. I think the research on less menial homework (especially math) shows a bigger area for wellness than 30 min later start time.	Student employment, Sports, Homework. It takes up a large part of the afternoon.	Yes	Yes	I'm pretty sure the largest body who are against this are those in sports, saying that later start times will impact after school games with other schools. However, I think we should be proud to be a heralding school for mental health that other schools should look to. Included in this should be more access in schools for mental health wellness (wellness centers are being implemented everywhere except here) and academically supporting homework rather than menial time wasting worksheets/books.
3/26/2019 11:16:10	Yes	None	None	Yes	Yes	
3/26/2019 11:16:15	No	I think it is very good idea and we should implement it. It would be no challenges.	Sports	Yes	Yes	Kids need more sleeping and rest. I am very glad the school district starts thinking about this new later start times.
3/26/2019 11:16:16	Yes	No challenge what so ever. All positive.	Sports	Yes	Yes	A later start time would benefit our family greatly, thanks for considering.
3/26/2019 11:16:25	Maybe	None that we couldn't deal with. He is an early riser so needing to start later isn't an issue for us.	Sports, Chores before school and homework and sports after	Maybe	Maybe	

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3/26/2019 11:17:21	Yes	Could interfere with after school activities	Sports, They are TA's at our synagogue's Hebrew school on Thursdays right after school	Yes	Yes	I am concerned about how this change might negatively affect those students who need to work or care for a sibling. It would be great to have AUSD strategize on options to mitigate this. Just some thoughts off the top of my head: a work-study credit for last period of the day or a child development class the last period of the day and families could drop younger child off at the class and that could be worked into curriculum (at least for three days a week)
3/26/2019 11:17:42	Yes		None	Yes	Yes	
3/26/2019 11:19:21	Maybe	Sports after school. They would miss more classtime.	Sports, Tutor	Maybe	Yes	Impact on sports. If other schools timing doesn't change, then our kids will miss more classtime if the day is extended. This might negatively impact all athletes.
3/26/2019 11:19:53	Yes	The only challenge I see that a later end time will impact the amount of time my child would have to do homework, which is a ridiculously large amount. But that's a different issue.	Music lessons	Yes	Yes	
3/26/2019 11:20:56	No	The later end time would be disruptive, particularly during the winter when it's dark so early.	Rehearsal during theatre ensemble productions, which often run from the end of school to 9pm	No	No	Kids who find 8:10 too early could request no first period so they would only have that start time twice a week on block B days.

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3/26/2019 11:21:20	No	Interferes with after school activities	Sports	No	No	
3/26/2019 11:21:43	Yes	None	Sports	Yes	Yes	
3/26/2019 11:21:45	Yes	None.	Sports	Yes	Yes	Please, please start later! Kids need sleep :-)
3/26/2019 11:22:18	No	Interferes with after school activities and child will just end up sleeping even later	Sports, Music lessons	No	No	
3/26/2019 11:23:12	Yes		Sports, Music classes	Yes	Yes	
3/26/2019 11:25:40	Yes	None	None	Yes	Yes	I love the idea of a later start time and so does my child.
3/26/2019 11:25:42	Maybe		Sports, Many school clubs	Maybe	Maybe	I'm curious when the get out of school time would be? Would everything just shift by 30 minutes?
3/26/2019 11:27:06	Yes	none	Sports	Yes	Yes	Every study I have seen states that it has positive effects on teenagers.
3/26/2019 11:27:54	Yes	None	None	Yes	Yes	I think it is a fantastic, science based idea to delay. I also realize that you will face tons of push back from a socio-cultural norms around early morning start times. Seems like in this community focusing on the improved test scores might compel parents. Good luck and thanks for advocating for our kids.
3/26/2019 11:29:22	Yes	None	Sports	Yes	Yes	
3/26/2019 11:29:56	Yes		Student employment, Sports	Yes	Yes	
3/26/2019 11:29:56	Yes		None	Yes	Yes	
3/26/2019 11:30:07	Maybe	Nothing change	None	Maybe	Maybe	
3/26/2019 11:31:59	Yes	None—only benefits	Misic class	Yes	Yes	

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3/26/2019 11:32:11	Yes	Getting to work, and getting our daughter to after-school activities.	Sports, Dance, appointments	Yes	Yes	
3/26/2019 11:32:58	Yes	None	Take sibling (to/from school or other), Sports	Yes	Yes	PLEASE implement this!! It makes sense on so many different levels. 9am might be even better.
3/26/2019 11:33:56	Yes		None	Yes	Yes	
3/26/2019 11:34:11	Yes		None	Yes	Yes	
3/26/2019 11:35:11	Yes	none	None	Yes	Yes	
3/26/2019 11:37:33						Our students are very stressed about homework and high expectations from parents and school . Teachers and parents could pay more attention to well-being of our students. I wished the school had a budget to build programs to help our kids to cope with school, social media, to help them build a healthy and positive approach to life. This is our responsibility.
3/26/2019 11:37:35	Yes	None. We have no immediate after school needs.	Student employment, Sports	Yes	Yes	
3/26/2019 11:38:22	Yes	none	None	Yes	Yes	
3/26/2019 11:39:39	Yes	Might be hard to get to afternoon activities.	Therapist	Yes	Yes	

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3/26/2019 11:39:49	Yes	None	Sports	Yes	Yes	My daughter's sports team practices in Oakland until 8:15-8:30 2-3 times per week, meaning that she doesn't get home until almost 9pm, has to shower, eat, and wind down. She often can't get to bed until 10pm. Allowing her extra sleep in the morning would be enormously beneficial to her health and to our family's stress level in the evenings. I'm a huge supporter of later start times.
3/26/2019 11:41:49	Yes		Take sibling (to/from school or other), Student employment, Sports, Church, Boy Scouts, Sailing	Yes	Yes	
3/26/2019 11:43:25	Yes		Sports	Yes	Yes	
3/26/2019 11:43:51	Yes	None	None	Yes	Yes	My son is always tired in the morning and I think a later start time would be immensely beneficial to him.
3/26/2019 11:44:54	Yes	Getting to sport practice	Sports	Yes	Yes	
3/26/2019 11:46:22	Yes	Less time after school for activities, homework, etc.	Sports	Yes	Maybe	I wouldn't start later at the elementary school.
3/26/2019 11:46:28	No	Getting home even later from sport practice-baseball already practices until past 6:00 (4-6:15)	Sports	Maybe	Maybe	No
3/26/2019 11:46:30	Yes	None!	music lessons	Yes	Yes	More sleep for our teens is so important!!

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3/26/2019 11:47:09	Yes	None! A later start time would be fantastic for my child and would improve her attitude toward school as well as her performance.	After school rehearsal for Piedmont East Bay Children's Choir	Yes	Yes	Our family STRONGLY supports a later start time. The benefits of later start times for high school students have been well documented by research.
3/26/2019 11:50:16	Yes		None	Yes	Yes	
3/26/2019 11:50:47	Yes	none	Sports, tutor	Yes	Yes	My child is often sick and sluggish, which I think is due to his lack of sleep. It is very difficult to wake him up in the AM. An extra 30 minutes of sleep in the morning would be a huge health benefit.
3/26/2019 11:51:32	Yes	not sure	Sports, clubs,	Yes	Yes	given all the additional traffic these mornings, I highly support the later start time
3/26/2019 11:51:55	Yes	Challenges would be the same - time management to get there by the bell	None, Preparation for the day, organization, focus	Yes	Yes	Let's do it.
3/26/2019 11:53:49	Yes	My son plays basketball, and I'm not sure if there would be a conflict with games. Would it mean my child would miss more school?	Sports, Tutoring	Yes	Yes	
3/26/2019 11:55:46	Yes	It might interfere with his sports practice	Sports	Yes	Yes	

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3/26/2019 11:56:13	Yes	No challenges for a later start time, but some sports after school might be impacted. I assume school-sponsored sports practice times could be easily changed, and kids are already let out early if they have to travel to their games.	Sports	Yes	Yes	I don't really see a downside to later start times, except that teachers may have a problem with it. The elementary kids start at 8:30, so why not the high schoolers? They are the ones who have the wacky circadian rhythm! I'm all for this & strongly support the change. Thanks.
3/26/2019 11:57:24	Maybe	None of 8:30. Later release time would potentially impact after school activities. In the winter I'd rather have my student home before dark.	Student employment, Dance rehearsals	Maybe	Maybe	Later but not too late. 1/2 hour delay sounds fine to me.
3/26/2019 12:04:08	Yes		Student employment, Sports	Yes	Yes	
3/26/2019 12:05:00	Yes	None	None	Yes	Yes	
3/26/2019 12:05:44	Yes	Due to the high requirements in high school sleep time won't be enough by starting at 8.30	Sports	Yes	Yes	Its a good idea.
3/26/2019 12:06:38	Yes	None that I can think of.	Sports, Other activities	Yes	Yes	
3/26/2019 12:06:51	Yes	Benefits outweigh any costs. Please implement later start time.	Sports	Yes	Yes	I cannot urge you strongly enough to please implement later start times across the entire AUSD system. The science is clear and my children would benefit.
3/26/2019 12:07:21	No	Sports and other after school activities being even later. Would have hard time getting to his job at 4.	Student employment, Sports	No	No	My kid gets 8 hrs of sleep and the start time currently works for his job and sports schedule. I'd prefer to keep it the same.

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3/26/2019 12:08:16	Maybe	I fear it would create other logistical challenges that simply push extra curriculars (and homework) to later in the evening thereby just pushing the sleep schedule rather than lengthening it.	Sports, Music & other extra curriculars	Yes	Yes	
3/26/2019 12:08:20	No	It is fine for us at 8:30am.	Sports	Yes	Yes	
3/26/2019 12:08:44	Yes			Yes	Yes	
3/26/2019 12:09:33	Yes		Sports	Yes	Yes	Please have later start time! Kids need sleep!
3/26/2019 12:10:24	Yes		None, After school rehearsals, doing homework.	Yes	Yes	
3/26/2019 12:10:52	No	Early schedule works better for my children. They go to bed early and get up early so later start time works inefficiently for us	Sports	No	No	We have 24 hours every day no matter what. Why do we need to start school late? Go to bed early and get up early. This is a healthy cycle. Starting school late encourages kids to lag and procrastinate. At the end of the day, they have 24 hours a day anyway. I strongly support the same schedule and not to change.

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 12:11:45	Yes	I might be concerned about making sure my son gets to school on time since this is too late for me to be present given my work schedule. Currently I send my son to school at 7:40 and it has worked well - though I agree sleep is so important for growing teens! Not sure if this change would have an impact on his sleep patterns. Hmm. Good to consider.	Student employment, Sports	Maybe	Maybe	
3/26/2019 12:13:08	Yes		Sports	Yes	Yes	
3/26/2019 12:14:18	Yes	Start time great! Later end time may interfere w/aft school employment/homework.	None	Yes	Yes	I know my AHS student would greatly benefit from later start time
3/26/2019 12:14:22	Yes	no	None	Yes	Yes	no
3/26/2019 12:14:38	Yes	Nothing. Maybe just being responsible enough to leave for school after parents have left home.	None	Yes	Yes	Let's do it!!! I'm in!
3/26/2019 12:15:29	Yes	Nothing that we couldn't handle	Sports	Yes	Yes	Please do this. The research is clear and the benefits are many.
3/26/2019 12:16:11	Yes		Sports	Yes	Yes	
3/26/2019 12:17:56	Yes	Sports activities and potential impact on homework that will run later.	Student employment, Sports	Yes	Yes	While I understand the time constraints with other obligations the benefits of sleep for teens who tend to stay up very late (I have 3, so I've witnessed it firsthand) outweigh these. I think allowing them more sleep in the morning is more beneficial to them.

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 12:20:27	No	The school day would end later and impact after school extra curriculars	Sports, Music	No	No	A later start time would increase stress for the students because they would have less time to fit in their extra-curriculars and finish homework. Also, rising early and practicing good sleep hygiene are healthy habits to develop.
3/26/2019 12:21:03	Yes		Sports, Homework	Yes	Yes	
3/26/2019 12:22:43	Maybe		Student employment, Sports, music lessons,	Maybe	Maybe	
3/26/2019 12:22:54	Yes	Less time to do homework	Piano lessons	Yes	Yes	
3/26/2019 12:23:09	Yes	None	Volunteer work	Yes	Yes	My son LOVES the days he has a later start time as he doesn't have a first period. He actually wakes up smiling and he doesn't feel rushed.
3/26/2019 12:24:03	Yes	None	Sports	Yes	Yes	
3/26/2019 12:25:47	Yes		None	Yes	Yes	
3/26/2019 12:26:07	Yes	None	Student employment, Choir & theater	Yes	Yes	
3/26/2019 12:28:20	Yes		Spring musical	Yes	Yes	Thanks for considering it. Very important for student success (and that potential for extra student sleep might benefit teachers too.)
3/26/2019 12:31:02	Yes		None	Yes	Yes	
3/26/2019 12:34:24	Yes	No challenges for our family	Sports	Yes	Yes	I am strongly in favor of this as the lack of sleep has a definite impact on my child's health.

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 12:34:50	Yes	None, it would be manageable	None	Yes	Yes	Times should be staggered between Middle and High schools as traffic is an issue due to proximity of the two schools. Considerations also need to be made as an elementary school will be impacted due to construction. Three schools in a 4 block radius is challenging with parents dropping and picking up their children.
3/26/2019 12:37:34	Yes	No challenges	None	Yes	Yes	No
3/26/2019 12:45:49	Maybe	The only challenge of having the kids start at a later time is that they would have to walk to school rather than I take them because i start work at 8:30 myself	Take sibling (to/from school or other), Sports, Tutoring	Yes	Yes	
3/26/2019 12:48:43	No	Emergency employment and after school issues	Many	No	No	Please focus on your education and not silly things like this
3/26/2019 12:48:56	Yes		None	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 12:50:34		I am not inherently against a later start time, however, I would be concerned about after school activities. Both my kids are very active in sports and the school play and already come home after 7:00pm as it is. Throw in dinner and then homework and they are up until midnight. Regardless of start time they will still get the same amount of sleep. They will just go to bed an hour later. Now if you abolish homework, then I would be in full support of a later start time.	Student employment, Sports, school play, music lessons	Maybe		
3/26/2019 12:54:44	Yes	Would love it---No challenges.	chores and homework	Yes	Yes	Wondered what took you so long to act on this research:-)
3/26/2019 12:54:55	Maybe	No challenges for start but child will be home alone at that time. Later end time would impact after school activities.	Sports	Maybe	Maybe	Later end time could impact after school activities unless end time still remains the same.
3/26/2019 12:55:10	Yes	None.	Sports	Yes	Yes	The science is very clear on this. Our high school students need more sleep. A later start time will be beneficial to students.
3/26/2019 12:58:02	Maybe		Sports	Maybe	Maybe	I wonder if students would have enough time to finish all homework.
3/26/2019 12:59:58	No		Take sibling (to/from school or other)	No	No	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 13:00:17	Yes	Nothing really significant, it would fit our morning schedule with younger kids and no problems in evening. It could place some limitations on after school activities like mountain bike club team rides before time change	Sports	Yes	Yes	A later start seems better suited to teenagers body clocks
3/26/2019 13:00:20	No		None	Maybe	No	
3/26/2019 13:00:55	Maybe	if it just pushes out the time he gets to bed later due to homework, sports, and extra-curriculars he'll just be getting to bed later. Not sure that helps much, but doesn't hurt either.	Sports	Yes	Yes	
3/26/2019 13:01:48	Yes	No challenges for later start time. Rather obligations for later end times. Sports and music lessons will need to adjust.	Sports, Music lessons	Yes	Yes	I am not sure a 30 minute later start time is significant to sleep longer I think you would need at least a 45 minute later start and end time.
3/26/2019 13:09:14	No	Many		No	No	Interferes With other activities and tutors
3/26/2019 13:10:45	Yes	Catching the Amtrak to work	Take sibling (to/from school or other)	Yes	Yes	
3/26/2019 13:12:07	Yes	None	Non-sports activities	Yes	Yes	I would also like an 8:30 start for AMS
3/26/2019 13:12:29	Yes		None	Yes	Yes	Do it!
3/26/2019 13:12:34	Yes		Sports	Yes	Maybe	
3/26/2019 13:16:22	Yes	only benefits, he is pretty much a zombie when he wakes up.	Sports	Yes	Yes	
3/26/2019 13:17:14	Maybe	Drop off kids to school, after school activite	Sports, After class	No	No	Not at this time
3/26/2019 13:19:26	Yes	None	Sports	Yes	Yes	
3/26/2019 13:19:37	Yes	None	Sports	Yes	Maybe	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 13:25:10	Yes		None	Yes	Yes	
3/26/2019 13:27:51	No	I would not be able to drive my student to school. I'm not convinced that my student would walk to school on her own. My student athlete would miss more class time on game days. It may impact my student's work schedule.	Student employment, Sports	No	No	
3/26/2019 13:29:35	Yes	For our family, the later the better! 8:30 is still earlier than we'd prefer.	None	Yes	Yes	The most important reason my freshman chose not to take a 7th class was in order to have a later start time in the morning. Shifting the entire bell schedule later would give students the opportunity to take on more elective courses and/or encourage them to take a more challenging academic path, without having to forego a healthy sleep schedule.
3/26/2019 13:35:53	Yes	none	Student employment, private music lessons	Yes	Yes	
3/26/2019 13:37:59	Yes		Student employment	Yes	Yes	8:30? A 20-minute later start time? The start time survey needs to include a variety of times parents can vote on. 9:00am or 10:00am would be a good start time option to have.
3/26/2019 13:39:51	Yes		Sports	Yes	Yes	
3/26/2019 13:41:32	No	Too late	None	No	Yes	Bedtime is already 9pm

Later Start Time Survey (Responses) March 25 2019

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3/26/2019 13:53:25	Yes	Morning commute. Our children would likely need to get themselves to school and not have us drop them off. This would also mean we don't really connect with our children at the start of their days as we would be leaving home for work about when they awaken.	Student employment, Sports, Walk the dog	Yes	Maybe	This would mean later end times, which would also mean students might be commuting home from athletic events and tutoring in the dark. I would want to coordinate with Albany and El Cerrito police departments to increase coverage in these commute hours to ensure greater safety for children walking or biking home in the dark.
3/26/2019 13:55:27	Yes	Less time later in the day for activities, homework, and family time.	Enrichment activities	Yes	Yes	If activities that currently happen after school are shifted before school, the benefits of a later start time will be lost. If that will be then end result, not sure it will be worth the effort of making the change.
3/26/2019 13:57:45	Yes	None. I think it would greatly benefit her.	Homework	Yes	Yes	
3/26/2019 13:58:39	Yes	Parents need to go to work after dropping off kids. Later start would impact parents' work schedule.	Sports	No	No	
3/26/2019 13:59:42	Yes	None	Sports, Class at another school (math @ Tilden Prep)	Yes	Yes	No
3/26/2019 14:03:55	Yes		None	Yes	Yes	
3/26/2019 14:08:10	Yes	To schedule doctor appointment after school, but it's minimal.	None	Yes	Yes	
3/26/2019 14:30:33	Yes		Student employment	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 14:31:56	Yes	No challenges, this would greatly benefit my child's academic studies and mental health.		Yes	Yes	I think a later start time, of 8:30 or even 9 am would greatly benefit my child's attendance, academic work, and mental health. Not only that, but it would also be supportive to our family.
3/26/2019 14:52:14	Yes	No challenges	Sports, Tutoring	Yes	Yes	
3/26/2019 15:01:32	No	Later end time means later start time for after school activities so homework is started even later	Before school religion class, after school theater rehearsal, after school band performances	No	No	I think your intro paragraph on the survey will influence your results and should be deleted.
3/26/2019 15:03:14	Yes	none	None	Yes	Yes	I really support this! Studies show time and time again that the biological clocks of teenagers make it very challenging to learn when classes are in the early morning. This would help students be more awake and ready to absorb the material and learn more effectively
3/26/2019 15:03:17	Yes		Sports	Yes	Yes	
3/26/2019 15:06:46	Yes		Sports	Yes	Yes	
3/26/2019 15:07:17	Yes		Theatre at AHS or at Berkeley Rep.	Yes	Yes	
3/26/2019 15:18:01	Yes	3	Math tutor	No	Yes	
3/26/2019 15:20:35	Yes	none	None	Yes	Yes	Please view this by NPR. https://www.npr.org/sections/health-shots/2018/12/12/676118782/sleepless-no-more-in-seattle-later-school-start-time-pays-off-for-teens

Later Start Time Survey (Responses) March 25 2019

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3/26/2019 15:22:55	No	Less time for homework before sports, theater music etc	Sports, Theater	No	No	Later start just means they will be on their phones later
3/26/2019 15:24:35	Yes	I leave early to work, unable to drop or make sure they get on time	None	Yes	Yes	My kids take a lot of time to complete homework, a later end time means going to bed late
3/26/2019 15:25:54	Yes	None	None	Yes	Yes	I work in mental health and see first hand the effects of chronic sleep deprivation in our youth. I strongly support a later start time daily. I would even go as far as adding an even later start time one day weekly. Berkeley High has a 10 am Monday start. Teachers can use this time for prep and students can do make up work or tests without having to come to school at the crack of dawn.
3/26/2019 15:32:07	Yes		Church class before school	Yes	Yes	
3/26/2019 15:32:17	No	Drop off	Take sibling (to/from school or other), Student employment, Sports	No	No	
3/26/2019 15:37:14	Yes	It is ok for this time schedule, no challenges at all.	None	Yes	Yes	It is good to start late, for the health of my kids.

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3/26/2019 15:40:44	Yes	9 am start time would be even better. No challenges.	None	Yes	Yes	There are well documented, medical reasons why this is imperative. See: "When puberty begins, this rhythm shifts a couple hours later. Now, your body tells you to go to sleep around 10:00 or 11:00 pm. The natural shift in a teen's circadian rhythms is called "sleep phase delay." ". (Cite: https://www.uclahealth.org/sleepcenter/sleep-and-teens) ***** Please make it happen ! There has been talk of this for many years but I hope it can be implemented as soon as possible.
3/26/2019 15:42:21	No	it doesnt work for us	None	No	No	
3/26/2019 15:44:49	Yes	less free time and time for HW later	None	Maybe	Maybe	
3/26/2019 15:46:23	Yes	After school activities	Sports	Yes	Yes	
3/26/2019 15:46:26	Yes	None, it is greatly preferred	Sports, Sports is later in the late afternoon or evening - no conflicts	Yes	Yes	Later start times are very important to allow teens to get 9 hours of sleep, since they really don't go to bed until 10:30 - 11:30 or so depending on the person. If they are getting up at 7, they are chronically sleep deprived. Please really consider this to create a healthier environment for Albany's teens. thanks!

Later Start Time Survey (Responses) March 25 2019

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3/26/2019 15:50:06	No	Ballet classes start at 4.	Dance	No	No	A later start and end time would be very problematic for dance.
3/26/2019 15:58:27	No			No	No	
3/26/2019 16:03:16	Maybe	No challenges	Twice a month after school girl scouts (3:45)	Yes	Yes	
3/26/2019 16:04:00	Yes	They would have more awake at school :)	Sports	Yes	Yes	If we want them to be successful we need to support them
3/26/2019 16:15:05	Yes	No significant challenges.	Sports, Choir and other extracurricular activities	Yes	Yes	There needs to be a decrease in homework, especially in the 11th and 12th grades. Without that I am not sure that later start times will be that beneficial to our children.
3/26/2019 16:18:56	Yes	None.	Sports	Yes	Yes	Teenagers need to sleep more and stress less!
3/26/2019 16:19:50	Yes	Nothing as long as end time isn't later than 3:45	Sports, Tutoring	Yes	Yes	
3/26/2019 16:22:48	Maybe	Extra curricular activity conflicts	Music lessons/rehearsal	Maybe	Maybe	
3/26/2019 16:23:34	Yes	n/a	homework	Yes	Yes	no
3/26/2019 16:27:56	Yes	maybe coordinating ride to school/home with siblings	Take sibling (to/from school or other), Sports	Yes	No	optional late start time for AHS, let students begin at 9:06/9:49/after 1st period
3/26/2019 16:39:13	No	There are no challenges for a 8 am start time for my kid	Student employment, Sports	No	No	
3/26/2019 16:43:50	Yes	Adjusting the after school activities	Sports, Music practice and lessons	Yes	Yes	
3/26/2019 16:47:14	Yes		None	Yes	Yes	
3/26/2019 16:49:20	No	Long rides in the car during peak commute time	Sports	No	Yes	
3/26/2019 17:02:52	Yes		None	Yes	Yes	
3/26/2019 17:05:01	Yes	Having enough time to Complete homework	Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

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3/26/2019 17:28:55	Yes	None	None	Yes	Yes	Teens need more sleep.
3/26/2019 17:39:21	Yes	None	None	No	Yes	
3/26/2019 17:40:17	Yes	While I think it is a great idea, sports maybe a little tough since other schools do not end later. Athletes would miss more school which would make keeping up with the class a little more challenging.	Sports	Yes	Yes	
3/26/2019 17:44:01	Yes	None.	None	Yes	Yes	
3/26/2019 17:57:31	Yes	None	None	Yes	Yes	
3/26/2019 17:58:31		None	Activities at end of day that arent sports.	Yes	Yes	No
3/26/2019 18:02:46	Yes	None	Sports	Yes	Yes	
3/26/2019 18:02:51	Yes	None	Volunteer 1x per week	Yes	Yes	
3/26/2019 18:06:04	Yes	Nothing	None	Yes	Yes	Late start and late end time will be much better for student health and our time management.
3/26/2019 18:06:26	Yes	If sports start at the same time the early release would mean more missed class time but I dont see this as a huge problem	Student employment, Sports	Yes	Yes	One scenario to consider is to have a Monday morning late start like BHS does
3/26/2019 18:13:54	Maybe	There won't be much challenges for my children	Sports, other classes or lessons	Maybe	Maybe	It is very important for kids to get enough sleep (at least 7-8 hours). However, I don't think later start times will really help much. Most of kids will then go to bed later and get up later. They are still getting the same amount sleeping time.

Later Start Time Survey (Responses) March 25 2019

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3/26/2019 18:17:44	Yes	Benefits far outweigh any challenges	Homework	Yes	Yes	Several scientific studies have shown that adolescents naturally sleep later and should have later school start times: https://www.cdc.gov/features/school-start-times/index.html
3/26/2019 18:21:45	Yes	None	Sports	Yes	Yes	Why even do a parent survey? Do what is right for educating our children.
3/26/2019 18:26:30	Yes		None	Yes	Yes	
3/26/2019 18:27:31	Yes	Possible impact on sports	Sports	Yes	Yes	
3/26/2019 18:28:06	Yes		None	Yes	Yes	
3/26/2019 18:32:52	Yes	8:30 is optimal time. Don't make it later than that, but this 30 min make a huge difference. No challenges.	Sports, Additional academic classes.	Yes	Yes	
3/26/2019 18:43:25	Yes	Sports - potentially missing more class time for early release on game days.	Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

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3/26/2019 18:57:40	No	Difficulty scheduling and fitting in extracurricular activities before the evening. Walking home before dark.	Student employment	No	No	Opinions from the students should also be taken into consideration over thoughts from parents. Their opinions are the most important as they are the ones who would be impacted the most. This survey should be sent to them, too. Furthermore, I believe an extra 20 minutes will not greatly impact students' sleep schedules. School will end later anyway so the time between the end and start of school will be the same.
3/26/2019 19:06:50	Yes	None	Student employment, Sports	Yes	Yes	The 2014 recommendation wasn't news; it was based on earlier data that has been raised with the district before. The 8:10 start time was a compromise reached years ago, but is not late enough to help that much. Please move quickly to provide later start times for AHS.
3/26/2019 19:08:21	Yes	9 am works well	Study, choir, family dinner.	Yes	Yes	9 am works fine
3/26/2019 19:21:09	Yes	None	None	Yes	Yes	This is important. Later start times have been proven to be necessary.
3/26/2019 19:22:27	Yes		Sports	Yes	Yes	Studies on teen internal clocks support later start times . . .

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3/26/2019 19:22:29	Maybe	None, but drop off from parents who need to work would be the challenge.	Sports	Yes	Yes	Late dismissal in Winter would be very dark and endanger the kids
3/26/2019 19:25:54	No	Unable to attend extracurricular sports activities.	Sports	No	No	
3/26/2019 19:31:04	Yes	None	None	Yes	Yes	none
3/26/2019 19:35:07	Maybe	Taking her to school and getting to work on time.	Sports, Internship and volunteering	Maybe	Maybe	It is not clear to me that the reason students have less than 8hrs of sleep a night has to do with school start time. It seems that most teenagers stay awake way pass a reasonable bed time. So changing the school start time wouldn't necessarily influence the number of sleep hours/night.
3/26/2019 19:35:40	Maybe		Take sibling (to/from school or other), Sports	Yes	Yes	
3/26/2019 20:00:17	Yes	None really	Take sibling (to/from school or other), Student employment, Sports	Yes	Yes	
3/26/2019 20:05:53	Maybe	The rest of the family has to leave the house by 8AM, we would prefer to not leave for the day before our child has left for school.	Take sibling (to/from school or other), Sports	No	Maybe	I do not believe that an 8AM or 8:30AM start time is too early for middle and high school students. A later start time would either: 1) extend the day and result in a later release time (potentially impacting after-school commitments); OR 2) result in an even shorter school day.
3/26/2019 20:27:34	Yes		Sports	Yes	Yes	I'm glad you're considering a later start time.

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 20:32:36	Yes	Very few, if any.	Sports	Yes	Yes	This should begin as soon as possible. The research is stunningly clear, as adults we only harm students to convenience ourselves.
3/26/2019 20:41:49	Maybe	after school activities all get pushed back to later start times and/or students are late to their after-school activities	Sports	Maybe	Maybe	
3/26/2019 20:50:28	Yes	None	Sports	Yes	Yes	This is way overdue. The teenagers need this change. All the research shows that this improves performance.
3/26/2019 20:53:53	Yes	Interference with after school activities/sports. Less time for homework.	Sports, Community service	Yes	Yes	
3/26/2019 20:53:57	No	would prefer to end school earlier	sports	Maybe	Maybe	don't want students to miss additional afternoon class for sports
3/26/2019 21:04:32	Yes	None	None	Yes	Yes	I hope this can start quickly
3/26/2019 21:38:52	Yes	Drop off and pick up.	Take sibling (to/from school or other), Sports	No	No	
3/26/2019 21:41:24	Yes	None	Student employment	Yes	Yes	
3/26/2019 22:24:14	No		None	No	Yes	
3/26/2019 22:24:23	No	A later start means that after school activities go much later	Student employment, Sports	No	No	I think there is often too much homework which impacts how much sleep the students get. Can you show us the data that shows supports the 8:30 start time and healthier teens?
3/26/2019 22:31:05	Yes		Sports	Yes	Yes	
3/26/2019 22:33:25	Yes		Sports	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/26/2019 22:33:59	Maybe	An 8:30am start time seems too late. Later dismissals would have my child out attending after school activities too late into the evening.	None, After school activities, homework, and chores round out the evening duties.	Maybe	Maybe	
3/26/2019 22:56:41	No	He has training right after school	Sports	No	No	
3/26/2019 23:13:48	Yes		Sports	Yes	Yes	
3/26/2019 23:26:29	Yes	none	Sports, school play	Yes	Yes	
3/27/2019 0:10:46	Yes		Seminary religion class	Yes	Yes	
3/27/2019 0:29:05	Yes	nothing	coding, Mathnasium, sports etc after school	Yes	Yes	I am a psychologist who has been following this issue for the last 5 years. Late start times should be implemented regardless of the inconveniences it may incur on individuals because this is a public health issue. This is what's good for our children and for our community. Therefore, AUSD should implement this change in schedule regardless of what parents say. Sometimes change needs to happen top-down and there is enough science to justify it morally. It would not be just a capricious change on part of AUSD.
3/27/2019 4:54:50	Yes	nothing	Sports, piano, coding	Yes	Yes	AUSD should bite the bullet and just do it. Late start is better for our kids, and it's better for the community.
3/27/2019 5:43:14	Maybe	Afternoon time squeezed for homework, jobs, activities, etc.	Student employment, Sports, homework, choir events	Maybe	Maybe	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/27/2019 6:11:52	Yes	Sync up sports schedule with other districts	Sports	Yes	Yes	
3/27/2019 6:14:38	No	Less time for Afterschool activities	Student employment, Sports	No	Maybe	
3/27/2019 6:20:40	Yes	NO challenge whatsoever	None	Yes	Yes	This is overdue, a later start time has ample research supporting the benefits!
3/27/2019 6:21:58	Yes		None	Yes	Yes	
3/27/2019 6:55:49	Yes	Lesser time for homework	Sports	Maybe	Yes	
3/27/2019 6:57:59	Yes	Switching schedules around so I could get to work on time	Sports, Tutoring	Yes	Yes	
3/27/2019 7:28:39	Yes		Sports	Yes	Yes	Completely support this!
3/27/2019 7:36:08	Yes	None	None	Yes	Yes	
3/27/2019 8:04:50	Yes		None	Yes	Yes	
3/27/2019 8:09:48	Maybe		Student employment, Sports	Yes	Yes	
3/27/2019 8:12:13	Yes	Once a week, she might have to rush to an after-school dance class, but I think that can be managed.	Dance once a week	Yes	Yes	
3/27/2019 8:29:26	Yes	None	Student employment	Yes	Yes	It's well known that teens need more sleep in the am hours!
3/27/2019 8:29:42	Yes	I don't see any challenges with 8:30.	Sports	Yes	Yes	My daughter plays club volleyball and practices for the club can start as early as 4 pm so if school ends much later that might be a challenge.
3/27/2019 8:52:47	Yes	None	Sports	Yes	Yes	N/A
3/27/2019 9:01:44	Yes		Sports, occasional music lessons	Yes	Maybe	
3/27/2019 9:07:34	Yes		Choir / Band	Yes	Yes	
3/27/2019 9:08:06	Yes		Choir / Band	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/27/2019 9:11:05	Yes		Sports	Yes	Yes	
3/27/2019 9:13:36	Yes	no	Student employment	Yes	Yes	middle school should do the same thing. thanks.
3/27/2019 9:35:21	Yes	none	Take sibling (to/from school or other), Sports, bands	Yes	Yes	Across the board, school should start later
3/27/2019 9:48:11	Yes		Sports	Yes	Yes	
3/27/2019 10:09:18	Yes	None	None	Yes	Maybe	
3/27/2019 10:27:36	Yes	none	None	Yes	Yes	A later start time would solve a lot of problems for our teens who have a much later circadian rhythm. My daughter struggles to pay attention and fight her sleepiness in her first morning class.
3/27/2019 10:27:46	Yes		None	Yes	Yes	
3/27/2019 10:37:16	Yes	none	Student employment, Sports	Yes	Yes	
3/27/2019 10:46:46	Yes		None	Yes	Yes	
3/27/2019 11:06:39	Yes		Sports	Yes	Yes	
3/27/2019 11:10:49	Yes	None	Sports	Yes	Yes	Thank you for considering this issue and relying on research to support decision-making.
3/27/2019 11:13:17	Maybe	At what point does this stop if a child goes to sleep late is that cause for everyone's schedule to change? What guarantee does changing the schedule make that the adolescents simply stay up even later now that they can go in later. Does this decision actually make sense?	Sports, Tutoring and	Maybe	Maybe	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/27/2019 11:52:38	Yes		Take sibling (to/from school or other), Student employment	Yes	Yes	Kids would enjoy more school and retain more what they learn, and would probably behave better. Maybe for those who need to be early anyways, there could be a chance of leaving them in some kind of child care space.
3/27/2019 12:30:27	No	My child will miss the opportunity to join the extra curriculum and finishes his homework later.	Sports	No	No	
3/27/2019 13:00:46	Yes	None	None	Yes	Yes	Can't happen soon enough.
3/27/2019 13:08:50	Maybe		Sports	Maybe	Maybe	
3/27/2019 13:24:25	Maybe		Sports, Class	Yes	Yes	
3/27/2019 14:02:42	No	Music and sports conflicts	Sports	Maybe	Maybe	I think a later start time on Wednesdays and Fridays where students are out earlier would be better.
3/27/2019 15:44:35	Yes	Sports end times	Student employment, Sports	Yes	Yes	
3/27/2019 15:49:01	Yes		Sports	Yes	Yes	All for later start times and would even be fine with a 9 or 9:30am start. Another fact worth noting in support of later start times is the known reduction in melatonin production that happens in the teenage years, https://kidshealth.org/en/parents/sleep-problems.html
3/27/2019 16:57:44	Maybe	after school activities - sports, music	Sports	Yes	Yes	
3/27/2019 17:08:48	Yes		Sports, Tutoring	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/27/2019 17:26:15	Yes	None	Student employment, Sports	Yes	Yes	
3/27/2019 18:00:24	Yes	There would be less time for after school activities and homework but an opportunity for adequate sleep which I believe takes precedence.	Theater/improv classes	Yes	Yes	
3/27/2019 18:45:05	Yes		Student employment, Religious school program; music practice; school play rehearsals	Yes	Yes	This will be so beneficial to student health in terms of their sleep schedules!
3/27/2019 19:13:06	Yes	None	Sports	Yes	Yes	
3/27/2019 19:14:19						The late start during the AHS finals schedule was MUCH appreciated! Please continue.
3/27/2019 19:26:58	Yes		None	Yes	Yes	
3/27/2019 19:41:20	Yes		Sports, Tutoring, activities, piano but can b moved	Yes	Yes	8:45 would be even better.
3/27/2019 19:54:47	Maybe	After-school activities often start at 4 but my daughter only takes six periods so she may be OK with later start time.	Sports	Maybe	Maybe	
3/27/2019 20:41:49	No	Parents have to be at work at 8AM.	None	No	No	
3/27/2019 21:10:55	Yes		Student employment, Sports, Homework	Yes	Yes	I think this would be a positive move for our students. I think we should follow the recommendations from research and Challenge Success.
3/27/2019 21:46:13	No	None	Piano practice	Maybe	Maybe	No
3/27/2019 22:14:01	Yes	Only sports...	Sports	Yes	Yes	How about 9am and less vacation?
3/27/2019 23:00:24	Yes	None	None	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/27/2019 23:41:23	No	He would just go to sleep later and as an adult may not adapt to regular adult work patterns. Why are we still bubble wrapping our kids?	Take sibling (to/from school or other), Scouts	No	No	If kids adjust to a later start time, everything else will adjust with it making this ineffective as to the result it's supposed to be having.
3/28/2019 1:42:40	Maybe	My son is on the JV baseball team. I'm not sure how a later end time would work with practices and games.	Sports	Yes	Yes	
3/28/2019 5:57:30	No	Supervision needed before school and a ride to school	Take sibling (to/from school or other), Sports	No	No	Why is this necessary? This will create a huge hardship for working families
3/28/2019 7:11:34	Yes	Transportation to school in the morning because I would no longer be able to drop off. Having enough time after school for activities and still being able to complete all homework by a reasonable hour	Choir	Yes	Yes	
3/28/2019 7:46:07	Yes	8:30am would be great! Later than 8:30am could impact her other activities outside of school.	Sports	Yes	Yes	Thanks for considering this! It would be great for the students' health and well-being. I hope it works well for others too.
3/28/2019 7:53:41	Yes	Possible conflicts with after school activities	Sports	Yes	Yes	
3/28/2019 7:54:02	Yes		None	Yes	Maybe	
3/28/2019 8:23:15	Yes		None	Yes	Yes	9:00 am like the job that it is. No homework allowed.
3/28/2019 8:32:06	Yes	None	None	Yes	Yes	9am better. No homework.
3/28/2019 9:38:55	Yes	None	Sports, Music lesson 1x per week	Yes	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/28/2019 9:53:38	Yes	It would benefit all of us overall	Sports, homework, organise herself, help at home: feed the dog and taking it out	Yes	Yes	It helps parents who have younger children to take care of
3/28/2019 10:00:00	Maybe		Sports	Yes	Yes	
3/28/2019 11:24:38	Maybe		Take sibling (to/from school or other)	No	Yes	
3/28/2019 13:05:48	Maybe	None	Sports	Yes	Yes	
3/28/2019 17:12:42	Yes	None	Sports	Yes	Yes	I agree with the studies that show its benefits.
3/28/2019 22:37:56	Yes	None. N	Sports, School group activities, music lessons	Yes	Yes	Some people make a huge deal about a change in schedule and how it'd be inconvenient. I'm sure some will have challenges but it is really a relatively minor adjustment. The science clearly shows benefits to a later start time. Far past time that we make this change for our children
3/28/2019 23:30:47	Yes	my son plays on the ahs golf team in the spring. the later start time would affect their allotted practice time. it's not a dealbreaker, but something to consider.	Sports	Maybe	Yes	
3/29/2019 1:11:39	No	sleep in not align with working schedule	Student employment, Sports	No	No	
3/29/2019 6:47:38	Yes	Soccer practice after school.	Sports	Yes	Yes	

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/29/2019 9:35:19	Maybe	Less time for homework before sports and other activities	Sports, Church	Maybe	Maybe	Later starts it means for them going to bed even later and postpone homework after dinner or activities. Plus if you consider this schedule for High school you should consider also for Middle school
3/29/2019 11:00:46	Yes	none	Take sibling (to/from school or other), health and wellness	Yes	Yes	
3/29/2019 11:04:04	No	Less after school time for sports and other activities. Less daylight.	Take sibling (to/from school or other), Sports	No	No	
3/29/2019 14:20:53	Yes	none	Sports	Yes	Yes	no just do it -- there will be lots of pushback and then it will work
3/29/2019 16:13:45	No	He has to take his brother to middle school, and then he will have an unnecessary break before school starts.	Take sibling (to/from school or other)	Maybe	Maybe	If you move the high school start time, I would appreciate it if you could move the middle school start time as well, so that they dovetail the same as they do now.
3/29/2019 17:30:32	Maybe	challenge is for the parents mostly since it impacts time to start work		Maybe	Maybe	
3/30/2019 10:15:28	No		Student employment, Sports	No	No	How will you make up the minutes lost in the morning? Just add them to the end of the day?
3/30/2019 11:58:08	Yes		Sports	Yes	Yes	
3/30/2019 15:05:19	Yes		Student employment	Yes	Yes	
3/30/2019 16:55:50	Maybe	8:30 is fine. We live close to school, so current start time is fine for us.	Student employment, Sports	Maybe	Yes	

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
3/30/2019 20:35:57	Yes	Shorter amount of time in working on homework. Both my middle schooler and high schooler are committed swimmers and they have swim practice M-F.	Sports, Homework	Yes	Yes	
3/30/2019 20:57:22	No	Work	Take sibling (to/from school or other), Sports	No	No	
3/30/2019 22:53:13	Yes		Sports	Yes	Yes	
3/31/2019 9:59:04	No	Parents have to get to work and later start time makes it harder for parents to get to work early and later pick up is harder as well.	None, Homework and chores	No	No	Parents need to talk to kids about their sleep habits and strategize with them how to get to sleep earlier. We cannot change the structure of school for the kids. It encourages more entitlement and irresponsibility. Parents need to help kids figure out and develop self-discipline to go to bed on time. In real life employers are not going to change the companies operating hours for a small number of employees who can't get their act together.
3/31/2019 10:28:50	Yes	missing class because of athletics	Sports	Yes	Yes	
3/31/2019 10:37:32	Yes	None	None	Yes	Yes	Please change it to later!! It is empirically substantiated to benefit teens in their academic, emotional and physical well-being.

Later Start Time Survey (Responses) March 25 2019

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3/31/2019 11:44:17	No	very long walk to school	Sports	No	No	How about how asking how it will affect parents with long commutes who have to leave earlier than 8:30am?! Not every student lives within reasonable walking distance to the school. Parents will just end up dropping kids off early to get to work on time. What's the point of a later start time then? The work day starts between 8 and 9am for a lot of people. If I leave for work after 8am then I won't be at my office until 10am. Many workplaces are not flexible with start times. Also does 20 minutes really make a difference? Really?! Please consider this.
3/31/2019 17:37:12	Yes	none	Sports	Yes	Yes	
3/31/2019 20:52:44	Yes		Sports	Yes	Yes	Studies support positive impacts to teens from later start times.
3/31/2019 21:03:56	Yes	Coordinating sports and homework.	Sports	Yes	Yes	It would be helpful to have some weekly time limits on how much time can be required for sports.
4/1/2019 17:12:25	Yes			Yes	Yes	
4/1/2019 21:55:12	No		Take sibling (to/from school or other), music lessons	No	No	
4/3/2019 16:33:53	Yes	Starting and ending later would be helpful. I can't think of any challenges or problems with starting later.	Sports	Yes	Yes	No

Later Start Time Survey (Responses) March 25 2019

Timestamp	1. An 8:30 or later start time and later end time would positively impact my child. (check one)	2. What would be the challenges for an 8:30 start time and later end time for your child?	3. What are your child's obligations before and after school? (check all that apply)	4. Would you support a later start time for your child? (check one)	5. Would you support a later start time for the overall AHS student body? (check one)	Do you have any additional comments that we need to consider on later start times?
4/3/2019 19:05:02	Yes	None.	Sports, Homework, music lessons, clubs (e. g. Students in Govt.)	Yes	Yes	My personal observations confirm the research - start school later.
4/7/2019 17:31:21	Yes	None	Sports, Tutoring	Yes	Yes	
4/11/2019 19:52:12	No		None	No	Maybe	The key is to explore why adolescents are not going to bed earlier than they probably do. If they will be expected to get to college classes or work by 9 a.m. they need get into the habit of "early to bed, early to rise makes a person healthy, wealthy and wise." The US is a sleep-deprived country and we're not headed in the right direction if we tinker with start times instead of changing our lifestyle (ie. based on bad habits).
4/15/2019 23:02:03	Yes	none	None	Yes	Yes	
4/17/2019 22:17:20	Yes		None	Yes	Yes	
4/17/2019 22:23:45	Yes	None	None	Yes	Yes	Due to heavy loads of homework kids are not getting enough sleep which can be very stressful

AHS Multi-Year Attendance Data

Unexcused Tardies

	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7	Per. 8	
2017/2018	3,396	3,202	675	395	334	800	521	268	Start time 8:10 am
2016/2017	4,161	3,949	693	461	490	821	609	399	Start time 8:10 am
2015/2016	4,026	3,810	781	459	498	1,154	655	390	Start time 8:10 am
2014/2015	4,047	4,361	1,371	601	607	1,481	941	555	Start time 8:10 am
2013/2014	5,257	6,075	1,285	616	825	1,568	1,103	537	Start time 8:00 am
2012/2013	5,997	5,092	1,678	1,008	936	1,542	958	857	Start time 7:40 am
2011/2012	6,371	8,072	2,345	1,862	1,566	3,225	2,005	1,043	Start time 7:40 am

Unexcused Absences

	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7	Per. 8	
2017/2018	2,753	2,784	2,339	2,499	2,384	2,412	1,898	3,008	Start time 8:10 am
2016/2017	3,722	3,774	2,795	3,119	3,393	3,591	2,914	3,501	Start time 8:10 am
2015/2016	2,619	2,868	1,947	1,723	2,024	2,453	1,885	2,773	Start time 8:10 am
2014/2015	2,365	2,284	1,873	1,786	2,170	2,425	2,021	2,674	Start time 8:10 am
2013/2014	2,721	2,791	2,299	2,049	2,245	2,506	2,301	3,010	Start time 8:00 am
2012/2013	4,865	5,135	5,225	6,277	5,229	6,467	4,296	11,940	Start time 7:40 am
2011/2012	2,556	3,207	2,774	2,431	2,546	3,013	2,253	3,606	Start time 7:40 am

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

TYPE OF ITEM: PUBLIC HEARING

PURPOSE: The purpose of this item is to conduct a public hearing on the Local Control Accountability Plan prior to seeking Board approval at the June 25, 2019 Board of Education meeting. California Education Code mandates Districts approve updates to the Local Control Accountability Plan by July 1.

BACKGROUND INFORMATION:

The LCAP is a planning and accountability tool that highlights the district's annual goals, actions, services and expenditures within a fixed three-year planning cycle.

All Districts are required to update their LCAP annually and must include the following:

1. A review of any changes in the applicability of the goals.
2. A review of the progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes to the specific actions as a result of the review and assessment.
3. A listing and description of the expenditures for the fiscal year implementing the specific actions, and the changes to the specific actions made as a result of the review and assessment.

During the months of March, April, and May, stakeholder groups were consulted to inform the revision of the LCAP. Input was captured through an online survey, and approximately 200 respondents provided feedback. The District's LCAP Advisory Committee, composed of parents, a student, teachers, site and district office administration, reviewed the input, discussed implications for the 2019-2020 LCAP, and reviewed the final draft LCAP.

Through the stakeholder input process, the following common themes emerged: mental health supports; academic and socio-emotional supports/intervention; safe and welcoming school environments/support for diversity and inclusion; and highly qualified teachers and low class sizes.

An analysis of the goals, actions and services outlined in the LCAP indicate strong alignment between planned goals, actions and services and stakeholder input, highlight a persistent lack of adequate funding to fully implement all actions and services, and reveal a need to utilize additional tools to measure effectiveness of

goals, actions and services (in real time and for all students in all grade levels).

DETAILS:

The LCAP is approximately 160 pages in length; the following overview is provided to highlight key information and revisions included in the 2019-2020 LCAP update.

- The AUSD LCAP reflects the following **areas of progress**:
 - ***Implementation of Academic Standards and Instructional Materials*** (State Priority 2): The District has adopted TK-12 grade standards-aligned mathematics instructional materials, NGSS aligned course pathways for students in grades 6-12, and English language arts writing and reading instructional materials for grades TK-5. The District is proud to have made such significant progress and is particularly proud of the manner in which decisions were made collaboratively with the input of all stakeholders.
 - ***Parent Engagement*** (State Priority 3): Overall parent participation is high. All schools have active Parent-Teacher Associations. The Black Parent Advisory Group and Latino Parent Engagement Group (Latinas Familias) have active programs that involve parents in matters related to student achievement and the recognition of culture, ethnicity, and diversity. Both groups meet regularly and host events to which the entire community is invited (e.x. Welcome Back to School Breakfast, LatinX Graduation, Black Graduation, and guest speakers). Parents are also engaged in the District's English Learner Advisory Committee (DELAC), LCAP Advisory Committee, Board Policy Committee, and Budget Advisory Committee. In general, committees include representation of the diverse students who attend AUSD schools: English learners, students with disabilities, students of color, and students who are economically disadvantaged.
 - ***School Climate*** (State Priority 5): The District has focused on equity, inclusion and social justice by providing professional development in the areas of culturally responsive teaching, trauma-informed practices, and restorative justice. The District has also continued to implement its social emotional learning and social justice competencies through professional development, family communication and student exposure and engagement.
- The AUSD LCAP reflects the following **greatest needs** (*any overall state indicator of red or orange*):
 - ***Chronic Absenteeism*** (State Priority 5): Albany Unified School District achieved high achievement levels in all state indicators (color-coded rating of green) on the California School Dashboard with the exception of chronic absenteeism which received an overall color-coded rating of orange. The overall chronic absenteeism rate for 2017-2018 was 5.4%. All student groups experienced an increase in chronic absenteeism rates with the exception of African American students (who received a color-coded performance level of green). Students with disabilities received a color-coded rating of red on the Fall 2018 California School Dashboard. English learners, Filipino, Hispanic, socioeconomically disadvantaged students, and students identified as Two or More Races received a color-coded rating of orange. White and Asian students received a color-coded rating of yellow.

- The AUSD LCAP reflects the following **performance gaps** (*any state indicator for which the performance of any student group was two or more performance levels below the overall performance of all students*):
 - **Academic Performance** (Grades 3-8 & 11):
 - Overall, the performance of students on the English language arts summative assessment, as reported on the California School Dashboard, received a color-coded rating of green.
 - For students with disabilities and African American students, performance on the English language arts summative assessment received a color-coded rating of orange.
 - Overall, the performance of students on the mathematics summative assessment, as reported on the California School Dashboard, received a color-coded rating of green.
 - For students with disabilities and African American students, performance on the mathematics summative assessment received a color-coded rating of orange.
 - **College/Career Indicator:** Overall, the performance of students on the College/Career Indicator, as reported on the California School Dashboard, received a color-coded rating of green.
 - For students identified as socioeconomically disadvantaged, performance on the College/Career Indicator received a color-coded rating of orange.
 - **Graduation Rate:** Overall, the graduation rate for all students, as reported on the California School Dashboard, was 92.5% and received a color-coded rating of green.
 - For students identified as socioeconomically disadvantaged, the graduation rate was 89.2% and received a color-coded rating of orange.
 - **Suspension Rate:** Overall, the suspension rate for all students, as reported on the California School Dashboard, was 2.1% and received a color-coded rating of green.
 - For students identified as Two or More Races, the suspension rate was 2.8% and received a color-coded rating of orange.
- The AUSD LCAP **Annual Update** reflects all actions and services were implemented as planned with the exception of the following:
 - Action 1.3: The District did not review or purchase curriculum aligned with the new CA English Language Arts/English Language Development Standards and Frameworks, District-wide efforts were focused on implementing the new reading curriculum implemented at the end of the 2017-2018 school year as well as implementing the initial and summative English Learner Proficiency Assessments for California (ELPAC). This Action/Service will be completed during the 2019-2020 school year.
 - Action 3.1: The District allocated \$50,000 to carry out the Albany Coming Together recommendations identified in 2017-2018; however, not all dollars allocated were expended. This is due in part to having two other very similar Actions in Goal 1 (Action 1.1.4) and Goal 2 (Action 2.4.6) of the LCAP. The District will continue its efforts to address issues of bias, racism, and disproportionate outcomes for historically underserved students and will develop a plan to expend all allocated funds by June 2020.
 - Action 3.2: Due to the District's structural deficit, funds allocated for clerical staffing were not fully expended. This action will be discontinued for the 2019-2020 school year.

- In response to stakeholder input, and a review and analysis of results from the California School Dashboard, the following LCAP *actions and services* have been ***added or modified*** for 2019-2020:
 - Action 1.2.4: The District will provide targeted academic intervention for students not meeting standards on Smarter Balanced Summative assessments.
 - Action 2.1.2: The District will provide targeted attendance intervention to address chronic absenteeism.
 - Action 2.7.2: The District will support site-based academic and social-emotional mentoring services for at-risk students in grades 6-12.
 - Action 3.5.4: The District will convene a stakeholder group to evaluate communication protocols and set goals for improvement as needed. Additionally, sites will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.
- Due to the District's structural deficit, the following LCAP *actions and services* have been ***modified or discontinued*** for 2019-2020:
 - Action 1.5.1: Career Technical Education staffing (reduced by 0.2 FTE) due to county ROP budget reductions.
 - Action 1.8.1: Information Technology staffing (reduced by 1.0 FTE).
 - Action 1.9.2: Elimination of staffing for library technicians (0.65 FTE).
 - Action 3.2.2: Elimination of clerical staff for Curriculum, Instruction and Assessment Dept (0.9 FTE).

During the 2019-2020 school year, the LCAP Advisory Committee will be convened in the fall to monitor the implementation of the 2019-2020 LCAP and begin the process for developing the 2021-2023 Local Control and Accountability Plan.

STRATEGIC OBJECTIVES ADDRESSED:



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



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



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

RECOMMENDATION: CONDUCT A PUBLIC HEARING ON THE 2019-2020 LOCAL CONTROL AND ACCOUNTABILITY PLAN

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albany City Unified School District

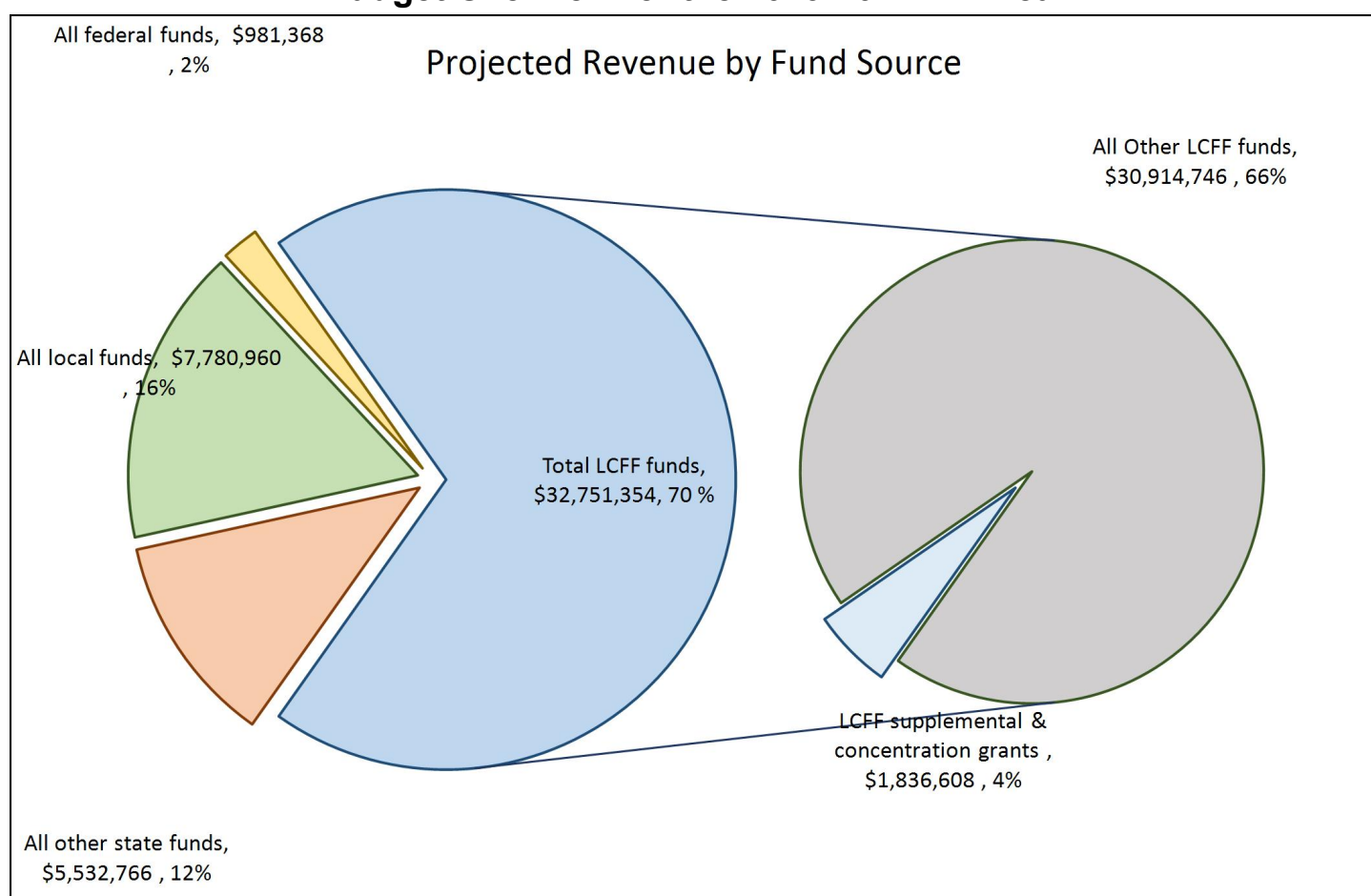
CDS Code: 01-61127-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Marie Williams, Assistant Superintendent Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

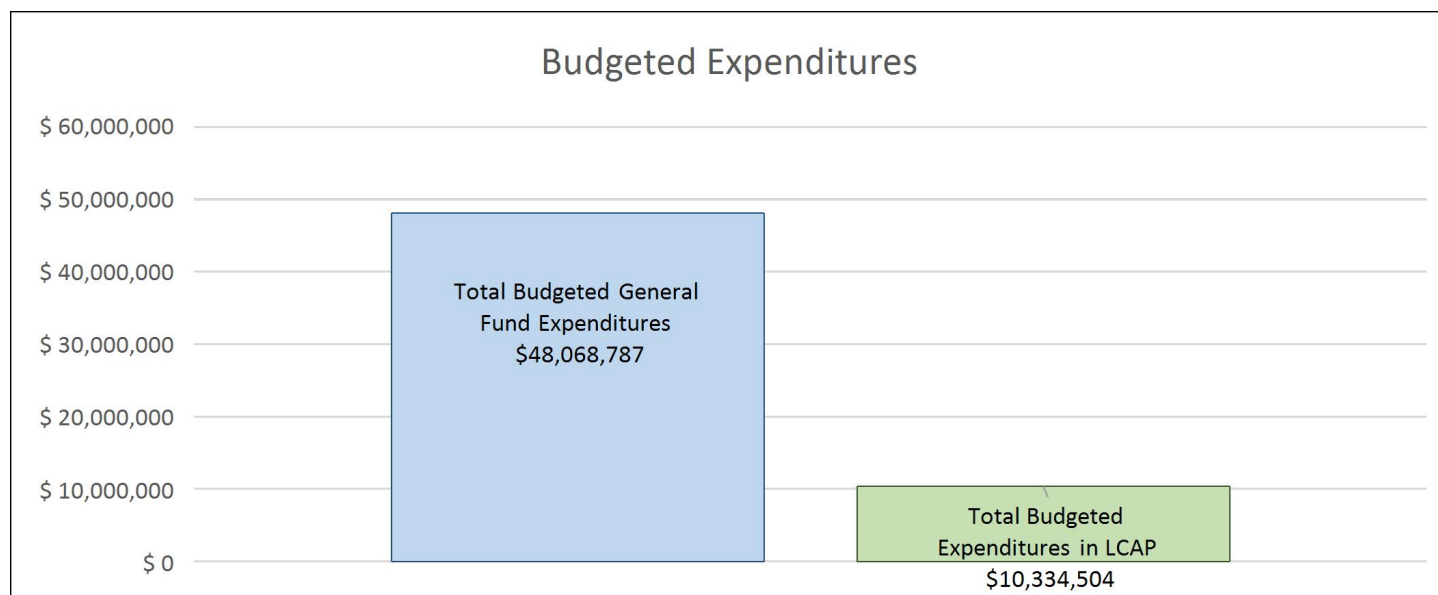


This chart shows the total general purpose revenue Albany City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Albany City Unified School District is \$47,046,448, of which \$32,751,354 is Local Control Funding Formula (LCFF), \$5,532,766 is other state funds, \$7,780,960 is local funds, and \$981,368 is federal funds. Of the \$32,751,354 in LCFF Funds, \$1,836,608 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Albany City Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Albany City Unified School District plans to spend \$48,068,787 for the 2019-20 school year. Of that amount, \$10,334,504 is tied to actions/services in the LCAP and \$37,734,283 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

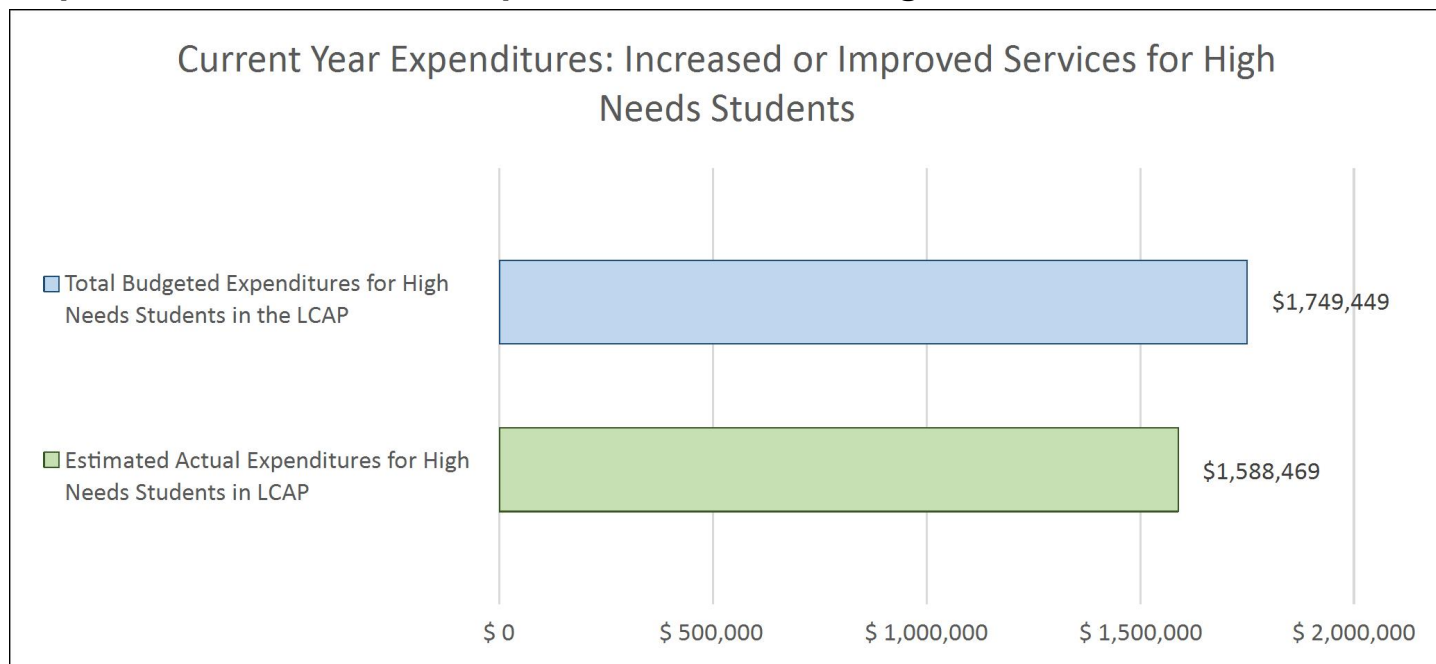
General fund budget expenditures for the LCAP year not included in the LCAP include the following core programs: certificated and classified staffing, administrative staffing, and general operating expenditures, including utilities, materials & supplies, insurance & legal fees. The Budget can be found under Fiscal Reports on the website of the District: <http://www.ausdk12.org>

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Albany City Unified School District is projecting it will receive \$1,836,608 based on the enrollment of foster youth, English learner, and low-income students. Albany City Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Albany City Unified School District plans to spend \$1,836,608 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Albany City Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Albany City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Albany City Unified School District's LCAP budgeted \$1,749,449 for planned actions to increase or improve services for high needs students. Albany City Unified School District estimates that it will actually spend \$1,588,469 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-160,980 had the following impact on Albany City Unified School District's ability to increase or improve services for high needs students: The District allocated funds to purchase instructional materials aligned to the ELA/ELD Framework; however, the District was unable to expend all allocated funds during 2018-2019. The direct impact to students was minimal as English learners had access to instructional materials during the school year. The District will implement this action during the 2019-2020 school year.

The District allocated funds to implement community recommendations related to improving school climate. The direct impact to students was minimal as funds were expended in two related LCAP Actions (1.1.4 and 2.4.6) to provide support for a number of school-climate initiatives. The District will expend all funds associated with this action during the 2019-2020 school year.

The District allocated funds to retain clerical staff in the Curriculum, Assessment and Instruction Department. This position was vacated in December and was not filled for the remainder of the school year due to the District's structural deficit. The direct impact to students was minimal.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Albany City Unified School District

Contact Name and Title

Marie Williams
Assistant Superintendent
Educational Services

Email and Phone

mwilliams@ausdk12.org
510-558-3750

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

In the current year, 2018-2019, Albany Unified School District serves approximately 3682 students in Transitional Kindergarten through 12th grades (as reported on Data Quest). Of the District's total enrollment, 21.1% of students are identified as socioeconomically disadvantaged, 16% are English learners, and less than 1% are foster youth.

The student enrollment by ethnicity (as reported in Data Quest) is as follows:

3682 total number of students:

16.1% Hispanic or Latino

31.6% White (Non-Hispanic)

0.1% American-Indian

28.9% Asian

0.2% Pacific Islander

1.3% Filipino

3% Black/African-American
 13.9% Two or More Races
 5.1% Not Reported

Albany Community

The city of Albany is primarily urban residential, located at the north end of Alameda County. For a small town of 18,539 Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex of 974 apartments, is located within the Albany city limits. According to the 2010 census, Albany's population consists of 54.6% white, 31.2% Asian, 10.2% Hispanic, 3.5% African American. Thirty-two percent of Albany residents are foreign born. In addition, 67.6% of residents hold managerial or professional employment and 69% have completed a bachelor's or graduate degree. The median household income is \$71,994, and the median home price in Albany as of 06/2017 was \$963,600. Real estate values in Albany are higher than in some surrounding areas in large part due to the school district's reputation. Many families are attracted to Albany because of its strong community support for education, as evidenced by the generous contributions made from non-profit fundraising agencies Albany Education Foundation, Albany Music Foundation, School CARE, Albany Athletics Boosters, and the five Parent Teacher Associations.

Albany Unified School District

Within the Albany Unified School District there are three elementary schools, one early childhood development center, one middle school, one comprehensive high school and one continuation high school. Albany High School (AHS) serves approximately 1168 students in grades nine to twelve. MacGregor High School is the District's continuation high school and serves approximately eight students with a primary enrollment of MacGregor High School. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor's programs and services. Albany Middle School serves approximately 862 students in grades 6, 7, and 8. Cornell Elementary, Marin Elementary, and Ocean View Elementary schools serve students in grades Transitional Kindergarten through Five. The Albany Children's Center serves approximately 75 pre-school students between the ages of 3 and 5.

The District aligns actions, services and expenditures to three overarching strategic District goals:

- 1) Assess & Increase Academic Success
- 2) Support the Whole Child
- 3) Communicate and Lead Together

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Albany Unified School District LCAP features three overarching goals:

Goal #1: 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.

Goal #2: 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.

Goals #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

All of the LCAP outcomes, metrics, actions, and expenditures are tied to one of these three goals.

In goal #1, the District demonstrates a strong commitment to providing students a wide-array of core academic and elective programs. Overall student achievement is high; however, we need to continue to work on ensuring equitable academic outcomes for students from historically underserved populations by strengthening our approach to differentiated and culturally-responsive instruction.

In goal #2, the District demonstrates a strong commitment to providing students with counseling, mental health, and social services so that they can learn in a safe and healthy school climate. Overall response rates on the most recent CA Healthy Kids survey, indicate a safe and healthy climate. However, there is an ongoing need to improve our efforts at teaching students to be respectful and inclusive of other people who are different from themselves.

In goal #3, the District demonstrates a strong commitment to engaging the community. In addition, the District is making progress on bond-measure funded projects that will alleviate over-crowded facilities and provide more modern learning environments. The District continues to engage staff and community members in the development of more inclusive and culturally-responsive practices.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The following is a review of school district performance on state indicators as reported on the California School Dashboard.

IMPLEMENTATION OF ACADEMIC STANDARDS and INSTRUCTIONAL MATERIALS (State Priority 2)

The District has adopted TK-12 grade standards-aligned mathematics instructional materials, NGSS aligned course pathways for students in grades 6-12, and English language arts writing and reading instructional materials for grades TK-5. The District is proud to have made such significant progress in adopting standards-aligned instructional materials and is particularly proud of the manner in which decisions were made collaboratively with the input of all stakeholders and driven by teacher leaders.

As reported on the California School Dashboard, the average score on Smarter Balanced Summative assessments is 57.5 points above the minimum score needed to meet standards in English language arts and 41.2 points above the minimum score needed to meet standards in mathematics.

Next steps include reviewing and adopting new English Language Arts/English Language Development materials in grades TK-5, reviewing and adopting new Next Generation Science Standards-aligned materials in TK-5 and grades 6-8, and updating History/Social Science materials in grades TK-12 to align with the newly adopted History/Social Science Framework. The District will

continue to support the implementation of standards-aligned curriculum by allocating resources for professional development and teacher collaboration.

PARENT ENGAGEMENT (State Priority 3)

Overall parent participation is high. All schools have active Parent-Teacher Associations. The Black Parent Advisory Group and Latino Parent Engagement Group (Latinas Familias) have active programs that involve parents in matters related to student achievement and the recognition of culture, ethnicity, and diversity. Both groups meet regularly and host events to which the entire community is invited (e.x. Welcome Back to School Breakfast, LatinX Graduation, Black Graduation, and guest speakers). Parents are also engaged in the District's English Learner Advisory Committee (DELAC), LCAP Advisory Committee, Board Policy Committee, and Budget Advisory Committee. In general, committees include representation of the diverse students who attend AUSD schools: English learners, students with disabilities, students of color, and students who are economically disadvantaged.

- Data from the California Schools Parent Survey, administered in 2017-2018 and 2018-2019, indicate the following:

80% of parents agreed or strongly agreed that the schools allow input and welcome parent contributions; 67% of parents agreed or strongly agreed that the schools actively seek the input of parents before making important decisions; and 87% of parents agreed or strongly agreed that they feel welcome to participate at their child's school.

The District will continue to support the active engagement and involvement of parents through various parent engagement groups. The District will also explore additional formal and informal methods for regularly soliciting feedback from parents in order to support activities that best meet their needs.

SCHOOL CLIMATE (State Priority 5)

The District has focused on equity, inclusion and social justice by providing professional development in the areas of culturally responsive teaching, trauma-informed practices, and restorative justice. The District has also continued to implement its social emotional learning and social justice competencies through professional development, family communication and student exposure and engagement. Albany Middle School and Albany High School revised their behavior matrices in order to move away from solely punitive discipline strategies.

- As reported on the California School Dashboard, the suspension rate declined by 1.1% to 2.1% in 2018.
- Data from the 2018 administration of the California Healthy Kids survey indicate the following: 84% of 5th graders reported feeling part of the school all or most of the time; 69% of 7th graders, 58% of 9th graders, and 47% of 11th graders strongly agreed or agreed that they felt like part of the school; 61% of 5th graders indicated feeling close to people at school all or most of time; 69% of 7th graders, 67% of 9th graders, and 57% of 11th graders agreed or strongly agreed that they felt close to people at their school; 92% of students in grade 5 indicated they feel safe all or most of the time; and 71% of students in grade 7, 63% of students in grade 9, and 60% of students in grade 11 strongly agreed or agreed with the statement that they feel safe at their school.

The District will continue its focus on equity, inclusion and respect for diversity through professional development and continued implementation of social emotional learning and social justice competencies.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The Albany Unified School District achieved high achievement levels in all state indicators (color-coded rating of green) on the California School Dashboard with the exception of chronic absenteeism which received an overall color-coded rating of orange.

CHRONIC ABSENTEEISM

Overall, the chronic absenteeism rate, as measured on the California School Dashboard received a color-coded rating of orange.

- The overall chronic absenteeism rate for 2017-2018 was 5.4%. This is an increase of 2.2 percentage points from the year prior.
- All student groups experienced an increase in chronic absenteeism rates with the exception of African American students.
- Students with disabilities have the highest rates of chronic absenteeism and received a color-coded rating of red on the Fall 2018 California School Dashboard.
- English learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and students identified as Two or More Races received a color-coded rating of orange.
- White and Asian students received a color-coded rating of yellow.
- African American students received a color-coded rating of green.

Next Steps = The District will continue to provide a robust attendance reporting and intervention program and will provide targeted communication, intervention and counseling/support services to students at risk of becoming identified as chronically absent. These actions are outlined specifically in Goal 2 (Actions 2.1.1, 2.1.2, and 2.1.3).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

ACADEMIC PERFORMANCE (Grades 3-8 & 11)

Overall, the performance of students on the English language arts summative assessment, as reported on the California School Dashboard, received a color-coded rating of green.

- For students with disabilities, performance on the English language arts summative assessment received a color-coded rating of orange. Students with disabilities scored an average of 35.9 points below distance from standard (standard met), and their performance declined by 12 points from the prior reporting period.

- For African American students, performance on the English language arts summative assessment was low and received a color-coded rating of orange. African American students scored an average of 9.6 points below distance from standard (standard met), and their performance declined by 21.8 points from the prior reporting period.

Next Steps = The District will provide professional development in the area of culturally responsive teaching and practices and will allocate resources for students in need of academic intervention. These steps are outlined in Goal 1 (Actions 1.1.4; 1.2.1; 1.2.2 , 1.2.3 and 1.2.4).

Overall, the performance of students on the mathematics summative assessment, as reported on the California School Dashboard, received a color-coded rating of green.

- For students with disabilities, performance on the mathematics summative assessment was medium and received a color-coded rating of orange. Students with disabilities scored an average of 55.7 points below distance from standard (standard met) and their performance declined 12.3 points from the prior reporting period.
- For African American students, performance on the mathematics summative assessment was medium and received a color-coded rating of orange. African American students scored an average of 41.4 points below distance from standard (standard met) and their performance declined by 18.3 points from the prior reporting period.

Next Steps = The District will provide professional development in the area of culturally responsive teaching and practices and will allocate resources for students in need of academic intervention. These steps are outlined in Goal 1 (Actions 1.1.4; 1.2.1; 1.2.2, 1.2.3 and 1.2.4).

Overall, the performance of students on the College/Career Indicator, as reported on the California School Dashboard, received a color-coded rating of green.

- For students identified as socioeconomically disadvantaged, performance on the College/Career Indicator received a color-coded rating of orange. The percentage of socioeconomically disadvantaged students meeting the college/career indicator was 48.4% and declined 4.6 percentage points from the prior reporting period.

Next Steps = The District will allocate staffing for Advanced Placement and Career Technical Education courses; allocate resources for students in need of academic intervention; provide counseling services; and provide mentoring services. These steps are outlined in Goal 1 (Actions 1.2.2, 1.2.3, 1.2.4, 1.5.1, 1.6.1) and Goal 2 (Actions 2.2.1, 2.2.2, 2.7.1, and 2.7.2).

ACADEMIC ENGAGEMENT

Overall, the graduation rate for all students, as reported on the California School Dashboard, was 92.5% and received a color-coded rating of green.

- For students identified as socioeconomically disadvantaged, the graduation rate was 89.2% (a decline of 2.3% from the year prior) and received a color-coded rating of orange.

Next Steps = The District will allocate resources for students in need of academic intervention; provide counseling services; provide mentoring services; and engage parents. These steps are outlined in Goal 1 (Actions 1.2.2, 1.2.3, 1.2.4, 1.5.1, 1.6.1), Goal 2 (Actions 2.2.1, 2.2.2, 2.7.1, 2.7.2) and Goal 3 (Action 3.1.1).

CONDITIONS AND CLIMATE

Overall, the suspension rate for all students, as reported on the California School Dashboard, was 2.1% (a decline of 1.1% from the year prior) and received a color-coded rating of green.

- For students identified as Two or More Races, the suspension rate was 2.8% (an increase of 0.7% from the year prior) and received a color-coded rating of orange.

Next Steps = The District will allocate resources for students in need of academic intervention; will provide counseling services; and will provide mentoring services. These steps are outlined in Goal 1 (Actions 1.2.2, 1.2.3, 1.2.4) and Goal 2 (Actions 2.2.1, 2.2.2, 2.7.1, and 2.7.2).

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will reach their fullest potential.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan #1 "Assessing and Increasing Student Success" AUSD Single Plans for Student Achievement AHS

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Priority/Metric 1a. Appropriately Credentialed Teachers, as measured by a review of valid CA credentials correlated to classroom assignments</p> <p>18-19 The District will maintain that 99-100% of the students in the District have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District will maintain that 100% of the students have access to highly-qualified and fully credentialed, and well-compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.</p>	<p>99% of students in the District had access to teachers that were appropriately assigned and fully credentialed in the subject area and for the pupils they were teaching. There was one teacher misassignment in the District.</p> <p>100% of the students had access to highly-qualified and fully credentialed, and well-compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.</p> <p>The District met its goal.</p>

Expected

Baseline

State Priority/Metric 1a.

2016-2017: 99% of the students in the district have teachers who are highly qualified, fully credentialed, and appropriately assigned in the subject area and for the pupils they are teaching.

2016-2017: 100% of the students have access to highly qualified and fully credentialed Administrators, credentialed librarians, Teaching Specialists in Literacy and Language Development, Teachers of Special Education, and highly qualified Secretaries.

Metric/Indicator

State Priority/Metric 1b. Instructional Materials as measured by annual inventory checks and adoption cycles.

18-19

100% of our TK-12 Students will have access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics.

100% of our TK-12 students will have access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.

100% of our TK-12 students will have access to some supplementary instructional materials that are aligned to the Next Generation Science Standards. (The CA State NGSS Transition Plan projects that NGSS-aligned materials will be available for review in 2018.)

The ratio of computer-to-student devices in grades 3-12 will be maintained at approximately 2 devices for every 5 students.

Baseline

2015-16: 100% of our TK-5 Students have access to Common Core State Standards-aligned instructional materials in Mathematics.

2015-2016: 100% of our K-8 students have access to Common Core State Standards-aligned instructional materials in Writing. 0% of our K-6 students have access to Common Core State Standards-aligned instructional materials in Reading/Language Arts.

2015-16: 0% of our TK-12 students have access to Next Generation Science Standards-aligned instructional materials in Science.

Actual

100% of our TK-12 Students had access to board-adopted, California State Standards-aligned instructional materials in Mathematics.

100% of our TK-12 students had access to board-adopted, California State Standards-aligned instructional materials in English-Language Arts.

100% of our TK-12 students had access to supplementary instructional materials that are aligned to the Next Generation Science Standards.

The ratio of computer-to-student devices in grades 3-12 was maintained at approximately 2 devices for every 5 students.

The District met its goal.

Expected

100% of students in grades 6-12 had access to NGSS-aligned instructional materials.

2016-17: 100% of our 6-10 students have access to Common Core State Standards-aligned instructional materials in Mathematics. (We are in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that pathway. Hence, each year, we add the next year's version of the new Integrated Math program.)

2015-16: The ratio of student-to-computer devices in 3rd through 12th grades is 2 devices to every 5 students.

Metric/Indicator

State Priority/Metric 2a: State Standards Implementation for core content areas, as measured by curriculum adoptions and professional development activities.

18-19

100% of the students in grades TK-12 will have access to CA State Standards in Math, English, and Science as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

~50% of the students in grades TK-12 will have access to the newly adopted Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

Baseline

2015-16: 100% of our students in grades TK-9 have access to CA State Standards in Math as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

2015-16: Approximately 50% of our students have access to CA State Standards in Science.

Metric/Indicator

Actual

100% of the students in grades TK-12 had access to California State Standards in Math, English, and Science as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

~50% of the students in grades TK-12 (grades 6-12) had access to the newly adopted Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.

The District met its goal.

100% of our English Language Learner students identified as Beginners, Early Intermediates, and Intermediates were provided with sheltered instructional services.

Expected

State Priority/Metric 2b: State Standards Implementation for English Language Development, as measured by curriculum adoptions, professional development activities, and specialized programs.

18-19

100% of our English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services.

100% of our English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

Baseline

2015-16: 100% of our English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates are provided with sheltered instructional services.

100% of our English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

Metric/Indicator

4a. Statewide Assessments, English and Math as measured by 3rd-8th grade performance on the Smarter Balanced Assessments.

18-19

In the 2017 administration of the Smarter Balanced Summative Assessment 78% of the students in grades 3-8 & 11 met or exceeded standards in English and 73% of the students in grades 3-8 & 11 met or exceeded standards in Math. The percentage of students meeting and exceeding standards will increase by five percentage points each year.

Baseline

2015-16: Overall, 72% of our students met or exceeded standards in English Language Arts/Literacy and 69% met or exceeded standards in Mathematics.

Metric/Indicator

4a. Statewide Assessments, Science as measured by the upcoming assessments, aligned to the Next Generation Science Standards and administered in grades 5, 8, and 10.

Actual

100% of our English Language Learners identified as Early Advanced and Advanced were provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

The District met its goal.

76% of students in grades 3-8 & 11 met or exceeded standards in English language arts.
69% of students in grades 3-8 & 11 met or exceeded standards in mathematics.

The District did not meet its goal of increasing Smarter Balanced Summative Assessment performance by five percentage points from the year prior.

The California Science Test results will be available in July 2019.

Expected

18-19

California Science Test will be operational in 2018-2019. Results from the 2019 assessment will be used to establish a baseline.

Baseline

There are no baseline assessment results available because the new assessments are being piloted and no results will be published.

Metric/Indicator

4c. Percentage of pupils completing UC/CSU requirements as measured by an analysis of the transcripts of the graduating 12th grade students.

18-19

2018-19: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.

Baseline

2014-15: 59% of students successfully completed the requirements for CSU and UC entrance.

Metric/Indicator

4d. English Language Learner Progress as measured by the CA English Language Development Test (CELDT) and the soon to be implemented CA English Language Proficiency Assessment for California (ELPAC)

18-19

95% of EL students will make progress learning English. 99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.

Baseline

2014-15: 83% of EL students made progress learning English.

Metric/Indicator

4e. English Language Learner Reclassification Rate as measured by the CA English Language Development Test (CELDT) and the upcoming "CA English Language Proficiency Assessment for California (ELPAC)," other local assessments, and staff recommendations.

18-19

65% of our EL students who will have been in US schools less than 5 years will attain English proficiency.

90% of our EL students who will have been in US schools for 5 years or more will attain English proficiency.

Actual

Data from California Department of Education's College and Career Indicator Data File indicates that 62% of high school students successfully completed the requirements for California State University (CSU) and University of California (UC) entrance.

The District did not meet its goal of 65% of high school graduates successfully completing the requirements for CSU and UC entrance.

The English Learner Progress Indicator (ELPI) was suspended for 2018 due to a transition to a new English learner test (English Learner Proficiency Assessments for California). A second year of ELPAC summative assessment results will be available in summer 2019 and information regarding English learners making progress will be available on the 2019 California School Dashboard.

84% of students enrolled in Albany schools for 5 years or more attained English proficiency.

The District met its goal.

24% of our EL students who will have been in US schools less than 5 years attained English proficiency.

82% of our EL students who will have been in US schools for 5 years or more attained English proficiency.

The District did not meet its goal.

Expected

Baseline

2014-15: 54% of our EL students who had been in US schools less than 5 years attained English proficiency.

85% of our ELs who had been in US schools for 5 years or more attained English proficiency.

Metric/Indicator

4f. Advanced Placement Exam Passage rates, as measure by the results published by the College Board.

18-19

We will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class.

We will maintain that approximately 80% of AP exams will score at 3 or better.

Baseline

2015-2016: 47% (277/ 587) 11th and 12th grader students enrolled in at least one AP course.

2015-2016: 85% of AP exams scored a 3 or better.

Metric/Indicator

4f. Advanced Placement Enrollment statistics for under represented groups, as measured by counting the number of 11th and 12th grade students who identify as African American/Black or Hispanic/Latino, including those who identify as multi-ethnic, and who are enrolled in AP coursework.

18-19

We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will increase enrollment counts for these two groups by approximately one to five percentage points.

Baseline

Advanced Placement Enrollment statistics for under represented groups 2014-2015:

39.62% (21 of 53) of African American/Black students enrolled in AP coursework

36.24% (54 of 149) of Hispanic/Latino students enrolled in AP coursework

Actual

65.36% of the high school's total 11th-12th grade enrollment enrolled in at least one AP class.

Approximately 80% of AP exams taken in 2017-2018 scored at 3 or better.

Advanced Placement examination results for 2018-2019 will be available in July 2019.

The District met its goal.

41.67% (30 of 72) Black/African American students enrolled in at least one Advanced Placement course.

41.58% (84 of 202) Hispanic/Latino students were enrolled in at least one Advanced Placement course.

The District met its goal of increasing the percentage of Black/African American and Hispanic/Latino students enrolled in at least one Advanced Placement course.

Expected

2015-2016:
54.54% (24 of 44) of African American/Black students enrolled in AP coursework
35% (49 of 140) of Hispanic/Latino students enrolled in AP coursework

2016-2017:
68.29% (28 of 41) of African American/Black students enrolled in AP coursework
29.14% (44 of 151) of Hispanic/Latino students enrolled in AP coursework

Metric/Indicator

4g. Early Assessment Program, as measured by 11th grade student performance on the Smarter Balanced Assessments in English and Math.

18-19

We are projecting at least 75% of students to meet or exceed standards in both English and Math.

Baseline

2015-2016 English:

60% of students exceeded standards, which translates to "Ready"

24% of students met standards, which translates to "Conditionally Ready."

2015-2016 Mathematics:

46% of students exceeded standards, which translates to "Ready"

30% of students met standards, which translates to "Conditionally Ready."

Metric/Indicator

7a: Broad Course of study, as measured by middle and high school student access to core classes and elective offerings.

18-19

100% of our 6-8th Grade students will continue to have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.

100% of our 9th-12th Grade students will continue to have access to all University of California "a-g subject course requirements," and up to two elective/enrichment courses per semester term.

Baseline

Actual

42% of 11th grade students exceeded standards in English language arts, which translates to "Ready"
30% of 11th grade students met standards in English language arts, which translates to "Conditionally Ready."

44% of 11th grade students exceeded standards in mathematics, which translates to "Ready"
25% of 11th grade students met standards in mathematics, which translates to "Conditionally Ready."

The District did not meet its goal of ensuring 75% of 11th grade students met or exceeded standards in both English language arts and mathematics.

100% of our 6-8th Grade students had access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.

100% of our 9th-12th Grade students had access to all University of California "a-g subject course requirements," and up to two elective/enrichment courses per semester term.

The District met its goal.

Expected

100% of our 6-8th Grade students have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.

100% of our 9th-12th Grade students have access to all University of California "a-g subject course requirements," and up two elective/enrichment courses per semester term.

Metric/Indicator

7b: Programs and services developed and provided to English Language Learners, Low-Socioeconomic, and Foster Youth, as measured by student access to specialized services.

18-19

100% of our students in K-12th grades identified through the English Learner Proficiency Assessments for California as Beginner, Early Intermediate, and Intermediate will continue to be provided with additional specialized services appropriate to their needs.

Baseline

100% of our students in K-12th grades identified through the CELDT as Beginner, Early Intermediate, and Intermediate are provided with additional specialized services appropriate to their needs.

Metric/Indicator

7c: Programs and services developed and provided to individuals with exceptional needs, as measured by student access to Special Education and 504 plan assessment and instructional services.

18-19

100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

Baseline

100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes are provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

Metric/Indicator

State Priority/Metric 8: Other Student Outcomes, as measured by completing a multi-disciplinary project; the 8th grade "I-SEARCH program and the 9th grade "Renewal Debate" program.

Actual

100% of our students in K-12th grades identified through the English Learner Proficiency Assessments for California as Beginner, Early Intermediate, and Intermediate were provided with additional specialized services appropriate to their needs.

The District met its goal.

100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes were provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.

The District met its goal.

99% of our 8th Grade Students (~300) successfully completed a multi-disciplinary, extended learning project (also known as the "I-Search").

99% of our 9th Grade Students (~300) successfully completed a multi-disciplinary, extended learning project (also known as the "Debate Project").

Expected

18-19

We will maintain that 98% of our 8th Grade Students (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").

We will maintain that 97% of our 9th Grade Students (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "Debate Project").

Baseline

2016-2017 (99)% of 8th grade students successfully completed a multi-disciplinary, extended learning project (also known as the "I-Search").

2016-2017 96% of our 9th Grade Students successfully completed a multi-disciplinary, extended learning project (also known as the "Debate Project").

Actual

The District met its goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.1: We will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. We will review and adopt California Standards-based curriculum materials.	Action 1.1: We implemented the California Standards in English, English Language Development, Math, Science, and History/Social Studies. We reviewed and adopted California Standards-based curriculum materials.	1000-1999: Certificated Personnel Salaries Base \$616,337	1000-1999: Certificated Personnel Salaries Base \$620,317
		3000-3999: Employee Benefits Base \$176,624	3000-3999: Employee Benefits Base \$180,592
		4000-4999: Books And Supplies Parcel Tax \$25,000	4000-4999: Books And Supplies Parcel Tax \$57,612
		5000-5999: Services And Other Operating Expenditures Supplemental \$32,000	5000-5999: Services And Other Operating Expenditures Supplemental \$25,164
Services: 1.1.1 We will staff, train, and support 3 FTE TK-5 Teachers on Special Assignment to provide coaching and to facilitate planning and collaboration with staff. We	Services: 1.1.1 We staffed, trained, and supported 3 FTE TK-5 Teachers on Special Assignment to provide coaching and facilitate planning and collaboration with staff. We		

will staff, train, and support 0.2 FTE Secondary Teachers on Special Assignment to facilitate school climate initiatives.

1.1.2 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

1.1.3 We will support the newly adopted materials for reading and language arts in grades TK-5.

1.1.4 We will provide professional development in Culturally Responsive Teaching and Practices.

staffed, trained, and supported 0.2 FTE Secondary Teachers on Special Assignment to facilitate school climate initiatives at Albany High School.

1.1.2 We collaboratively planned professional development to include district-wide professional development days and Wednesday collaboration time.

1.1.3 We supported the newly adopted materials for reading and language arts in grades TK-5.

1.1.4 We provided professional development in Culturally Responsive Teaching and Practices.

4000-4999: Books And Supplies Supplemental \$138

1000-1999: Certificated Personnel Salaries Supplemental \$76,000

1000-1999: Certificated Personnel Salaries Supplemental \$76,000

3000-3999: Employee Benefits Supplemental \$22,251

3000-3999: Employee Benefits Supplemental \$22,251

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.	Action 1.2: We provided academic intervention for students who struggle in English and Math and are identified according to need using standards-based assessments and those who are identified are unduplicated pupils. This was also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.	1000-1999: Certificated Personnel Salaries Supplemental \$397,139	1000-1999: Certificated Personnel Salaries Supplemental \$389,761
		1000-1999: Certificated Personnel Salaries Title I \$66,187	1000-1999: Certificated Personnel Salaries Title I \$66,186
		2000-2999: Classified Personnel Salaries Supplemental \$22,213	2000-2999: Classified Personnel Salaries Supplemental \$26,578
		3000-3999: Employee Benefits Supplemental \$214,321	3000-3999: Employee Benefits Supplemental \$163,203
Services: 1.2.1 We will staff Intervention Specialists (4.77 FTE) to provide	Services: 1.2.1 We staffed Intervention Specialists (4.77 FTE) to provide	3000-3999: Employee Benefits Title I \$36,493	3000-3999: Employee Benefits Title I \$32,880

research-based instructional strategies.

1.2.2 We will provide course sections of ELA and Math at the Secondary Schools (2.0 FTE) to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

research-based instructional strategies. We allocated Supplemental funding to elementary sites to provide intervention to students nearly meeting and not meeting standards on the mathematics Smarter Balanced Summative assessment.

1.2.2 We provided course sections of English language arts and mathematics at the Albany Middle School and Albany High School (2.0 FTE) to provide research-based intervention instruction that supports core access to California State Standards.

1.2.3 We provided the FLEX Program to offer mentoring, intervention, and tutoring to students at Albany High and MacGregor High Schools who struggle to meet California State Standards.

4000-4999: Books And Supplies Supplemental \$14,364

4000-4999: Books And Supplies Title I \$12,653

4000-4999: Books And Supplies Supplemental \$11,479

1000-1999: Certificated Personnel Salaries CA Standards One-Time Allocation \$6,059

3000-3999: Employee Benefits CA Standards One-Time Allocation \$1,282

2000-2999: Classified Personnel Salaries CA Standards One-Time Allocation \$1,651

4000-4999: Books And Supplies CA Standards One-Time Allocation \$191

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.3: We will provide English Language Development Programs for students who are identified as English Learners.	Action 1.3: We provided English Language Development Programs for students who are identified as English learners.	1000-1999: Certificated Personnel Salaries Supplemental \$468,759	1000-1999: Certificated Personnel Salaries Supplemental \$438,929
Services: 1.3.1: We will staff English Language Development Specialists (7.4 FTE) TK-12.	Services: 1.3.1: We staffed English Language Development Specialists (7.4 FTE) TK-12.	1000-1999: Certificated Personnel Salaries Federal Funds \$96,573	1000-1999: Certificated Personnel Salaries Federal Funds \$96,571
		3000-3999: Employee Benefits Federal Funds \$45,043	3000-3999: Employee Benefits Federal Funds \$43,952

1.3.2: We will administer the English Language Proficiency Assessments for California (ELPAC) in late summer and/or early in the school year so that instructional services can begin as soon as possible.	1.3.2: We administered the English Language Proficiency Assessments for California (ELPAC) in order to determine class placement and needed supports for English learners.	2000-2999: Classified Personnel Salaries Supplemental \$16,988	2000-2999: Classified Personnel Salaries Supplemental \$14,349
1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.	1.3.3: We did not review and purchase curriculum aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.	3000-3999: Employee Benefits Supplemental \$254,063	3000-3999: Employee Benefits Supplemental \$231,651
1.3.4: We will provide Professional Development to ELD and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.	1.3.4: We provided Professional Development to ELD and General Education Teachers in the areas of California State Standards and Language Development instructional strategies.	1000-1999: Certificated Personnel Salaries Base \$2,800	1000-1999: Certificated Personnel Salaries Base \$3000
1.3.5: We will provide a summer "bridge" program for 5th grade English learners who are transitioning to the middle school.	1.3.5: We provided a summer "bridge" program for 4th and 5th grade English learners transitioning to the middle school.	3000-3999: Employee Benefits Base \$574	3000-3999: Employee Benefits Base \$683
		4000-4999: Books And Supplies Supplemental \$46,500	4000-4999: Books And Supplies Supplemental \$20,041
		4000-4999: Books And Supplies Federal Funds \$4,218	4000-4999: Books And Supplies Base \$4,886
			5000-5999: Services And Other Operating Expenditures Supplemental \$1,050

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.4: We will provide project-based, cross-disciplinary extended learning opportunities in our instruction.	Action 1.4: We provided project-based, cross-disciplinary extended learning opportunities in our instruction.	4000-4999: Books And Supplies Base \$5,000	1000-1999: Certificated Personnel Salaries Parcel Tax \$3,102
Services: 1.4.1: We will provide professional development to teachers on how to provide instruction in research,	Services: 1.4.1: We provided professional development to teachers on how to provide instruction in research,		3000-3999: Employee Benefits Parcel Tax \$495

reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: We will purchase instructional materials and supplies.

reading for information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: We purchased instructional materials and supplies.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.5: We will provide Career Technical Education Programs.	Action 1.5: We provided Career Technical Education Programs.	1000-1999: Certificated Personnel Salaries Base \$67,699	1000-1999: Certificated Personnel Salaries Base \$67,699
Services: 1.5.1: We will staff and train teachers (5.0 FTE).	Services: 1.5.1: We staffed and trained teachers (5.0 FTE).	1000-1999: Certificated Personnel Salaries CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$210,572	1000-1999: Certificated Personnel Salaries CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$180,338
1.5.2: We will purchase materials and supplies, including specialized equipment.	1.5.2: We purchased materials and supplies, including specialized equipment.	1000-1999: Certificated Personnel Salaries Parcel Tax \$102,375	1000-1999: Certificated Personnel Salaries Parcel Tax \$75,405
		3000-3999: Employee Benefits Base \$35,610	3000-3999: Employee Benefits Base \$36,400
		3000-3999: Employee Benefits CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$100,216	3000-3999: Employee Benefits CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$82,409
		3000-3999: Employee Benefits Parcel Tax \$50,851	3000-3999: Employee Benefits Parcel Tax \$38,425
		4000-4999: Books And Supplies CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$30,000	4000-4999: Books And Supplies CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$20,705
		6000-6999: Capital Outlay Other \$55,000	6000-6999: Capital Outlay Base \$51,669

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.6: We will provide Advanced Placement Courses in Math, Science, Humanities, and other departments.	Action 1.6: We provided Advanced Placement Courses in Math, Science, Humanities, and other departments.	1000-1999: Certificated Personnel Salaries Base \$402,000	1000-1999: Certificated Personnel Salaries Base \$433,083
Services: 1.6.1: We will staff and train teachers.	Services: 1.6.1: We staffed and trained teachers.	3000-3999: Employee Benefits Base \$216,795	3000-3999: Employee Benefits Base \$218,328

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.7: We will provide a Visual and Performing Arts (VAPA) program for students in grades K-12.	Action 1.7: We provided a Visual and Performing Arts (VAPA) program for students in grades 1-12.	1000-1999: Certificated Personnel Salaries Base \$179,744	1000-1999: Certificated Personnel Salaries Base \$194,863
Services: 1.7.1: We will provide music instruction to all students in grades 1-5 and music electives in grades 6-12 (4.55 FTE).	Services: 1.7.1: We provided music instruction to all students in grades 1-5 and music electives in grades 6-12 (4.55 FTE).	1000-1999: Certificated Personnel Salaries Parcel Tax \$373,746	1000-1999: Certificated Personnel Salaries Parcel Tax \$359,809
1.7.2: We will provide visual arts electives in grades 7-12 (1.5 FTE).	1.7.2: We provided visual arts electives in grades 7-12 (1.5 FTE).	3000-3999: Employee Benefits Base \$81,931	3000-3999: Employee Benefits Base \$89,440
1.7.3: We will provide performing arts electives in grades 7-12 (1.5 FTE).	1.7.3: We provided performing arts electives in grades 7-12 (1.5 FTE).	3000-3999: Employee Benefits Parcel Tax \$181,472	3000-3999: Employee Benefits Parcel Tax \$157,472

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Action 1.8: We will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: We will maintain technology staff (4.0 FTE) to update and maintain hardware and software and provide program support districtwide.

1.8.2: We will maintain and refresh current computer devices for student and staff use.

1.8.3 We will provide professional development related to the integration of technology into classroom instruction.

Action 1.8: We provided access to technology for students and staff to support learning and assessment.

Services:

1.8.1: We maintained technology staff (4.0 FTE) to update and maintain hardware and software and provide program support districtwide.

1.8.2: We maintained and refreshed current computer devices for student and staff use.

1.8.3 We provided professional development related to the integration of technology into classroom instruction.

2000-2999: Classified Personnel Salaries Base \$293,985

3000-3999: Employee Benefits Base \$171,422

4000-4999: Books And Supplies Base \$62,000

5000-5999: Services And Other Operating Expenditures Base \$108,000

5000-5999: Services And Other Operating Expenditures Base \$15,000

5000-5999: Services And Other Operating Expenditures Parcel Tax \$5,000

2000-2999: Classified Personnel Salaries Base \$297,326

3000-3999: Employee Benefits Base \$176,917

4000-4999: Books And Supplies Base \$116,941

5000-5999: Services And Other Operating Expenditures Base \$9,152

1000-1999: Certificated Personnel Salaries Parcel Tax \$405

3000-3999: Employee Benefits Parcel Tax \$83

Action 9

Planned Actions/Services

Action 1.9: We will provide library programs to students and staff to support learning.

Services:

1.9.1: We will staff fully credentialed librarians (5.0 FTE).

1.9.2: We will staff qualified library technicians (0.65FTE).

Actual Actions/Services

Action 1.9: We provided library programs to students and staff to support learning.

Services:

1.9.1: We staffed fully credentialed librarians (5.0 FTE).

1.9.2: We staffed qualified library technicians (0.65FTE).

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Parcel Tax \$429,595

2000-2999: Classified Personnel Salaries Parcel Tax \$17,992

3000-3999: Employee Benefits Parcel Tax \$191,986

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Parcel Tax \$431,559

2000-2999: Classified Personnel Salaries Parcel Tax \$20,921

3000-3999: Employee Benefits Parcel Tax \$200,975

Action 10

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Action 1.10 We will attract and retain a highly qualified and diverse staff.	Action 1.10 We attracted and retained a highly qualified and diverse staff.	1000-1999: Certificated Personnel Salaries Title II \$32,000	1000-1999: Certificated Personnel Salaries Title II \$22,874
Services: 1.10.1 We will recruit for positions using multiple strategies for communicating and networking.	Services: 1.10.1 We recruited for positions using multiple strategies for communicating and networking.	3000-3999: Employee Benefits Title II \$6,544	3000-3999: Employee Benefits Title II \$3,638
1.10.2 We will provide a Beginning Teacher Support and Assessment Program (now known as Induction) for teachers who need to clear their preliminary credentials.	1.10.2 We provided an Induction program for teachers who needed to clear their preliminary credentials.	5000-5999: Services And Other Operating Expenditures Title II \$400	5000-5999: Services And Other Operating Expenditures Title II \$7,299
		5000-5999: Services And Other Operating Expenditures Title II \$9,467	5000-5999: Services And Other Operating Expenditures Title II \$30,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District made significant progress in implementing the actions/services of LCAP Goal 1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will reach their fullest potential.

Action 1.1: The 3.0 FTE TK-5 Teachers on Special Assignment facilitated the procurement and distribution of robust grade level and schoolwide libraries to support the implementation of the Units of Study in Reading curriculum. The District maintained its focus on Culturally Responsive Teaching and Practices by contracting with several consultants to provide professional development in the areas of social justice, anti-bias education and trauma informed practices. The 0.2 FTE secondary teacher on special assignment provided great support to the high school in the coordination and facilitation of Challenge Day, the implementation of the District's social emotional learning/social justice competencies, and schoolwide activities assemblies and events, etc..

Action 1.2: The 4.77 FTE Intervention Specialists met regularly throughout the school year to discuss districtwide systems and resources needed to implement a cohesive reading intervention program. Additionally, the Reading Specialists collaborated with the TK-5 Teachers on Special Assignment and general education teachers to support the District's ongoing efforts to implement a Reading Assessment Plan and ensure compliance with AB 1369.

Action 1.3: The District was able to offer its summer bridge program to students identified as potential long-term English learners entering middle school as well as provide summer bridging activities to students identified as Black African American and Hispanic/Latino.

Action 1.4: The District supported project-based, cross-disciplinary extended learning opportunities for students districtwide.

Action 1.5: The District made significant investment in the District's Career Technical Education program by purchasing equipment and supplies in anticipation of a new CTE wing currently under construction at Albany High School.

Action 1.6: The District staffed Advanced Placement courses at Albany High School.

Action 1.7: The District provided a robust visual and performing arts program.

Action 1.8: The District provided access to technology for all students districtwide.

Action 1.9: The District staffed full time teacher librarians at all elementary and secondary school sites.

Action 1.10: The District recruited for classified and certificated positions throughout the school year as vacancies arose and provided an Induction program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Preliminary Smarter Balanced Summative assessment results for 2018-2019 will be available in late June 2019 and will be included in the final draft of the LCAP presented for Board approval on June 25, 2019.

English Learner Proficiency Assessments for California for 2018-2019 will be available in summer 2019.

Advanced Placement examination results for 2018-2019 will be available in summer 2019.

As reported on the California School Dashboard, the graduation rate for Albany High School was 92.9% and increased minimally (0.2%) from the prior year reported.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In the area of reviewing and purchasing curriculum aligned with the new CA English Language Arts/English Language Development Standards and Frameworks, the District made little progress as District-wide efforts were focused on implementing the new Reading curriculum implemented at the end of the 2017-2018 school year as well as implementing the initial and summative English Learner Proficiency Assessments for California (ELPAC).

Material differences between budgeted and actual expenditures related to salaries and benefits are the result of actual staff hired and retained and actual compensation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned to this goal or annual expected outcomes; with the exception of Action 1.8.1 where due to the District's structural deficit, technology staffing has been decreased by one (1) FTE for the 2019-2020 school year.

An assessment of the budgeted expenditures for Action 1.1.4 and 1.3.3 resulted in a reallocation of Supplemental funds to support efforts to decrease Chronic Absenteeism (Goal 2).

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions. We will review, refine and implement Social-Emotional and Behavioral Interventions, support programs and policies to reflect current research and best practices. We will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities: Albany Strategic Plan Two "Supporting the Whole Child" AUSD Single Plans for Student Achievement

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

18-19

Average Daily Attendance Rates will remain above 95%.

Baseline

State Priority/Metric 5a-e: Pupil Engagement:

5a School Attendance Rates

2016-2017 Average Daily Attendance Rate is ~94%.

Actual

To date, the District's average daily attendance rate is 96.51%

The District is currently meeting its goal.

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

As reported on the 2018 California School Dashboard, the District's chronic absenteeism rate is 5.4%.

Year-to-date data from the District's student information system, Aeries, shows that 123 students enrolled in grade TK-8 are identified as chronically

Expected

18-19

Chronic Absence Rates will remain below 5%.

Baseline

2016-17 Moderately Chronic Absenteeism (missing between 10% and 19.99% of the school year) = 1.5%

2016-17 Severely Chronic Absenteeism (missing more than 20% of the school year) = 5%

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

18-19

The Middle School Drop-Out rate will be 0%.

Baseline

2015-16 = 0% (0 students)

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

18-19

5d: The High School Drop-Out rates will remain below 5%.

Baseline

2015-16 = 4.8% (15 students)

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

18-19

5e: The High School Graduation rate will be above 95%.

Baseline

2015-16 93.3%

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

Actual

absent. The total enrollment of all students is 2528. The year-to-date chronic absenteeism rate is 4.8%.

The District is currently meeting this goal.

There was a total of one (1) middle school dropout as reported for 2016-2017 (the most recent year for which data is available). Data available through Data Quest does not provide a middle school drop out rate; neither is a middle school dropout calculation provided in the state priorities and rate calculation instructions.

As there was one (1) dropout in 2016-2017, the District did not meet its goal of maintaining a 0% middle school drop out rate.

There were a total of six (6) dropouts reported for the 2016-2017 school year (the most recent year for which data is available). The dropout rate for high school was 0.5%.

The District met its goal.

Albany High School's graduation rate as reported on the 2018 California School Dashboard was 92.5%.

The District did not meet its goal of maintaining a 95% graduation rate.

The suspension rate for Albany High School as reported in 2017-2018 is 0.9%.

The District met its goal.

Expected

18-19

6a: The High School Suspension rates will remain below 4%.

Baseline

Albany High School Pupil Suspension Rate

2015-16: 2.3% (17 suspensions)

MacGregor Continuation High School Pupil Suspension Rate

2015-16: 5.8% (1 suspension)

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

18-19

6b: The High School Expulsion rates will remain below 1%

Baseline

Albany High School Pupil Expulsion Rate

2014-15: 0.2%

6b MacGregor Continuation High School Pupil Expulsion Rate

2014-15: 0%

Metric/Indicator

State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.

18-19

6c: We will have administered the CA Healthy Kids Survey in spring, 2018. We will review the data and establish goals during fall 2018.

Baseline

95% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of School Connectedness.

78% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of Meaningful Participation.

Actual

During the 2017-2018 and 2018-2019 school years, there were no expulsions at Albany High School.

The District met its goal.

The CA Healthy Kids Survey was administered during the 2018-2019 school year.

No annual measurable objectives were established for 2018-2019. AMO's will be established for 2019-2020

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.1: We will provide a robust attendance reporting and intervention program.	Action 2.1: We provided a robust attendance reporting and intervention program.	2000-2999: Classified Personnel Salaries Base \$135,466	2000-2999: Classified Personnel Salaries Base \$130,965
Services: 2.1.1: We will identify students at-risk of "severe chronic (>20%)" and "moderate (between 10% and 19.99%)" absence rates.	Services: 2.1.1: We identified students at-risk of "severe chronic (>20%)" and "moderate (between 10% and 19.99%)" absence rates.	2000-2999: Classified Personnel Salaries Parcel Tax \$100,977	2000-2999: Classified Personnel Salaries Parcel Tax \$95,015
2.1.2: We will intervene with site and District level communication and counseling services.	2.1.2: We intervened with site and District level communication and counseling services.	3000-3999: Employee Benefits Base \$78,698	3000-3999: Employee Benefits Base \$89,994
2.1.3: We will staff and train classified clerical staff for every school site and at the district office (6.85 FTE).	2.1.3: We staffed and trained classified clerical staff for every school site and at the district office (6.85 FTE).	3000-3999: Employee Benefits Parcel Tax \$106,371	3000-3999: Employee Benefits Parcel Tax \$84,351
		5000-5999: Services And Other Operating Expenditures Base \$6,000	5000-5999: Services And Other Operating Expenditures Base \$5,550
		4000-4999: Books And Supplies Parcel Tax \$6,790	4000-4999: Books And Supplies Parcel Tax \$106

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.2: We will provide counseling services for academic and intervention to students in grades 6-12th.	Action 2.2: We provided counseling services for academic and intervention to students in grades 6-12th.	1000-1999: Certificated Personnel Salaries Parcel Tax \$402,096	1000-1999: Certificated Personnel Salaries Parcel Tax \$408,081
Services: 2.2.1: We will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.	Services: 2.2.1: We staffed and trained counselors for Albany Middle, Albany High, and MacGregor High Schools.	3000-3999: Employee Benefits Parcel Tax \$211,836	3000-3999: Employee Benefits Parcel Tax \$218,840
AMS: 6-8: 1.5 Counselors AHS: 9-12: 3.6 Counselors MAC: 10-12: 0.4 FTE Counselors	AMS: 6-8: 1.5 Counselors AHS: 9-12: 3.6 Counselors MAC: 10-12: 0.4 FTE Counselors	5000-5999: Services And Other Operating Expenditures Parcel Tax \$5,000	

2.2.2: We will provide counselors with program funds, training and professional development.

2.2.2: We offered counselors program funds, training and professional development.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.3: We will provide a School Social Worker and Mental Health services programs.	Action 2.3: We provided a School Social Worker and Mental Health services programs.	1000-1999: Certificated Personnel Salaries Supplemental \$40,455	1000-1999: Certificated Personnel Salaries Supplemental \$40,454
Services: 2.3.1: We will staff Mental Health Specialists (1.0 FTE).	Services: 2.3.1: We staffed Mental Health Specialists (1.0 FTE).	1000-1999: Certificated Personnel Salaries Parcel Tax \$138,206	1000-1999: Certificated Personnel Salaries Parcel Tax \$138,205
2.3.2: We will contract with a coordinator of Mental Health programs who will supervise Interns.	2.3.2: We contracted with a coordinator of Mental Health programs who supervised Interns.	3000-3999: Employee Benefits Supplemental \$24,343	3000-3999: Employee Benefits Supplemental \$24,664
2.3.3: We will staff a School Social Worker (0.6 FTE).	2.3.3: We staffed a School Social Worker (0.6 FTE).	3000-3999: Employee Benefits Parcel Tax \$43,096	3000-3999: Employee Benefits Parcel Tax \$48,595
		5000-5999: Services And Other Operating Expenditures Parcel Tax \$12,000	5000-5999: Services And Other Operating Expenditures Parcel Tax \$11,000
			2000-2999: Classified Personnel Salaries Parcel Tax \$46,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.4: We will provide all students with schools that maintain a safe, inclusive, and positive climate.	Action 2.4: We provided all students with schools that maintain a safe, inclusive, and positive climate.	1000-1999: Certificated Personnel Salaries Parcel Tax \$60,395	1000-1999: Certificated Personnel Salaries Parcel Tax \$57,136
Services:	Services:	3000-3999: Employee Benefits Parcel Tax \$28,666	3000-3999: Employee Benefits Parcel Tax \$28,450

2.4.1: We will provide a part-time Safe & Inclusive Schools Coordinator (0.6 FTE).

2.4.2: We will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.4.3: We will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: We will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: We will review curriculum so that issues of equity and inclusion are considered and so that students learn social justice competencies.

2.4.6: We will provide professional development to all staff so that issues of equity and inclusion are strengthened and so that staff learn how to teach social justice competencies.

2.4.1: We provided a part-time Safe & Inclusive Schools Coordinator (0.6 FTE).

2.4.2: We coordinated programs including the Elementary Conflict Managers, Albany Middle School Safe School Ambassadors, Albany High School Advisory, and Associated Student Body.

2.4.3: We taught curriculum specific to character building, social-emotional growth, and empowerment including Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: We provided clubs and extracurricular activities so that students engaged with activities to broaden their interests.

2.4.5: We reviewed curriculum so that issues of equity and inclusion were considered and students learned about social justice competencies.

2.4.6: We provided professional development to all staff so that issues of equity and inclusion were strengthened and so that staff learned how to teach social justice competencies.

4000-4999: Books And Supplies
Parcel Tax \$5,000

4000-4999: Books And Supplies
Parcel Tax \$3,510

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.5: We will provide an athletics program for students in grades 4-12.	Action 2.5: We provided an athletics program for students in grades 4-12.	1000-1999: Certificated Personnel Salaries Parcel Tax \$50,638	1000-1999: Certificated Personnel Salaries Parcel Tax \$126,869
Services: 2.5.1: We will staff an Athletics Director (0.8 FTE) to coordinate programs.	Services: 2.5.1: We staffed an Athletics Director to coordinate programs.	2000-2999: Classified Personnel Salaries Parcel Tax \$150,000	2000-2999: Classified Personnel Salaries Parcel Tax \$60,000
2.5.2: We will staff Athletics Coaches.	2.5.2: We staffed Athletics Coaches.	3000-3999: Employee Benefits Parcel Tax \$69,735	3000-3999: Employee Benefits Parcel Tax \$26,866
2.5.3: We will provide equipment, supplies, and transportation.	2.5.3: We provided equipment, supplies, and transportation.	5000-5999: Services And Other Operating Expenditures Parcel Tax \$40,000	5000-5999: Services And Other Operating Expenditures Parcel Tax \$40,000
		4000-4999: Books And Supplies Parcel Tax \$5,000	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.6: We will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.	Action 2.6: We provided a Physical Education program so that all students engaged in physical activity that kept them healthy and engaged in school.	1000-1999: Certificated Personnel Salaries Base \$544,108	1000-1999: Certificated Personnel Salaries Base \$517,286
Services: 2.6.1: We will staff credentialed Physical Education teachers for every school site (11.1 FTE).	Services: 2.6.1: We staffed credentialed Physical Education teachers for every school site (11.1 FTE).	1000-1999: Certificated Personnel Salaries Parcel Tax \$320,872	1000-1999: Certificated Personnel Salaries Parcel Tax \$325,466
		3000-3999: Employee Benefits Base \$229,171	3000-3999: Employee Benefits Base \$217,257
		3000-3999: Employee Benefits Parcel Tax \$156,697	3000-3999: Employee Benefits Parcel Tax \$147,740

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Action 2.7: We will staff specific counselors to provide services to struggling and at-risk students.

Action 2.7.1

We will staff counselors to provide services to struggling and at-risk students:

AHS 0.2 FLEX Counselor
AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

Action 2.7: We staffed specific counselors to provide services to struggling and at-risk students.

Action 2.7.1

We staffed counselors to provide services to struggling and at-risk students:

AHS 0.2 FLEX Counselor
AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

1000-1999: Certificated
Personnel Salaries Supplemental
\$67,014

3000-3999: Employee Benefits
Supplemental \$24,296

1000-1999: Certificated
Personnel Salaries Supplemental
\$67,013

3000-3999: Employee Benefits
Supplemental \$24,945

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action 2.1. The District made efforts to address absenteeism, chronic absenteeism and truancy by providing training for clerical staff in attendance reporting procedures and collaborated with site administrators to review and refine the School Attendance Review Team and School Attendance and Review Board processes. SARB meetings were held regularly and site and district office administrators attended professional development regarding strategies to address chronic absenteeism.

Action 2.2: The District provided counselors at Albany Middle School and Albany High School and MacGregor High School.

Action 2.3. The District continued to offer a robust mental health program by staffing full time academic counselors and mental health counselors for students in grades 6 to 12. Data regarding the effectiveness of this program is collected and reported at the end of each school year. The report for year end 2017-2018 reflects the following services were provided at Albany Middle School, Albany High School and MacGregor High:

- 313 students were served at Albany Middle, Albany High and MacGregor High Schools.
- These students and their family members made 3,166 physical visits to the mental health program (102 of these visits by parents/caregivers).
- Of the 313 students, 109 (or 35%) participated in ongoing Individual therapy, and 36 (11%) in four student groups. The remainder of students received referrals or consultations, had brief crisis interventions, dropped-in for services as needed, or were case managed for specific needs.
- 20 students were provided treatment or referral for significant substance abuse issues.

Action 2.4: In the area of professional development, site administrators participated in Restorative Justice training, School Attendance and Review Board training, and secondary sites revised their behavior matrices to reflect a shift away from punitive disciplinary consequences in favor of restorative practices. Both matrices were reviewed and approved by the District's Governing Board.

Action 2.5: The District provided an athletics program.

Action 2.6: The District provided a physical education program.

Action 2.7: The District staffed at-risk counselors.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance: The District's current average daily attendance rate (as reported in Aeries) is 96.51%. The 2017-2018 average daily attendance rate (as reported in Aeries) was 96.58%.

Suspension Rate: Suspension rates, particularly at the secondary level continue to decline. As reported on the California School Dashboard, the suspension rate at Albany High School was 0.9% and declined by 2.6% from the prior reporting year. At Albany Middle School, the suspension rate, as reported on the California School Dashboard, was 5.7% and declined by 1.4%.

Physical Fitness Testing: According to Data Quest PFT results for 2017-2018, 92% of students in grade 5 scored in the healthy fitness zone on at least 4 of 6 standards, 76% of students in grade 7 scored in the healthy fitness zone on at least 4 of 6 standards, and 78% of students in grade 9 scored in the healthy fitness zone on at least 4 of 6 standards.

California Healthy Kids Survey: During the 2017-2018 school year, the California Healthy Kids Survey was administered to students in grades 5, 7, 9 and 11. The following are key findings from the survey (as reported on the California School Dashboard Local Indicator for School Climate):

- When asked about the extent to which students felt a part of the school, 84% of 5th graders reported feeling part of the school all or most of the time. 69% of 7th graders, 58% of 9th graders, and 47% of 11th graders strongly agreed or agreed that they felt like part of the school.
- When asked about feeling close to people at the school, 61% of 5th graders indicated feeling close to people at school all or most of time, 69% of 7th graders, 67% of 9th graders, and 57% of 11th graders agreed or strongly agreed that they felt close to people at their school.
- When asked about feeling safe at school, 92% of students in grade 5 indicated they feel safe all or most of the time. In grades 7, 9 and 11, 71% of students in grade 7, 63% of students in grade 9, and 60% of students in grade 11 strongly agreed or agreed with the statement that they feel safe at their school.
- When student responses to feeling safe or very safe at school were dis-aggregated by ethnicity and grade level, Asian students reported the highest rates of feeling safe or very safe at school. 78% of Asian students in grade 7 reported feeling safe or very safe at school compared to 76% in grade 9 and 76% in grade 11. Students identifying as Hispanic/Latino and

Two or More Races reported the lowest overall rates of feeling safe or very safe at school. Among Hispanic/Latino students, 67% in grade 7, 60% in grade 9, and 55% in grade 11 reported feeling safe or very safe at school. Among students identifying as Two or More Races, 70% of 7th graders, 56% of 9th graders, and 57% of 11th graders reported feeling safe or very safe at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 2.1, \$6790 and in Action 2.2, \$5000 was budgeted to support attendance training and counselor professional development. While the training occurred, funds were not fully expended as training occurred without a need for substitute clerical staff. Counselor professional development occurred; however, site funds were used to cover associated costs.

Material differences between budgeted and actual expenditures related to salaries and benefits are the result of actual staff hired and retained and actual compensation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Data from the California School Dashboard indicates a clear need to address increasing rates of chronic absenteeism districtwide. As a result, additional funds have been allocated to Action 2.1.2 to provide increased Districtwide communication and targeted intervention to decrease chronic absenteeism rates.

Action 2.4.6 will be discontinued as Action 1.1.4 and Action 3.1.6 address professional development in the areas of equity, inclusion, diversity, and culturally responsive teaching.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal #3: All Stakeholders will Collaborate and Communicate about decisions that guide the sites and the district.
We will collaboratively plan professional development and meeting time that responds to current needs.
We will make proactive and effective decisions.
We will communicate effectively throughout the district.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
Local Priorities: Albany Strategic Plan One "Assessing and Increasing Student Success" AUSD Single Plans for Student

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Priority/Metric 1c: School Facilities as measured by: levels of cleanliness, rates of maintenance and repair, adequacy of space in relation to enrollment, design of space in relation to quality instruction, and safety.</p> <p>18-19 The District will maintain that 100% of our schools will be clean and safe.</p> <p>The District will continue to work on short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects.</p> <p>The District will continue to work on short- and long-term plans for new construction. The District will maintain that 100% of our school sites have temporary portable buildings to alleviate overcrowding.</p>	<p>The District maintained that 100% of our schools are clean and safe as measured using the Facilities Inspection Tool.</p> <p>The District continued to work on short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of State Architects.</p> <p>The District continued to work on short- and long-term plans for new construction. The District maintained that 100% of our school sites have temporary portable buildings to alleviate overcrowding.</p> <p>The District met its goal.</p>

Expected

Baseline

2016-17: 100% of our schools are clean and maintained, but repairs are needed in several areas.

2016-17: 66% (4 out of 6) of our schools are earthquake safe as measured by the Division of the State Architect. 33% (2 out of 6) are seismically deficient as measured by the Division of the State Architect.

2016-17: 100% of our school sites are overcrowded and have temporary portable buildings to alleviate overcrowding.

Metric/Indicator

State Priority/Metric 3a: Parental Input in Making Decisions as measured by:

School Site Council activity and membership, Parent-Teacher Association activity and membership, quantity of parent and community volunteer programs, and the presence of parent engagement teams for African American and Hispanic ethnic groups.

18-19

The District will maintain that 100% of our schools have active School Site Councils composed of parents and staff.

The District will maintain that 100% of our schools have active Parent-Teacher Associations.

The District will maintain that 100% of our students have schools with active Parent & Community Volunteer programs.

The District will provide 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs.

Baseline

2016-17: 100% of our students have schools with active School Site Councils comprised of parents and staff.

2016-17: 100% of our students have schools with active Parent-Teacher Associations.

2016-17: 100% of our students have schools with active Parent & Community Volunteer programs.

2016-17: 100% of our students have a district with a Black/African-American Parent Engagement Design Team.

Actual

100% of schools in the District have active School Site Councils composed of parents and staff.

100% of schools in the District have active Parent-Teacher Associations.

100% of schools in the District students have active Parent & Community Volunteer programs.

The District met its goal of having active School Site Councils, Parent-Teacher Associations, and parent and community volunteer programs.

The District did not meet its goal of providing 100% of our Black/African American, Hispanic, or socioeconomically disadvantaged parents with targeted outreach programs.

Expected

2016-17: 100% of our students have a district with a Hispanic/Latino Parent Engagement Design Team.

Metric/Indicator

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth as measured by:

English Language Advisory Council activity and membership.

18-19

The District will maintain that 100% of our schools have active site-based English Learner Advisory Committees comprised of parents and staff, and a District English Learner Advisory Committee comprised of parents and staff.

Baseline

2016-17: 100% of our students have schools with active site-based English Language Advisory Committees comprised of parents and staff, and a District English Language Advisory Committee comprised of parents and staff.

Metric/Indicator

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs as measured by: the presence of Student Study Teams on each and every school site and the presence of high-quality 504 Plan programs and Individual Education Programs.

18-19

The District will maintain that 100% of our students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Baseline

2016-17: 100% of our students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

Metric/Indicator

Local Priority/Metric: Effective communication strategies as measured by the number of website postings, the number of meetings, and attendance at public meetings.

Actual

100% of schools in the District have active site-based English Learner Advisory Committees composed of parents and staff, and a District English Learner Advisory Committee composed of parents and staff.

The District met its goal.

100% of students in our District students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation of individuals with exceptional needs.

The District met its goal.

The District evaluated baselines and methods and made modifications as needed, and set goals for improvement.

The District did not establish an annual measurable objective for this metric. An annual measurable objective will be established for 2019-2020.

Expected

Actual

18-19

2018-19 The District will evaluate baselines and methods, make modifications as needed, and set goals for improvement.

Baseline

2017-18 The District will establish baselines and set goals for improvement.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.1: The District will continue to support the engagement of parents and community members.	Action 3.1: The District continued to support the engagement of parents and community members.	Other Services/Supplies Base \$50,000	1000-1999: Certificated Personnel Salaries Supplemental \$737
Services:	Services:	5700-5799: Transfers Of Direct Costs Base \$15,000	2000-2999: Classified Personnel Salaries Supplemental \$685
3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.	3.1.1: The District increased the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.	5000-5999: Services And Other Operating Expenditures Supplemental \$10,000	3000-3999: Employee Benefits Supplemental \$203
3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.	3.1.2: The District strengthened a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.	4000-4999: Books And Supplies Supplemental \$1,000	1000-1999: Certificated Personnel Salaries Base \$3,408
3.1.3: The District will maintain English Learner Advisory Committees, School Site Councils, and PTAs at every school site. We	3.1.3: The District maintained English Learner Advisory Committees, School Site Councils, and PTAs at every school site. We maintained a district level English		2000-2999: Classified Personnel Salaries Base \$108
			3000-3999: Employee Benefits Base \$537
			4000-4999: Books And Supplies Supplemental \$1,428
			4000-4999: Books And Supplies Base \$3,458

will maintain a district level English Learner Advisory Committee (DELAC) and a District Community Advisory Committee.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6 The District will strengthen parent and community stakeholder input through the implementation of recommendations from 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.

Learner Advisory Committee (DELAC) and a District Community Advisory Committee.

3.1.4: The District provided a Student Study Team and Individualized Educational Process that included the participation of parents.

3.1.5 The District strengthened student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6 The District strengthened parent and community stakeholder input through the implementation of recommendations from 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.

5000-5999: Services And Other Operating Expenditures Supplemental \$150

5000-5999: Services And Other Operating Expenditures Base \$14,438

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.2: The District will provide highly qualified clerical support throughout the district.	Action 3.2: The District provided highly qualified clerical support throughout the district.	2000-2999: Classified Personnel Salaries Base \$326,660	2000-2999: Classified Personnel Salaries Base \$306,789
Services:	Services:	2000-2999: Classified Personnel Salaries Supplemental \$11,706	2000-2999: Classified Personnel Salaries Supplemental \$4,818

3.2.1: The District will provide all schools with appropriately staffed clerical support (7.3 FTE).

3.2.2: The District will hire and train secretarial staff to support the Student Services and Curriculum, Instruction, and Assessment Departments (0.9 FTE).

3.2.1: The District provided all schools with appropriately staffed clerical support (7.3 FTE).

3.2.2: The District hired and trained secretarial staff to support the Student Services and Curriculum, Instruction, and Assessment Departments (0.9 FTE); however, this position became vacant mid-year and, due to the District's structural deficit, the position was not filled for the remainder of the 2018-2019 school year.

2000-2999: Classified Personnel Salaries Title I \$4,683

3000-3999: Employee Benefits Base \$236,148

3000-3999: Employee Benefits Supplemental \$6,037

3000-3999: Employee Benefits Title I \$2,417

2000-2999: Classified Personnel Salaries Title I \$1,927

3000-3999: Employee Benefits Base \$189,970

3000-3999: Employee Benefits Supplemental \$2,778

3000-3999: Employee Benefits Title I \$1,111

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.3: District staff will maintain and improve the facilities across the school district.	Action 3.3: District staff maintained and improved the facilities across the school district.	2000-2999: Classified Personnel Salaries Restricted Routine Maintenance \$456,376	2000-2999: Classified Personnel Salaries Restricted Routine Maintenance \$393,695
Services: 3.3.1: District staff and School Board Trustees will review ongoing facility needs and continue to prioritize next steps.	Services: 3.3.1: District staff and School Board Trustees reviewed ongoing facility needs and continued to prioritize next steps.	3000-3999: Employee Benefits Restricted Routine Maintenance \$252,041	3000-3999: Employee Benefits Restricted Routine Maintenance \$219,448
3.3.2: District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students (6.0 FTE).	3.3.2: District staff recruited and retained maintenance staff to maintain clean and safe learning environments for students (6.0 FTE).	5700-5799: Transfers Of Direct Costs Base \$1,000	
3.3.3: District staff will recruit and retain secretarial staff to support the Business and Maintenance Departments (1.0 FTE).	3.3.3: District staff recruited and retained a facilities coordinator to support the Business and Maintenance Departments (1.0 FTE).		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and community members regarding Bond Measures B & E.	Action 3.4: The District implemented specific strategies to strengthen communication with students, parents, and community members regarding Bond Measures B & E.	4000-4999: Books And Supplies Base \$1,500	
Services: 3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.	Services: 3.4.1: The District did not update a designated web page on the district website with items related to Bond Measures B & E.	5700-5799: Transfers Of Direct Costs Base \$6,000	
3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.	3.4.2: The District hosted regularly scheduled open meetings for community members to ask questions and receive information.		
3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.	3.4.3: The District produced communications to notify the community and school site neighbors regarding pertinent project information.		
3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.	3.4.4: The District engaged stakeholders on temporary school facilities needed during the rebuilding process.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

3.5.2 The District maintains social media accounts and may post and promote using these channels as time and resources permit.

3.5.3 The District will produce and distribute an annual newsletter to the community, describing school achievements and major construction events.

3.5.4 The District will re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

Action 3.5: The District adapted to and utilized up-to-date methods of communication that were effective at maintaining a well informed school community.

3.5.1 The District continued to maintain up-to-date and extensive information on the District website.

3.5.2 The District did not maintain social media accounts or post and promote using these channels as the position of communications manager was eliminated during the 2017-2018 school year.

3.5.3 The District produced and distributed an annual newsletter to the community, describing school achievements and major construction events.

3.5.4 The District re-evaluated policy on communication triggers in order to inform the community adequately and fully. Each site evaluated their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

4000-4999: Books And Supplies
Base \$7,500

5000-5999: Services And Other
Operating Expenditures Base
\$4,000

5700-5799: Transfers Of Direct
Costs Base \$8,500

5000-5999: Services And Other
Operating Expenditures Base
\$6,120

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action 3.1: The District continued its efforts to encourage communication with, and engagement from, parents. The District recently established a Budget Advisory Committee, a Board Policy Committee and continues to support the Black Parent Advisory Group and Latinas Familias de Albany. Additionally, during its search for a Superintendent to replace outgoing Supt Val Williams, parents were invited to participate on a Community Stakeholder panel whose responsibility was to advise the Governing Board regarding finalists selected for interview. Finally, in response to concerns around the implications of temporary housing, parents were invited to participate on temporary housing advisory committees.

- Additionally, as it relates to Action 3.1.6, the District made significant progress in implementing the ACT recommendations provided to the Governing Board in February 2018. Of particular note, the District hosted Challenge Day for all 10th grade students with plans to host the anti-bullying program in 2019-2020. Additionally, professional development in the areas of trauma informed practice and restorative justice were offered to all site administrators, and summer bridge programs were offered at Albany Middle School and Albany High School to historically under-served students transitioning to middle school and high school.

Action 3.2: The District provided clerical staff Districtwide.

Action 3.3: The District made significant progress in its efforts to improve school facilities. Construction work is almost completed at Albany Middle School and is underway at Albany High School. During the fall of 2019, students attending Ocean View Elementary will be temporarily rehoused as construction begins.

Action 3.4: Bond Measures B and E were approved by voters in 2016 and construction of the Albany Middle School Annex is almost completed. Construction on the Albany High School addition is underway and in the 2019-2020 school year, construction will begin at Ocean View Elementary School.

Action 3.5: The District used its website as the main mode of general communication to families. Due to the District's structural deficit, the District no longer retains a communications manager to maintain social media accounts. At the end of the 2017-2018 school year, the District produced and distributed a newsletter and plans to do so again.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District continues its efforts to encourage communication with, and engagement from, parents. The District recently established a Budget Advisory Committee, a Board Policy Committee and continues to support the Black Parent Advisory Group and Latinas Familias de Albany. Additionally, during its search for a Superintendent, parents were invited to participate on a Community

Stakeholder panel whose responsibility was to advise the Governing Board regarding finalists selected for interview. Finally, in response to concerns around the implications of temporary housing, parents were invited to participate on temporary housing advisory committees.

The District made significant progress in its efforts to improve school facilities. Construction work is almost completed at Albany Middle School and is underway at Albany High School. During the fall of 2018, students attending Ocean View Elementary will be temporarily rehoused as construction begins.

The District administered the California Schools Parent Survey during the 2017-2018 school year. The survey was completed by 148 parents in grades K-8. The survey was re-administered to all parents in 2018-2019 in order to gather input from parents of students in grades 9-12. Key findings from the survey include the following (as reported on the California School Dashboard Local Indicator for Parent Engagement):

- 80% of parents agreed or strongly agreed that the schools allow input and welcome parent contributions.
- 67% of parents agreed or strongly agreed that the schools actively seek the input of parents before making important decisions.
- 87% of parents agreed or strongly agreed that they feel welcome to participate at their child's school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1: The District allocated \$50,000 to carry out the ACT recommendations identified in 2017-2018; however, not all dollars allocated were expended. This is due in part to having two other very similar actions in Goal 1 (Action 1.1.4) and Goal 2 (Action 2.4.6) of the LCAP. The District will continue its efforts to implement the ACT recommendations and address issues of bias, racism, and disproportionate outcomes for historically underserved students and will develop a plan to expend all resources allocated to Action 3.1.6 by June 2020.

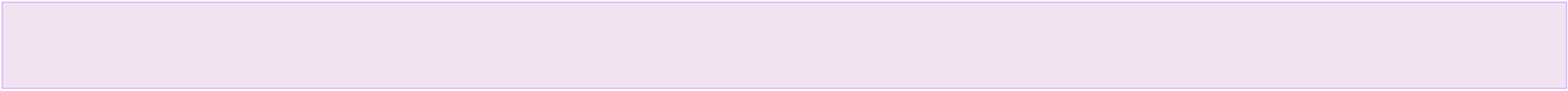
Action 3.2: Due to the District's structural deficit, funds allocated for clerical staffing were not fully expended and the position will not be restored in the 2019-2020 school year.

Material differences between budgeted and actual expenditures related to salaries and benefits are the result of actual staff hired and retained and actual compensation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal remains unchanged; however, the District would like to hone the focus of Goal 3 around effective communication.

Clerical staffing allocated in Action 3.2 will be discontinued in the 2019-2020 school year due to the District's structural deficit. Funds will be re-allocated to support the District's efforts to reduce chronic absenteeism rates (Action 2.1).



Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As in previous years, the District sought feedback to inform the development of the LCAP through in-person engagement sessions hosted in a variety of venues: staff meetings, Superintendent's Bargaining Roundtable, parent engagement groups, District English Learner Advisory Committee, Parent Teacher Association meetings, student forums, and the District Leadership Team. Additionally, two community input meetings were hosted in April. The District captured stakeholder input through an online survey, launched for the first time during the 2017-2018 school year, to inform the development of the 2018-2019 LCAP. The survey was posted online for approximately eight weeks and approximately 200 responses were gathered through the online survey. The availability of the survey was announced at a regularly scheduled Governing Board meeting in March 2019, and the link to the survey was emailed directly to every AUSD family in early March and in April. During the months of February, April and May, District staff provided LCAP process updates to the District Governing Board and community and shared feedback gathered to date.

The District's LCAP Advisory Committee, composed of parents, teachers, one student, Governing Board members, site administration, and District administration, was reconvened in March 2019. The Committee composition represented all school sites as well as the diverse student population of AUSD (e.x. students with disabilities, English learners,, and historically underserved student groups) The Advisory Committee met on March 18, April 23, May 21 and June 4 with three main purposes: a) review data points that reflect essential student needs, b) receive and analyze input from a variety of stakeholders, and c) identify trends, new ideas, and possibilities in the LCAP feedback to inform the development of the 2019-2020 LCAP.

At the March meeting, the LCAP Advisory Committee received an overview of the current LCAP (in particular current actions and services) and an orientation to the California School Dashboard. During the April meeting, the Committee received a preliminary report on the Annual Update and discussed the District's progress in meeting its annual measurable objectives. The Committee also reviewed stakeholder input gathered to date and determined common themes/trends arising from the input. During the final meetings in May and June, the Committee reviewed additional stakeholder input and made recommendations regarding updates to the LCAP for 2019-2020.

AUSD's parent community is actively engaged year round, and in addition to feedback gathered through the LCAP process, stakeholders provided valuable input to the Governing Board and District staff on several occasions during regularly scheduled Board of Education meetings during the 2018-2019 school year. Topics of concern included: temporary housing, special education and strategies to address the District's structural deficit.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The LCAP input and analysis process revealed strong alignment between a) the current LCAP goals, actions, and b) services and feedback gathered from stakeholders. The process also revealed that while the current goals, actions and services are aligned to the input received from stakeholders, the levels of implementation in the LCAP are insufficient due to inadequate school funding. Finally, the input and analysis process revealed a strong need for the District to explore more effective methods for measuring the overall effectiveness of goals, actions and services during the school year (rather than relying solely on year-end reporting).

A review of the LCAP input gathered from stakeholders regarding essential student needs identified the following common themes:

1. Students need safe and supportive environments in which to learn and express themselves freely.

The following goals, actions and services in the LCAP support providing students with safe and supportive environments in which to learn and express themselves freely:

- Action 2.4: Provide a part-time Safe and Inclusive Schools Coordinator, coordinate programs including Conflict Managers, Safe School Ambassadors and AHS Advisory and Leadership, teach curriculum specific to character building, social emotional growth and empowerment, provide clubs and extra-curricular activities, review instructional materials so issues of equity and inclusion are considered, and provide professional development
- Action 2.5: Staff an athletics director, staff athletic coaches, provide equipment, supplies and transportation

2. Students need access to a variety of supports including academic intervention and social-emotional counseling and mental health support.

The following goals, actions and services in the LCAP provide students access to a variety of supports including academic intervention and social-emotional counseling and mental health support

- Action 1.2: Staff Intervention Specialists
- Action 2.1: Provide a robust attendance program including communication, intervention and counseling
- Action 2.2: Staff counselors at AMS, AHS and MaGregor High School
- Action 2.3: Staff mental health specialists, contract a coordinator of mental health programs, and staff a school social worker
- Action 2.4: Provide mentoring services
- Action 2.7: Staff at-risk counselors

3. Students need access to highly qualified teachers, who are well-compensated and have access to updated, relevant and flexible curriculum that meets the needs of all students.

The following goals, actions and services in the LCAP provide students access to teachers who are well-compensated and have access to curriculum that meets the needs of all students:

- Action 1.2: Staff intervention specialists
- Action 1.3: Staff ELD specialists
- Action 1.5: Staff Career Technical Education staff
- Action 1.6: Staff Advanced Placement staff
- Action 1.9: Staff fully credentialed librarians
- Action 1.10: Recruit for positions using multiple strategies and provide an Induction (new teacher support) program
- Action 2.6: Staff Physical Education staff

4. Parents need access to increased opportunities for engagement and professional development.

The following goals, actions and services in the LCAP provide parents access to increased opportunities for engagement and professional development

- Action 3.1: Increase parent participation, strengthen a task force of parents and staff to plan for events to engage more Hispanic/Latino and Black/African American parents, maintain English Learner Advisory Committees and District English Learner Advisory Committees
- Action 3.2: The District will utilize up-to-date methods of communication that are effective at maintaining a well informed school community

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Goal #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will reach their fullest potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan #1 "Assessing and Increasing Student Success" AUSD Single Plans for Student Achievement AHS

Identified Need:

Identified Essential Need #1: Students need access to California Standards aligned instructional materials in reading and writing.

Identified Essential Need #2: Students need access to instructional materials aligned to the Next Generation Science Standards.

Identified Essential Need #3: The District needs to address the gaps in opportunity and performance for Black/African American and Hispanic/Latino students. There is a disproportionately higher number of Black/African American and Hispanic/Latino students who did not meet or exceed standards as compared to the overall student population. There are a disproportionately lower number of Black/African American and Hispanic/Latino students who are enrolled in Advanced Placement coursework.

Other identified needs are as follows:

State Priority/Metric 1a. Students need access to highly qualified and appropriately credentialed staff.

State Priority/Metric 1b. Students need access to high quality, standards-aligned instructional materials and technology.

State Priority/Metric 1c: Students need access to safe, clean, spacious and engaging school facilities. (refer to LCAP Goal #3.)

State Priority/Metric 2a: Students need access to California Standards in all subject areas.

State Priority/Metric 4a-c: Pupil Achievement. Students need access to the skills and competencies necessary to demonstrate mastery of core content standards in English, Math, and Science as measured by state summative assessments.

State Priority/Metric 4d-g: Pupil Achievement. English learners need access to programs that help them acquire proficiency in English.

State Priority/Metric 7a-c: Course Access. Students need access to core classes in English, Math, History, and Science/Social Science. Secondary students in grades 6-12 need access to elective classes.

State Priority/Metric 8: Other Student Outcomes. Students need access to locally developed programs that teach the necessary skills to complete a long-term, multi-disciplinary project.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 1a. Appropriately Credentialed Teachers, as measured by a review of valid CA credentials correlated to classroom assignments	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>2016-2017: 99% of the students in the district have teachers who are highly qualified, fully credentialed, and appropriately assigned in the subject area and for the pupils they are teaching.</p> <p>2016-2017: 100% of the students have access to highly qualified and fully credentialed Administrators,</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>The District will maintain that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District will maintain that 100% of the students have access to highly-qualified, fully credentialed, and well-</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>The District maintains that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District maintains that 100% of the students have access to highly-qualified and fully credentialed, and well-</p>	<p>State Priority/Metric 1a. Appropriately Credentialed Teachers</p> <p>The District will maintain that 99-100% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>The District will maintain that 100% of the students have access to highly-qualified and fully credentialed, and well-</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	credentialed librarians, Teaching Specialists in Literacy and Language Development, Teachers of Special Education, and highly qualified Secretaries.	compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.	compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.	compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Teachers of Special Education.
State Priority/Metric 1b. Instructional Materials as measured by annual inventory checks and adoption cycles.	State Priority/Metric 1b. Instructional Materials 2015-16: 100% of our TK-5 Students have access to Common Core State Standards-aligned instructional materials in Mathematics.	State Priority/Metric 1b. Instructional Materials 100% of our TK-12 Students will have access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics.	State Priority/Metric 1b. Instructional Materials 100% of our TK-12 Students have access to board-adopted, California State Standards-aligned instructional materials in Mathematics.	State Priority/Metric 1b. Instructional Materials 100% of our TK-12 Students will have access to board-adopted, California State Standards-aligned instructional materials in Mathematics.
	2016-17: 100% of our 6-10 students have access to Common Core State Standards-aligned instructional materials in Mathematics. (We are in a year-by-year transition plan to carry the Algebra/Geometry/Algebra II mathematics program forward for those students who began that pathway. Hence, each year, we add the next year's	100% of our TK-12 students will have access to board-adopted, Common Core State Standards-aligned instructional materials in English-Language Arts. 100% of our TK-12 students will have access to some supplementary instructional materials that are aligned to the Next Generation Science Standards.	100% of our TK-12 students have access to board-adopted, California State Standards-aligned instructional materials in English-Language Arts. 100% of our TK-12 students have access to some supplementary instructional materials that are aligned to the Next Generation Science Standards.	100% of our TK-12 students will have access to board-adopted, California State Standards-aligned instructional materials in English-Language Arts. 100% of our TK-12 students will have access to instructional materials that are aligned to the Next Generation Science Standards.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>version of the new Integrated Math program.)</p> <p>2015-2016: 100% of our K-8 students have access to Common Core State Standards-aligned instructional materials in Writing. 0% of our K-6 students have access to Common Core State Standards-aligned instructional materials in Reading/Language Arts.</p> <p>2015-16: 0% of our TK-12 students have access to Next Generation Science Standards-aligned instructional materials in Science.</p> <p>100% of students in grades 6-12 had access to NGSS-aligned instructional materials.</p> <p>2015-16: The ratio of student-to-computer devices in 3rd through 12th grades is 2 devices to every 5 students.</p>	<p>(The CA State NGSS Transition Plan projects that NGSS-aligned materials will be available for review in 2018.)</p> <p>The ratio of computer-to-student devices in grades 3-12 will be maintained at approximately 2 devices for every 5 students.</p>	<p>The ratio of computer-to-student devices in grades 3-12 is approximately 2 devices for every 5 students.</p>	<p>The ratio of computer-to-student devices in grades 3-12 will be maintained at approximately 2 devices for every 5 students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 2a: State Standards Implementation for core content areas, as measured by curriculum adoptions and professional development activities.	<p>State Priority Metric 2a: State Standards Implementation</p> <p>2015-16: 100% of our students in grades TK-9 have access to CA State Standards in Math as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p> <p>2015-16: Approximately 50% of our students have access to CA State Standards in Science.</p>	<p>State Priority/Metric 2a: State Standards Implementation</p> <p>100% of the students in grades TK-12 will have access to CA State Standards in Math and English as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p> <p>~50% of the students in grades TK-12 will have access to the newly adopted Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p>	<p>State Priority/Metric 2a: State Standards Implementation</p> <p>100% of the students in grades TK-12 have access to CA State Standards in mathematics, English language arts, and science as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p> <p>~50% of the students in grades TK-12 (100% of students in grade 6-12) have access to Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p>	<p>State Priority/Metric 2a: State Standards Implementation</p> <p>100% of the students in grades TK-12 will have access to CA State Standards in Math, English, and Science as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p> <p>100% of the students in grades TK-12 will have access to the newly adopted Next Generation Science Standards as evidenced by textbook/curriculum adoptions, professional development plans, pacing guides, benchmark assessments, lesson plans, unit plans, meeting notes, and classroom observations.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 2b: State Standards Implementation for English Language Development, as measured by curriculum adoptions, professional development activities, and specialized programs.	<p>State Priority/Metric 2b: State Standards Implementation, English Language Development</p> <p>2015-16: 100% of our English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates are provided with sheltered instructional services.</p> <p>100% of our English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.</p>	<p>State Priority/Metric 2b: State Standards Implementation, English Language Development</p> <p>100% of our English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services.</p> <p>100% of our English Language Learners who are identified as Early Advanced and Advanced will be provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.</p>	<p>State Priority/Metric 2b: State Standards Implementation, English Language Development</p> <p>100% of English learners who are identified as Beginners, Early Intermediates, and Intermediates are provided with sheltered instructional services.</p> <p>100% of English learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.</p>	<p>State Priority/Metric 2b: State Standards Implementation, English Language Development</p> <p>100% of our English Language Learner students who are identified as Beginners, Early Intermediates, and Intermediates will be provided with sheltered instructional services.</p> <p>100% of our English Language Learners who are identified as Early Advanced and Advanced are provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.</p>
State Priority/Metric 4a. Statewide Assessments, English and Math as measured by 3rd-8th grade performance on the Smarter Balanced Assessments.	<p>4a. Statewide Assessments, English and Math</p> <p>2015-16: Overall, 72% of our students met or exceeded standards in English Language Arts/Literacy and 69% met or exceeded</p>	<p>State Priority/Metric 4a. Statewide Assessments, English and Math</p> <p>2015-16 Baseline data from the Smarter Balanced Assessment in English and Math show that 72% of our students met or exceeded</p>	<p>State Priority/Metric 4a. Statewide Assessments, English and Math</p> <p>In the 2018 administration of the Smarter Balanced Summative assessment, 76% of the students in grades 3-8 & 11 met or</p>	<p>State Priority/Metric 4a. Statewide Assessments, English and Math</p> <p>The percentage of students meeting and exceeding standards will increase by five percentage points each year.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	standards in Mathematics.	standards in English and 69% of our students met or exceeded standards in Math. We will measure performance on the 2016-17 administration of SBAC, compare results, and set targets for improvement.	exceeded standards in English and 70% of the students in grades 3-8 & 11 met or exceeded standards in Math. The percentage of students meeting and exceeding standards will increase by five percentage points each year.	
State Priority/Metric 4a. Statewide Assessments, Science as measured by the upcoming assessments, aligned to the Next Generation Science Standards and administered in grades 5, 8, and 10.	State Priority/Metric 4a. Statewide Assessments, Science There are no baseline assessment results available because the new assessments are being piloted and no results will be published.	State Priority/Metric 4a. Statewide Assessments, Science 2017-18: Based on a review of the NGSS Systems Implementation Plan from the CA Dept. of Education, we expect to administer the Field Test versions of the CA State Tests for Science. Results from this Field Test may not be available.	State Priority/Metric 4a. Statewide Assessments, Science California Science Test will be operational in 2018-2019. Results from the 2019 assessment will be used to establish a baseline.	State Priority/Metric 4a. Statewide Assessments, Science California Science Test will be operational in 2018-2019. Results from the 2019 assessment will be used to establish a baseline.
State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements as measured by an analysis of the transcripts of the graduating 12th grade students.	State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements 2014-15: 59% of students successfully completed the requirements for CSU and UC entrance.	State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements 2017-18: Approximately 65% of high school students will successfully complete	State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements Data from the California School Dashboard indicates 60.2% of high school graduates	State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements 2018-19: Approximately 65% of high school students will successfully complete

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		the requirements for CSU and UC entrance.	successfully completed the requirements for CSU and UC entrance. The percentage of students meeting UC/CSU eligibility requirements will increase to 65%.	the requirements for CSU and UC entrance.
State Priority/Metric 4d. English Language Learner Progress as measured by the CA English Language Development Test (CELDT) and the soon to be implemented CA English Language Proficiency Assessment for California (ELPAC)	<p>State Priority/Metric 4d. English Language Learner Progress</p> <p>2014-15: 83% of EL students made progress learning English.</p> <p>The CA State Transition Plan for English Language Development Standards projects that 2017-18 is the final year to use the current CELDT assessments. It is possible that we will administer either a pilot or a baseline assessment using the new English Language Proficiency Assessments for California (ELPAC). If this is the case, we will measure baseline results and set improvement goals.</p>	<p>State Priority/Metric 4d. English Language Learner Progress</p> <p>995% of EL students will make progress learning English. 99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.</p>	<p>State Priority/Metric 4d. English Learner Progress</p> <p>The English Learner Progress Indicator was suspended for the 2018 California School Dashboard as a result of the transition from California English Language Development Test (CELDT) to English Learner Proficiency Assessment for California (ELPAC). Results from the initial ELPAC summative administration indicate 56% of students earned the highest performance level (well developed). Data from the 2019 administration of ELPAC will be used to establish a goal for 2020.</p>	<p>4d. English Learner Progress</p> <p>Data from the 2019 administration of ELPAC and English Learner Progress Indicator will be used to establish a goal for 2020.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 4e. English Language Learner Reclassification Rate as measured by the CA English Language Development Test (CELDT) and the upcoming "CA English Language Proficiency Assessment for California (ELPAC)," other local assessments, and staff recommendations.	<p>State Priority/Metric 4e. English Language Learner Reclassification Rate</p> <p>2014-15: 54% of our EL students who had been in US schools less than 5 years attained English proficiency. 85% of our ELs who had been in US schools for 5 years or more attained English proficiency.</p>	<p>State Priority/Metric 4e. English Language Learner Reclassification Rate</p> <p>60% of our EL students who will have been in US schools less than 5 years will attain English proficiency; 85% of our EL students who will have been in US schools for 5 years or more will attain English proficiency. 99%-100% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.</p>	<p>State Priority/Metric 4e. English Language Learner Reclassification Rate</p> <p>24% of our EL students who will have been in US schools less than 5 years have attained English proficiency; 82% of our EL students who will have been in US schools for 5 years or more will attain English proficiency. 84% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.</p>	<p>4e. English Language Learner Reclassification Rate</p> <p>We will maintain that 25% of our EL students who will have been in US schools less than 5 years will attain English proficiency; 85% of our EL students who will have been in US schools for 5 years or more will attain English proficiency. 85% of students who will have been enrolled in Albany schools for 5 years or more will attain English proficiency.</p>
State Priority/Metric 4f. Advanced Placement Exam Passage rates, as measure by the results published by the College Board.	<p>State Priority/Metric 4f: Advanced Placement (AP) Exam Passage rates</p> <p>2015-2016: 47% (277/587) 11th and 12th grader students enrolled in at least one AP course.</p> <p>2015-2016: 85% of AP exams scored a 3 or better.</p>	<p>State Priority/Metric 4f. AP Exam Passage rates</p> <p>2017-18: We will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class. We will maintain that approximately 80% of AP exams will score at 3 or better.</p>	<p>State Priority/Metric 4f. AP Exam Passage rates</p> <p>2018-19: We will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class. We will maintain that approximately 80% of AP exams will score at 3 or better.</p>	<p>State Priority/Metric 4f: AP Exam Passage rates</p> <p>We will maintain that approximately 45% of the high school's total 11th-12th grade enrollment will be enrolled in at least one AP class. We will maintain that approximately 80% of AP exams will score at 3 or better.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority/Metric 4f: Advanced Placement Exam Passage rates, as measure by the results published by the College Board.</p> <p>Advanced Placement Enrollment statistics for under represented groups, as measured by counting the number of 11th and 12th grade students who identify as African American/Black or Hispanic/Latino, including those who identify as multi-ethnic, and who are enrolled in AP coursework.</p>	<p>State Priority/Metric 4f: Advanced Placement Exam Passage rates, as measure by the results published by the College Board.</p> <p>Advanced Placement Enrollment statistics for under represented groups</p> <p>2014-2015: 39.62% (21 of 53) of African American/Black students enrolled in AP coursework 36.24% (54 of 149) of Hispanic/Latino students enrolled in AP coursework</p> <p>2015-2016: 54.54% (24 of 44) of African American/Black students enrolled in AP coursework 35% (49 of 140) of Hispanic/Latino students enrolled in AP coursework</p> <p>2016-2017: 68.29% (28 of 41) of African American/Black</p>	<p>State Priority/Metric 4f: Advanced Placement Exam Passage rates</p> <p>We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will increase enrollment counts for these two groups by approximately one to five percentage points.</p>	<p>State Priority/Metric 4f: Advanced Placement Exam Passage rates</p> <p>We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will increase enrollment counts for these two groups by approximately one to five percentage points.</p>	<p>State Priority/Metric 4f: Advanced Placement Exam Passage rates</p> <p>We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will increase enrollment counts for these two groups by approximately one to five percentage points.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	students enrolled in AP coursework 29.14% (44 of 151) of Hispanic/Latino students enrolled in AP coursework			
State Priority/Metric 4g. Early Assessment Program, as measured by 11th grade student performance on the Smarter Balanced Assessments in English and Math.	<p>State Priority/Metric 4g. Early Assessment Program</p> <p>2015-2016 English: 60% of students exceeded standards, which translates to "Ready" 24% of students met standards, which translates to "Conditionally Ready."</p> <p>2015-2016 Mathematics: 46% of students exceeded standards, which translates to "Ready" 30% of students met standards, which translates to "Conditionally Ready."</p>	<p>State Priority/Metric 4g. Early Assessment Program</p> <p>We are projecting at least 75% of students to meet or exceed standards in both English and Math.</p>	<p>State Priority/Metric 4g. Early Assessment Program</p> <p>In 2018, 72% of students in grade 11 met or exceeded standards on the Smarter Balanced Summative assessment in English Language Arts and 62% of students in grade 11 met or exceeded standards on the Smarter Balanced Summative assessment in mathematics.</p>	<p>State Priority/Metric 4g. Early Assessment Program</p> <p>We are projecting at least 75% of students to meet or exceed standards in both English and Math.</p>
State Priority/Metric 7a: Broad Course of study, as measured by middle and high school student	State Priority/Metric 7a: Broad Course of study	State Priority/Metric 7a: Broad Course of study	State Priority/Metric 7a: Broad Course of study	State Priority/Metric 7a: Broad Course of study

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
access to core classes and elective offerings.	<p>100% of our 6-8th Grade students have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.</p> <p>100% of our 9th-12th Grade students have access to all University of California “a-g subject course requirements,” and up two elective/enrichment courses per semester term.</p>	<p>100% of our 6-8th Grade students will continue to have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.</p> <p>100% of our 9th-12th Grade students will continue to have access to all University of California “a-g subject course requirements,” and up two elective/enrichment courses per semester term.</p>	<p>100% of students enrolled in grades 6-8 continue to have access to five core subject classes (English, mathematics, history, science, and physical education) and up to two elective/enrichment classes.</p> <p>100% of students enrolled in grades 9-12 have access to all University of California “a-g subject course requirements,” and up two elective/enrichment courses per semester term.</p>	<p>100% of our 6-8th Grade students will continue to have access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.</p> <p>100% of our 9th-12th Grade students will continue to have access to all University of California “a-g subject course requirements,” and up two elective/enrichment courses per semester term.</p>
State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low-Socioeconomic, and Foster Youth, as measured by student access to specialized services.	<p>State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low-Socioeconomic, and Foster Youth</p> <p>100% of our students in K-12th grades identified through the CELDT as Beginner, Early Intermediate, and Intermediate are provided with additional</p>	<p>State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low-Socioeconomic, and Foster Youth</p> <p>100% of our students in K-12th grades identified through the CELDT as Beginner, Early Intermediate, and Intermediate will continue to be provided</p>	<p>State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth</p> <p>100% of English Learners in grades TK-12 were provided with additional specialized services appropriate to their needs based on results from the</p>	<p>State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth</p> <p>100% of our students in K-12th grades identified through the ELPAC as Beginner, Early Intermediate, and Intermediate will continue to be provided</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	specialized services appropriate to their needs.	with additional specialized services appropriate to their needs.	California English Learner Proficiency Assessments for California.	with additional specialized services appropriate to their needs.
State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs, as measured by student access to Special Education and 504 plan assessment and instructional services.	<p>State Priority/Metric 7c:: Programs and services developed and provided to individuals with exceptional needs</p> <p>100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes are provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.</p>	<p>State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs</p> <p>100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.</p>	<p>State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs</p> <p>100% of students in grades TK-12 identified through the Special Education or 504 assessment processes were provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.</p>	<p>State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs</p> <p>100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes will continue to be provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.</p>
State Priority/Metric 8: Other Student Outcomes, as measured by completing a multi-disciplinary project; the 8th grade "I-SEARCH program and the 9th grade "Renewal Debate" program.	<p>State Priority/Metric 8: Other Student Outcomes</p> <p>2016-2017 (99)% of 8th grade students successfully completed a multi-disciplinary, extended learning project (also known as the "I-Search").</p>	<p>State Priority/Metric 8: Other Student Outcomes</p> <p>We will maintain that 98% of our 8th Grade Students (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").</p>	<p>State Priority/Metric 8: Other Student Outcomes</p> <p>99% of all students in grade eight (~300) successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").</p>	<p>State Priority/Metric 8: Other Student Outcomes</p> <p>We will maintain that 98% of our 8th Grade Students (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "I-Search").</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2016-2017 96% of our 9th Grade Students successfully completed a multi-disciplinary, extended learning project (also known as the "Debate Project").	We will maintain that 97% of our 9th Grade Students (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "Debate Project").	99% of all students in grade nine (~300) successfully completed a multi-disciplinary, extended learning project (also known as "Freshman Forum").	We will maintain that 99-100% of our 9th Grade Students (~300) will successfully complete a multi-disciplinary, extended learning project (also known as the "Freshman Forum.")

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action 1.1: We will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. We will review and adopt California Standards-based curriculum materials.

Services:

1.1.1 We will staff, train, and support 5.0 Teachers on Special Assignment to provide coaching and to facilitate planning and collaboration with staff.

1.1.2 We will collaboratively plan professional development to include district-wide professional development days, summer and Saturday workshops, and extra projects for hourly pay.

1.1.3 We will support a review and adoption process for Reading/Language Arts materials that are aligned to the new CA English Language Arts/English Language Development standards and frameworks in grades K-5. We will provide training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

1.1.4 We will provide professional development in Culturally Responsive Pedagogy.

1.1.5 We will support the development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade.

Action 1.1: We will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. We will review and adopt California Standards-based curriculum materials.

Services:

1.1.1 We will staff, train, and support 3 FTE TK-5 Teachers on Special Assignment to provide coaching and to facilitate planning and collaboration with staff. We will staff, train, and support 0.2 FTE Secondary Teachers on Special Assignment to facilitate school climate initiatives.

1.1.2 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

1.1.3 We will support the newly adopted materials for reading and language arts in grades TK-5.

1.1.4 We will provide professional development in Culturally Responsive Teaching and Practices.

1.1.5 The development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade was fully implemented in 2017-2018.

Action 1.1: We will implement the California Standards in English, English Language Development, Math, Science, and History/Social Studies. We will review and adopt California Standards-based curriculum materials.

Services:

1.1.1 We will staff, train, and support a 0.2 FTE Secondary Teacher on Special Assignment to facilitate school climate initiatives. The 3 FTE K-5 Teachers on Special Assignment positions will be discontinued as of June 2019. These positions were temporary and funded by one-time funds.

1.1.2 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

1.1.3 We will support the K-5 reading and writing program.

1.1.4 We will provide professional development in Culturally Responsive Teaching and Practices.

1.1.5 The development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade was fully implemented in 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$574,524	\$616,337	\$358,000
Source	CA Standards One-Time Allocation	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$26,000	\$176,624	\$74,682
Source	Educator Effectiveness Grant	Base	Base
Budget Reference	Materials & Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$25,000	\$25,000	\$25,000
Source	Educator Effectiveness Grant	Parcel Tax	Parcel Tax
Budget Reference	Other Services	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$80,000	\$32,000	\$20,000
Source	Educator Effectiveness Grant	Supplemental	Supplemental
Budget Reference	Salary & Benefits	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$22,000		
Source	Supplemental		
Budget Reference	Salary & Benefits		

Amount	\$10,000	\$76,000	\$76,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Other Services	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$22,251	\$22,270
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based

2018-19 Actions/Services

Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based

2019-20 Actions/Services

Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based

assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.

Services:

1.2.1 We will staff Intervention Specialists to provide research-based instructional strategies.

1.2.2 We will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.

Services:

1.2.1 We will staff Intervention Specialists (4.77 FTE) to provide research-based instructional strategies.

1.2.2 We will provide course sections of ELA and Math at the Secondary Schools (2.0 FTE) to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.

Services:

1.2.1 We will staff Intervention Specialists (4.77 FTE) to provide research-based instructional strategies.

1.2.2 We will provide course sections of ELA and Math at the Secondary Schools (2.0 FTE) to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and peer and teacher-led tutoring to students in High School who struggle to meet California State Standards.

1.2.4: We will provide academic intervention to students not meeting standards in English language arts and mathematics as measured by Smarter Balanced Summative assessment results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$701,032	\$397,139	\$431,832
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$76,184	\$66,187	\$68,836
Source	Title I	Title I	Title I
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$22,213	\$24,140
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$214,321	\$213,853
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$36,493	\$28,111
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$14,364	\$23,364
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$12,653	\$6,238
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.3: We will provide English Language Development Programs for students who are identified as English Language Learners.

Services:

1.3.1: We will staff English Language Development (ELD) Specialist Teachers for each school site.

2018-19 Actions/Services

Action 1.3: We will provide English Language Development Programs for students who are identified as English Learners.

Services:

1.3.1: We will staff English Language Development Specialists (7.4 FTE) TK-12.

2019-20 Actions/Services

Action 1.3: We will provide English Language Development Programs for students who are identified as English Learners.

Services:

1.3.1: We will staff English Language Development Specialists (7.4 FTE) TK-12.

1.3.2: We will administer CA English Language Development Tests (or the new English Language Proficiency Assessments) in late summer and/or early in the school year so that instructional services can begin as soon as possible.

1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: We will provide Professional Development to ELD Teachers and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: We will provide a summer “bridge” program for 5th grade English Learners who are transitioning to the middle school.

1.3.2: We will administer the English Language Proficiency Assessments for California (ELPAC) in late summer and/or early in the school year so that instructional services can begin as soon as possible.

1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: We will provide Professional Development to ELD and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: We will provide a summer “bridge” program for 5th grade English learners who are transitioning to the middle school.

1.3.2: We will administer the English Language Proficiency Assessments for California (ELPAC).

1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: We will provide Professional Development to ELD and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: We will provide a summer “bridge” program for 5th grade English learners who are transitioning to the middle school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$702,392	\$468,759	\$480,470
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$46,500	\$96,573	\$96,085
Source	Supplemental	Federal Funds	Federal Funds
Budget Reference	Materials & Supplies	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$75,786	\$45,043	\$45,390
Source	Title I	Federal Funds	Federal Funds
Budget Reference	Salary & Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$54,089	\$16,988	\$17,201
Source	Title III	Supplemental	Supplemental
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$254,063	\$257,692
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$2,800	\$2,856
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$574	\$586
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$46,500	\$20,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$4,218	\$4,227
Source		Federal Funds	Federal Funds
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Albany Middle School and Albany High School
Specific Grade Spans: 8th and 9th grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Action 1.4: We will provide project-based, cross-disciplinary extended learning opportunities in our instruction.

Services:

1.4.1: We will provide professional development to teachers on how to provide instruction in research, reading for

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Action 1.4: We will provide project-based, cross-disciplinary extended learning opportunities in our instruction.

Services:

1.4.1: We will provide professional development to teachers on how to provide instruction in research, reading for

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Action 1.4: We will provide project-based, cross-disciplinary extended learning opportunities in our instruction.

Services:

1.4.1: We will provide professional development to teachers on how to provide instruction in research, reading for

information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: We will purchase instructional materials and supplies.

information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: We will purchase instructional materials and supplies.

information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: We will purchase instructional materials and supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	Salary & Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,000		
Source	Base		
Budget Reference	Materials & Supplies		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Albany High School and MacGregor High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.5: We will provide Career Technical Education Programs. (Estimated 20 sections)

Services:

1.5.1: We will staff and train teachers.

1.5.2: We will purchase materials and supplies, including specialized equipment.

2018-19 Actions/Services

Action 1.5: We will provide Career Technical Education Programs.

Services:

1.5.1: We will staff and train teachers (5.0 FTE).

1.5.2: We will purchase materials and supplies, including specialized equipment.

2019-20 Actions/Services

Action 1.5: We will provide Career Technical Education Programs.

Services:

1.5.1: We will staff and train teachers (4.8 FTE)..

1.5.2: We will purchase materials and supplies, including specialized equipment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$416,000	\$67,699	\$69,640
Source	Base	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$60,000	\$210,572	\$218,138
Source	Base	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds
Budget Reference	Materials & Supplies	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$102,375	\$105,446
Source		Parcel Tax	Parcel Tax
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$35,610	\$37,310
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$100,216	\$114,164
Source		CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$50,851	\$53,824
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$30,000	\$30,000
Source		CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount		\$55,000	\$80,000
Source		Other	Base
Budget Reference		6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Albany High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/ServicesAction 1.6: We will provide Advanced Placement Courses in Math, Science, Humanities, and other departments.
(Estimated 27 sections)

Services:

1.6.1: We will staff and train teachers.

2018-19 Actions/Services

Action 1.6: We will provide Advanced Placement Courses in Math, Science, Humanities, and other departments.

Services:

1.6.1: We will staff and train teachers.

2019-20 Actions/Services

Action 1.6: We will provide Advanced Placement Courses in Math, Science, Humanities, and other departments.

Services:

1.6.1: We will staff and train teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$560,000	\$402,000	\$402,000
Source	Base	Base	Base
Budget Reference	Salary and Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$216,795	\$218,483
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.7: We will provide a Visual and Performing Arts (VAPA) program for students in grades K-12.

Services:

1.7.1: We will provide music instruction to all students in grades 1-5 and music electives in grades 6-12.

2018-19 Actions/Services

Action 1.7: We will provide a Visual and Performing Arts (VAPA) program for students in grades K-12.

Services:

1.7.1: We will provide music instruction to all students in grades 1-5 and music electives in grades 6-12 (4.55 FTE).

2019-20 Actions/Services

Action 1.7: We will provide a Visual and Performing Arts (VAPA) program for students in grades 1-12.

Services:

1.7.1: We will provide music instruction to all students in grades 1-5 and music electives in grades 6-12 (4.55 FTE).

1.7.2: We will provide visual arts electives in grades 7-12.

1.7.3: We will provide performing arts electives in grades 7-12.

1.7.2: We will provide visual arts electives in grades 7-12 (1.5 FTE).

1.7.3: We will provide performing arts electives in grades 7-12 (1.5 FTE).

1.7.2: We will provide visual arts electives in grades 7-12 (1.5 FTE).

1.7.3: We will provide performing arts electives in grades 7-12 (1.5 FTE).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$416,000	\$179,744	\$202,120
Source	Base	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$520,000	\$373,746	\$389,531
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,000	\$81,931	\$96,980
Source	Base	Base	Base
Budget Reference	Materials & Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$181,472	\$193,954
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 1.8: We will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: We will maintain the staffing of two technicians to update and maintain hardware and software.

1.8.2: We will maintain and refresh current computer devices for student and staff use.

1.8.3 We will provide professional development related to the integration of technology into classroom instruction.

2018-19 Actions/Services

Action 1.8: We will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: We will maintain technology staff (4.0 FTE) to update and maintain hardware and software and provide program support districtwide.

1.8.2: We will maintain and refresh current computer devices for student and staff use.

1.8.3 We will provide professional development related to the integration of technology into classroom instruction.

2019-20 Actions/Services

Action 1.8: We will provide access to technology for students and staff to support learning and assessment.

Services:

1.8.1: We will maintain technology staff (3.0 FTE) to update and maintain hardware and software and provide program support districtwide.

1.8.2: We will maintain and refresh current computer devices for student and staff use.

1.8.3 We will provide professional development related to the integration of technology into classroom instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$457,000	\$293,985	\$196,161
Source	Base	Base	Base
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$185,000	\$171,422	\$128,326
Source	Base	Base	Base
Budget Reference	Materials & Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$62,000	\$62,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$108,000	\$108,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$15,000	\$15,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount		\$5,000	\$5,000
Source		Parcel Tax	Parcel Tax
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 1.9: We will provide library programs to students and staff to support learning.

Services:

1.9.1: We will staff fully credentialed librarians. (5.0 FTE)

2018-19 Actions/Services

Action 1.9: We will provide library programs to students and staff to support learning.

Services:

1.9.1: We will staff fully credentialed librarians (5.0 FTE).

2019-20 Actions/Services

Action 1.9: We will provide library programs to students and staff to support learning.

Services:

1.9.1: We will staff fully credentialed librarians.

1.9.2: We will staff qualified library technicians. (0.5FTE)

1.9.2: We will staff qualified library technicians (0.65FTE).

1.9.2: Due to the District's structural deficit, we will not staff (0.65 FTE) library technicians. This action will be discontinued in 2019-2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$625,000	\$429,595	\$425,311
Source	Base	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$17,992	\$18,217
Source		Parcel Tax	Parcel Tax
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$191,986	\$228,648
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.10 We will attract and retain a highly qualified and diverse staff.

Services:

1.10.1 We will recruit for positions using multiple strategies for communicating and networking.

1.10.2 We will provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

2018-19 Actions/Services

Action 1.10 We will attract and retain a highly qualified and diverse staff.

Services:

1.10.1 We will recruit for positions using multiple strategies for communicating and networking.

1.10.2 We will provide a Beginning Teacher Support and Assessment Program (now known as Induction) for teachers who need to clear their preliminary credentials.

2019-20 Actions/Services

Action 1.10 We will attract and retain a highly qualified and diverse staff.

Services:

1.10.1 We will recruit for positions using multiple strategies for communicating and networking.

1.10.2 We will provide an Induction Program for teachers who need to clear their preliminary credentials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$32,000	\$30,000
Source	Educator Effectiveness Grant	Title II	Title II
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$10,000	\$6,544	\$6,259
Source	Educator Effectiveness Grant	Title II	Title II
Budget Reference	Other Services	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$400	\$400
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$9,467	\$8,137
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions. We will review, refine and implement Social-Emotional and Behavioral Interventions, support programs and policies to reflect current research and best practices. We will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Albany Strategic Plan Two "Supporting the Whole Child" AUSD Single Plans for Student Achievement

Identified Need:

Identified Essential Need: The most essential student needs are related to providing a school culture that respects and embraces diversity. Our students need a school climate that is free from discrimination and hate. We do not at this time have a quantifiable metric, but local, regional and national expressions of hate speech have impacted many students, staff, and community members.

Identified Essential Need: As reported on the California School Dashboard, suspension rates have declined for every subgroup except students identified as Two or More Races. However, the new CA Dashboard does not disaggregate by gender. Our essential need is related to suspension rates by gender. There is a higher rate of suspension for male students as compared to female students.

Other identified needs are as follows:

State Priority/Metric 5a-e: Pupil Engagement

5a School Attendance Rates

- 2017-2018 Average Daily Attendance Rate: 96.58%.

5b Chronic Absenteeism Rates

- 2018 California School Dashboard: 5.4%

5e High School Graduation Rate

- 2018 California School Dashboard: 92.9%

State Priority/Metric 6: School Climate

6c Other Local Measures (2018 CA Healthy Kids Survey)

- When asked about the extent to which students felt a part of the school, 84% of 5th graders reported feeling part of the school all or most of the time. 69% of 7th graders, 58% of 9th graders, and 47% of 11th graders strongly agreed or agreed that they felt like part of the school.
- When asked about feeling close to people at the school, 61% of 5th graders indicated feeling close to people at school all or most of time, 69% of 7th graders, 67% of 9th graders, and 57% of 11th graders agreed or strongly agreed that they felt close to people at their school.
- When asked about feeling safe at school, 92% of students in grade 5 indicated they feel safe all or most of the time. In grades 7, 9 and 11, 71% of students in grade 7, 63% of students in grade 9, and 60% of students in grade 11 strongly agreed or agreed with the statement that they feel safe at their school.
- When student responses to feeling safe or very safe at school are were disaggregated by ethnicity and grade level, Asian students reported the highest rates of feeling safe or very safe at school. 78% of Asian students in grade 7 reported feeling safe or very safe at school compared to 76% in grade 9 and 76% in grade 11. Students identifying as Hispanic/Latino and two or more races reported the lowest overall rates of feeling safe or very safe at school. Among Hispanic/Latino students, 67% in grade 7, 60% in grade 9, and 55% in grade 11 reported feeling safe or very safe at school. Among students identifying as two or more races, 70% of 7th graders, 56% of 9th graders, and 57% of 11th graders reported feeling safe or very safe at school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.	State Priority/Metric 5a-e: Pupil Engagement: 5a School Attendance Rates 2016-2017 Average Daily Attendance Rate is ~94%.	State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.	State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates are currently about 95% (95.6%).	State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.	State Priority/Metric 5b Chronic Absenteeism Rates 2016-17 Moderately Chronic Absenteeism (missing between 10% and 19.99% of the school year) = 1.5% 2016-17 Severely Chronic Absenteeism (missing more than 20% of the school year) = 5%	State Priority/Metric 5b Chronic Absenteeism Rates Chronic Absence Rates will remain below 5%.	State Priority/Metric 5b Chronic Absenteeism Rates The District's chronic absenteeism rate is currently 5.4%. The District will reduce its rate of chronic absenteeism by at least 1% in the 2019-2020 school year.	State Priority/Metric 5b Chronic Absenteeism Rates Chronic Absence Rates will remain below 5%.
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.	State Priority/Metric 5c Middle School Drop-Out Rate 2015-16 = 0% (0 students)	State Priority/Metric 5c Middle School Drop-Out Rate The Middle School Drop-Out rate will remain at 0%.	State Priority/Metric 5c Middle School Drop-Out Rate There was a total of one (1) middle school dropout as reported for 2016-2017 (the most recent year for which data is available).	State Priority/Metric 5c Middle School Drop-Out Rate The middle school will have zero dropouts.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.	State Priority/Metric 5d High School Drop-Out Rate 2015-16 = 4.8% (15 students)	State Priority/Metric 5d High School Drop-Out Rate The High School Drop-Out rate will remain below 5%.	State Priority/Metric 5d High School Drop-Out Rate The High School Drop-Out rate is currently 0.5% and will remain below 5%.	State Priority/Metric 5d High School Drop-Out Rate The High School Drop-Out rates will remain below 5%.
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.	State Priority/Metric 5e High School Graduation Rate 2015-16 93.3%	State Priority/Metric 5e High School Graduation Rate The High School Graduation rate will remain above 95%.	State Priority/Metric 5e High School Graduation Rate The High School Graduation rate is currently 92.% as reported on the California School Dashboard. The District will increase its high school graduation rate to 95%.	State Priority/Metric 5e High School Graduation Rate The High School Graduation rate will be above 95%.
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, drop-out rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey.	State Priority/Metric 6: School Climate: 6a Albany High School Pupil Suspension Rate 2015-16: 2.3% (17 suspensions) MacGregor Continuation High School Pupil Suspension Rate 2015-16: 5.8% (1 suspension)	State Priority/Metric 6: School Climate The High School Suspension rates will remain below 4%.	State Priority/Metric 6: School Climate The High School Suspension is currently below 1%. The District will maintain its high school suspension rates below 1% in 2019-2020.	State Priority/Metric 6: School Climate The High School Suspension rates will remain below 4%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>State Priority/Metric 6b Albany High School Pupil Expulsion Rate</p> <p>2014-15: 0.2%</p> <p>6b MacGregor Continuation High School Pupil Expulsion Rate</p> <p>2014-15: 0%</p>	<p>State Priority/Metric 6b Albany High School Pupil Expulsion Rate</p> <p>The High School Expulsion rate will remain below 1%</p>	<p>State Priority/Metric 6b Albany High School Pupil Expulsion Rate</p> <p>The High School Expulsion rate is currently 0%. The District will maintain an expulsion rate below 1% in 2019-2020.</p>	<p>State Priority/Metric 6b Albany High School Pupil Expulsion Rate</p> <p>The High School Expulsion rates will remain below 1%</p>
	<p>State Priority/Metric 6c Other Local Measures (2016 CA Healthy Kids Survey)</p> <p>95% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of School Connectedness.</p> <p>78% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of Meaningful Participation.</p>	<p>State Priority/Metric 6c Other Local Measures (2016 CA Healthy Kids Survey)</p> <p>We will administer the CA Healthy Kids Survey in spring, 2018 and compare results to those from 2016. We will also identify new questions that target issues of equity and inclusion by finding questions that can begin to measure baselines and progress on those dimensions.</p>	<p>State Priority/Metric 6c Other Local Measures (2016 CA Healthy Kids Survey)</p> <p>Results from the 2017- 2018 CHKS show that 84% of 5th graders reported feeling part of the school all or most of the time; 69% of 7th graders, 58% of 9th graders, and 47% of 11th graders strongly agreed or agreed that they felt like part of the school; 61% of 5th graders indicated feeling close to people at school all or most of time; 69% of 7th graders, 67% of 9th</p>	<p>State Priority/Metric 6c Other Local Measures (CA Healthy Kids Survey)</p> <p>The CHKS survey will be administered during the 2019-2020 school year and the District will maintain or increase the percentage of students feeling a part of. safe, and connected to the school they attend.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>graders, and 57% of 11th graders agreed or strongly agreed that they felt close to people at their school; 92% of students in grade 5 indicated they feel safe all or most of the time; and 71% of students in grade 7, 63% of students in grade 9, and 60% of students in grade 11 strongly agreed or agreed with the statement that they feel safe at their school.</p>	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Action 2.1: We will provide a robust attendance reporting and intervention program.

Services:

2.1.1: We will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.

2.1.2: We will intervene with communication and counseling services.

2.1.3: We will staff and train classified clerical staff for every school site and at the district office.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Action 2.1: We will provide a robust attendance reporting and intervention program.

Services:

2.1.1: We will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.

2.1.2: We will intervene with site and District level communication and counseling services.

2.1.3: We will staff and train classified clerical staff for every school site and at the district office (6.85 FTE).

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Action 2.1: We will provide a robust attendance reporting and intervention program.

Services:

2.1.1: We will identify students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.

2.1.2: We will intervene with site and District level communication, targeted intervention, and counseling services.

2.1.3: We will staff and train classified clerical staff for every school site and at the district office.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$205,763	\$135,466	\$130,919
Source	Base	Base	Base
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$211,343	\$100,977	\$102,124
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$3,500	\$78,698	\$96,142
Source	Base	Base	Base
Budget Reference	Other Services	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$106,371	\$89,549
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$6,000	\$6,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$6,790	\$6,790
Source		Parcel Tax	Parcel Tax
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$50,000
Source			Supplemental
Budget Reference			2000-2999: Classified Personnel Salaries

Amount			\$28,000
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Albany High School, MacGregor High School, Albany Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2.2: We will provide counseling services for academic and intervention to students in grades 6-12th.

Services:

2.2.1: We will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.

AMS: 6-8: 1.5 Counselors

2018-19 Actions/Services

Action 2.2: We will provide counseling services for academic and intervention to students in grades 6-12th.

Services:

2.2.1: We will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.

AMS: 6-8: 1.5 Counselors

2019-20 Actions/Services

Action 2.2: We will provide counseling services for academic and intervention to students in grades 6-12th.

Services:

2.2.1: We will staff and train counselors for Albany Middle, Albany High, and MacGregor High Schools.

AMS: 6-8: 1.5 Counselors

AHS: 9-12: 3.6 Counselors
MAC: 10-12: 0.4 FTE Counselors

2.2.2: We will provide counselors with program funds, training and professional development.

AHS: 9-12: 3.6 Counselors
MAC: 10-12: 0.4 FTE Counselors

2.2.2: We will provide counselors with program funds, training and professional development.

AHS: 9-12: 3.6 Counselors
MAC: 10-12: 0.4 FTE Counselors

2.2.2: We will provide counselors with program funds, training and professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$564,309	\$402,096	\$423,044
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$211,836	\$229,133
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$5,000	\$5,000
Source		Parcel Tax	Parcel Tax
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Action 2.3: We will provide a School Social Worker and Mental Health services programs.

Services:

2.3.1: We will staff Mental Health Specialists

2.3.2: We will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: We will staff a School Social Worker.

2018-19 Actions/Services

Action 2.3: We will provide a School Social Worker and Mental Health services programs.

Services:

2.3.1: We will staff Mental Health Specialists (1.0 FTE).

2.3.2: We will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: We will staff a School Social Worker (0.6 FTE).

2019-20 Actions/Services

Action 2.3: We will provide a School Social Worker and Mental Health services programs.

Services:

2.3.1: We will staff Mental Health Specialists (1.0 FTE).

2.3.2: We will contract with a coordinator of Mental Health programs who will supervise Interns.

2.3.3: We will staff a School Social Worker (0.6 FTE).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$199,912	\$40,455	\$42,164
Source	Parcel Tax	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$62,116	\$138,206	\$138,206
Source	Supplemental	Parcel Tax	Parcel Tax
Budget Reference	Other Services	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,000	\$24,343	\$25,498
Source	Parcel Tax	Supplemental	Supplemental
Budget Reference	Other Services	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$43,096	47,925
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$12,000	\$12,000
Source		Parcel Tax	Parcel Tax
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Action 2.4: We will provide all students with schools that maintain a safe, inclusive, and positive climate.

Services:

2.4.1: We will provide a part-time Safe & Inclusive Schools Coordinator.

2.4.2: We will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.4.3: We will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: We will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: We will review curriculum so that issues of equity and inclusion are

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Action 2.4: We will provide all students with schools that maintain a safe, inclusive, and positive climate.

Services:

2.4.1: We will provide a part-time Safe & Inclusive Schools Coordinator (0.6 FTE).

2.4.2: We will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.4.3: We will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: We will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: We will review curriculum so that issues of equity and inclusion are

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Action 2.4: We will provide all students with schools that maintain a safe, inclusive, and positive climate.

Services:

2.4.1: We will provide a part-time K-8 Safe & Inclusive Schools Coordinator (0.6 FTE).

2.4.2: We will coordinate programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.

2.4.3: We will teach curriculum specific to character building, social-emotional growth, and empowerment. These include Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.

2.4.4: We will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.

2.4.5: We will review curriculum so that issues of equity and inclusion are

considered and so that students learn social justice competencies.

2.4.6: We will provide professional development to all staff so that issues of equity and inclusion are strengthened and so that staff learn how to teach social justice competencies.

considered and so that students learn social justice competencies.

2.4.6: We will provide professional development to all staff so that issues of equity and inclusion are strengthened and so that staff learn how to teach social justice competencies.

considered and so that students learn social justice competencies.

2.4.6: This action is discontinued for the 2019-2020 school year as there are currently two additional LCAP actions (1.1.4 and 3.1.6) that address providing professional development in the areas of culturally responsive teaching, equity and inclusion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,168	\$60,395	\$59,410
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$7,000	\$28,666	\$29,329
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Materials & Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$20,000	\$5,000	\$5,000
Source	Educator Effectiveness Grant	Parcel Tax	Parcel Tax
Budget Reference	Salaries & Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,000		
Source	Educator Effectiveness Grant		
Budget Reference	Other Services		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Action 2.5: We will provide an athletics program for students in grades 4-12.

Services:

2.5.1: We will staff an Athletics Director to coordinate programs.

2.5.2: We will staff Athletics Coaches.

2.5.3: We will provide equipment, supplies, and transportation.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Action 2.5: We will provide an athletics program for students in grades 4-12.

Services:

2.5.1: We will staff an Athletics Director (0.8 FTE) to coordinate programs.

2.5.2: We will staff Athletics Coaches.

2.5.3: We will provide equipment, supplies, and transportation.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Action 2.5: We will provide an athletics program for students in grades 4-12.

Services:

2.5.1: We will staff an Athletics Director to coordinate programs.

2.5.2: We will staff Athletics Coaches.

2.5.3: We will provide equipment, supplies, and transportation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$265,540	\$50,638	\$105,254
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$40,000	\$150,000	\$150,000
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Other Services	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$69,735	\$88,740
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$40,000	\$40,000
Source		Parcel Tax	Parcel Tax
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$5,000	\$5,000
Source		Parcel Tax	Parcel Tax
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2.6: We will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:

2.6.1: We will staff credentialed Physical Education teachers for every school site.

2018-19 Actions/Services

Action 2.6: We will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:

2.6.1: We will staff credentialed Physical Education teachers for every school site (11.1 FTE).

2019-20 Actions/Services

Action 2.6: We will provide a Physical Education program so that all students are engaged in physical activity that keeps them healthy and engaged in school.

Services:

2.6.1: We will staff credentialed Physical Education teachers for every school site (11.1 FTE).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$346,690	\$544,108	\$536,671
Source	Parcel Tax	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$863,170	\$320,872	\$332,598
Source	Base	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$229,171	\$267,017
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$156,697	\$142,935
Source		Parcel Tax	Parcel Tax
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Albany High School,
Albany Middle School, MacGregor High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 2.7: We will staff specific counselors to provide services to struggling and at-risk students.</p> <p>AHS 0.2 FLEX Counselor</p> <p>AHS 0.2 At-Risk Counselor</p> <p>AMS 0.5 At-Risk Counselor</p>	<p>Action 2.7: We will staff specific counselors to provide services to struggling and at-risk students.</p> <p>Action 2.7.1</p> <p>We will staff counselors to provide services to struggling and at-risk students:</p> <p>AHS 0.2 FLEX Counselor</p> <p>AHS 0.2 At-Risk Counselor</p> <p>AMS 0.5 At-Risk Counselor</p>	<p>Action 2.7: We will provide counseling and mentoring services to struggling and at-risk students.</p> <p>Action 2.7.1: We will staff counselors to provide services to struggling and at-risk students:</p> <p>AHS 0.2 FLEX Counselor</p> <p>AHS 0.2 At-Risk Counselor</p> <p>AMS 0.5 At-Risk Counselor</p> <p>2.7.2: We will support site-based academic and social-emotional mentoring services for at-risk students in grades 6-12.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$89,378	\$67,014	\$69,342
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$24,296	\$25,359
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal #3: All Stakeholders will Collaborate and Communicate about decisions that guide the sites and the district.

We will collaboratively plan professional development and meeting time that responds to current needs.

We will make proactive and effective decisions.

We will communicate effectively throughout the district.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Local Priorities: Albany Strategic Plan One "Assessing and Increasing Student Success" AUSD Single Plans for Student

Identified Need:

Identified Essential Need: 100% of our students need school sites that are not overcrowded and that meet or exceed standards for safety and modern learning, especially in science, engineering, math, and the humanities.

Identified Essential Need: Based on our essential needs in Pupil Achievement related to Black/African American and Hispanic Latino underperformance, and based on feedback from the African American/Black and Hispanic/Latino parent engagement teams, the District needs to strengthen a climate in which minority parents feel included and engaged in the activities of the school community and in decision making in the district.

Identified Essential Need: After having passed two large school construction bonds, the Albany Community has a strong interest in the development and construction of schools.

Identified Essential Need: The changing nature of communication presents new challenges for communicating essential information to parents and the community regarding school issues and achievements.

Other Identified Needs:

State Priority/Metric 1c: School Facilities

2016-17: 100% of our schools are clean and maintained, but repairs are needed in several areas.

2016-17: 66% (4 out of 6) of our schools are earthquake safe as measured by the Division of the State Architect. 33% (2 out of 6) are seismically deficient as measured by the Division of the State Architect.

2016-17: 100% of our school sites are overcrowded and have temporary portable buildings to alleviate overcrowding.

State Priority/Metric 3: Parental Involvement

As reported on the California School Dashboard:

80% of parents agreed or strongly agreed that the schools allow input and welcome parent contributions.

67% of parents agreed or strongly agreed that the schools actively seek the input of parents before making important decisions.

87% of parents agreed or strongly agreed that they feel welcome to participate at their child's school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 1c: School Facilities as measured by levels of cleanliness, rates of maintenance and repair, adequacy of space in relation to enrollment, design of space in relation to quality instruction, and safety.	<p>State Priority/Metric 1c: School Facilities</p> <p>2016-17: 100% of our schools are clean and maintained, but repairs are needed in several areas.</p> <p>2016-17: 66% (4 out of 6) of our schools are earthquake safe as measured by the Division of the State Architect. 33% (2 out of 6) are seismically deficient as measured by the Division of the State Architect.</p> <p>2016-17: 100% of our school sites are overcrowded and have</p>	<p>State Priority/Metric 1c: School Facilities</p> <p>The District will maintain that 100% of our schools will be clean and safe.</p> <p>The District will continue to work on long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects.</p> <p>The District will work on short- and long-term plans for new construction and the provision of temporary portable buildings to alleviate overcrowding.</p>	<p>State Priority/Metric 1c: School Facilities</p> <p>The District will maintain that 100% of our schools will be clean and safe.</p> <p>The District continued to work on short- and long-term plans to increase the percentage of earthquake safe schools as measured by the Division of the State Architects.</p> <p>The District continued to work on short- and long-term plans for new construction. 100% of school sites had temporary portable</p>	<p>State Priority/Metric 1c: School Facilities</p> <p>The District will maintain that 100% of our schools will be clean and safe.</p> <p>The District will continue to work on short- and long-term plans to increase the percentage of schools that are earthquake safe as measured by the Division of the State Architects.</p> <p>The District will continue to work on short- and long-term plans for new construction. The District will maintain that 100% of our school sites</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	temporary portable buildings to alleviate overcrowding.		buildings to alleviate overcrowding.	have temporary portable buildings to alleviate overcrowding.
State Priority/Metric 3a: Parental Input in Making Decisions as measured by School Site Council activity and membership, Parent-Teacher Association activity and membership, quantity of parent and community volunteer programs, and the presence of parent engagement teams for African American and Hispanic ethnic groups.	<p>State Priority/Metric 3a: Parental Input in Making Decisions</p> <p>2016-17: 100% of our students have schools with active School Site Councils comprised of parents and staff.</p> <p>2016-17: 100% of our students have schools with active Parent-Teacher Associations.</p> <p>2016-17: 100% of our students have schools with active Parent & Community Volunteer programs.</p> <p>2016-17: 100% of our students have a district with a Black/African-American Parent Engagement Design Team.</p> <p>2016-17: 100% of our students have a district with a Hispanic/Latino Parent Engagement Design Team.</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions</p> <p>The District will maintain that 100% of our schools have active School Site Councils composed of parents and staff.</p> <p>The District will maintain that 100% of our schools have active Parent-Teacher Associations.</p> <p>The District will maintain that 100% of our students have schools with active Parent & Community Volunteer programs.</p> <p>The District will maintain that 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs.</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions</p> <p>100% of District schools had active School Site Councils composed of parents and staff.</p> <p>100% of District schools had active Parent-Teacher Associations.</p> <p>100% of of the District's students attended schools with active Parent & Community Volunteer programs.</p> <p>The District provided parents of Black/African American, Hispanic, or socioeconomically disadvantaged students with outreach programs. The District will continue its efforts to engage parents of historically underserved students.</p>	<p>State Priority/Metric 3a: Parental Input in Making Decisions</p> <p>The District will maintain that 100% of our schools have active School Site Councils comprised of parents and staff.</p> <p>The District will maintain that 100% of our schools have active Parent-Teacher Associations.</p> <p>The District will maintain that 100% of our students have schools with active Parent & Community Volunteer programs.</p> <p>The District will provide 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth as measured by English Language Advisory Council activity and membership.	<p>State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth</p> <p>2016-17: 100% of our students have schools with active site-based English Language Advisory Committees comprised of parents and staff, and a District English Language Advisory Committee comprised of parents and staff.</p>	<p>State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth</p> <p>The District will maintain that 100% of our schools have active site-based English Language Advisory Committees comprised of parents and staff, and a District English Language Advisory Committee comprised of parents and staff.</p>	<p>State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth</p> <p>100% of District schools had active site-based English Learner Advisory Committees comprised of parents and staff, and a District English Learner Advisory Committee comprised of parents and staff.</p>	<p>State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth</p> <p>The District will maintain that 100% of our schools have active site-based English Learner Advisory Committees comprised of parents and staff, and a District English Learner Advisory Committee comprised of parents and staff.</p>
State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs as measured by the presence of Student Study Teams on each and every school site and the presence of high-quality 504 Plan programs and Individual Education Programs.	<p>State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs</p> <p>2016-17: 100% of our students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes the parental participation</p>	<p>State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs</p> <p>The District will maintain that 100% of our students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes</p>	<p>State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs</p> <p>100% of District students had schools and a district staff who implemented a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that included the parental participation</p>	<p>State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs</p> <p>The District will maintain that 100% of our students have schools and a district staff who implement a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized Education Program that includes</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	of individuals with exceptional needs.	the parental participation of individuals with exceptional needs.	of individuals with exceptional needs.	the parental participation of individuals with exceptional needs.
Local Priority/Metric: Effective communication strategies as measured by the number of website postings, the number of meetings, and attendance at public meetings.	Local Priority/Metric: Effective communication strategies 2017-18 The District will establish baselines and set goals for improvement.	Local Priority/Metric: Effective communication strategies 2017-18 The District will establish baselines and set goals for improvement.	Local Priority/Metric: Effective communication strategies 2018-19 The District did not evaluate baselines and methods, make modifications as needed, and set goals for improvement. In 2019-2020, the District will evaluate baselines and methods, make modifications as needed, and set goals for improvement	Local Priority/Metric: Effective communication strategies In 2019-2020, the District will convene a stakeholder group to evaluate communication protocols, and set goals for improvement as needed.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3.1: We will continue to support the engagement of parents and community members.

Services:

3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

3.1.3: The District will 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) and a District Community Advisory Committee.

2018-19 Actions/Services

Action 3.1: The District will continue to support the engagement of parents and community members.

Services:

3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

3.1.3: The District will maintain English Learner Advisory Committees, School Site Councils, and PTAs at every school site. We will maintain a district level English Learner Advisory Committee (DELAC) and a District Community Advisory Committee.

2019-20 Actions/Services

Action 3.1: The District will continue to support the engagement of parents and community members.

Services:

3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

3.1.3: The District will maintain English Learner Advisory Committees, School Site Councils, and PTAs at every school site. We will maintain a district level English Learner Advisory Committee (DELAC) and a District Community Advisory Committee.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6 The District will 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.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6 The District will strengthen parent and community stakeholder input through the implementation of recommendations from 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.

3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.

3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.

3.1.6 The District will strengthen parent and community stakeholder input through the implementation of recommendations from 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$50,000	\$25,000
Source	Base	Base	Base
Budget Reference	Other Services/Supplies	4000-4999: Books And Supplies Other Services/Supplies	4000-4999: Books And Supplies Other Services/Supplies
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental	Base	Base
Budget Reference	Other Services	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

Amount	\$5,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$1,000	\$1,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Action 3.2: The District will provide highly qualified clerical support throughout the district.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Action 3.2: The District will provide highly qualified clerical support throughout the district.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Action 3.2: The District will provide highly qualified clerical support throughout the district.

Services:

3.2.1: The District will provide all schools with appropriately staffed clerical support.

3.2.2: The District will hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.

Services:

3.2.1: The District will provide all schools with appropriately staffed clerical support (7.3 FTE).

3.2.2: The District will hire and train secretarial staff to support the Student Services and Curriculum, Instruction, and Assessment Departments (0.9 FTE).

Services:

3.2.1: The District will provide all schools with appropriately staffed clerical support (7.3 FTE).

3.2.2: Due the District's ongoing structural deficit, the District will not maintain clerical staff to support the Student Services and Curriculum, Instruction and Assessment Departments. This action will be discontinued in 2019-2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$496,245	\$326,660	\$325,793
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$11,706	
Source		Supplemental	
Budget Reference		2000-2999: Classified Personnel Salaries	
Amount		\$4,683	\$4,683
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$236,148	\$196,967
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$6,037	
Source		Supplemental	
Budget Reference		3000-3999: Employee Benefits	
Amount		\$2,417	\$1,458
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Action 3.3: District staff will maintain and improve the facilities across the school district.

Services:

3.3.1: District staff and School Board Trustees will review the 2014 Facility Master Plan, ongoing facility needs, and continue to prioritize next steps.

3.3.2: District staff will design facilities on the San Gabriel site for new construction in the future years.

3.3.3: District staff will explore a permanent location for the District Office.

3.3.4: District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students.

3.3.6: District staff will recruit and retain secretarial staff to support the Business and Maintenance Departments.

Action 3.3: District staff will maintain and improve the facilities across the school district.

Services:

3.3.1: District staff and School Board Trustees will review ongoing facility needs and continue to prioritize next steps.

3.3.2: District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students (6.0 FTE).

3.3.3: District staff will recruit and retain secretarial staff to support the Business and Maintenance Departments (1.0 FTE).

Action 3.3: District staff will maintain and improve the facilities across the school district.

Services:

3.3.1: District staff and School Board Trustees will review ongoing facility needs and continue to prioritize next steps.

3.3.2: District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students (6.0 FTE).

3.3.3: Due to the elimination of the District's Director Maintenance and Operations, the department's secretary position was replaced by a facilities coordinator to support the Maintenance Department (1.0 FTE).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$480,649	\$456,376	\$431,359
Source	Restricted Routine Maintenance	Restricted Routine Maintenance	Restricted Routine Maintenance
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$17,407	\$252,041	\$260,713
Source	Base	Restricted Routine Maintenance	Restricted Routine Maintenance
Budget Reference	3000-3999: Employee Benefits Salary & Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and

2018-19 Actions/Services

Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and

2019-20 Actions/Services

Action 3.4: The District will implement specific strategies to strengthen communication with students, parents, and

community members regarding Bond Measures B & E.

Services:

3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.

3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.

3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.

3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.

community members regarding Bond Measures B & E.

Services:

3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.

3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.

3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.

3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.

community members regarding Bond Measures B & E.

Services:

3.4.1: The District will continue to update a designated web page on the district website with items related to Bond Measures B & E.

3.4.2: The District will host regularly scheduled open meetings for community members to ask questions and receive information.

3.4.3: The District will produce communications that may include flyers to notify the community and school site neighbors regarding pertinent project information.

3.4.4: The District will engage stakeholders on temporary school facilities needed during the rebuilding process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$1,500	\$1,500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$6,000	\$6,000
Source		Base	Base
Budget Reference		5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

2018-19 Actions/Services

Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

2019-20 Actions/Services

Action 3.5: The District will adapt to and utilize up-to-date methods of communication that are effective at maintaining a well informed school community.

3.5.1 The District will continue to maintain up-to-date and extensive information on the District website.

3.5.2 The District will maintain social media accounts and will continue to post and promote these channels.

3.5.3 The District will produce and distribute an annual newsletter to the community, describing school achievements and major construction events.

3.5.4 The District will re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

3.5.2 The District maintains social media accounts and may post and promote using these channels as time and resources permit.

3.5.3 The District will produce and distribute an annual newsletter to the community, describing school achievements and major construction events.

3.5.4 The District will re-evaluate policy on communication triggers in order to inform the community adequately and fully. Each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

3.5.2 The District no longer maintains social media accounts to post and promote information. This action is being discontinued for the 2019-2020 school year.

3.5.3 The District will produce and distribute an annual newsletter to the community, describing school achievements and major construction events.

3.5.4 The District will convene a stakeholder group to evaluate communication protocols and set goals for improvement as needed. Additionally, each site will evaluate their channels of communication to parents with a goal of re-aligning communication to those channels that parents use and access frequently.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$7,500	\$7,500
Source	Base	Base	Base
Budget Reference	Other Services	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$4,000	\$4,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount		\$8,500	\$8,500
Source		Base	Base
Budget Reference		5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,836,608

Percentage to Increase or Improve Services

5.98%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Albany Unified School District has under 55% of enrollment of unduplicated pupils. Albany Unified School District has targeted supplemental funds for both school-wide and district-wide initiatives as well as direct support for the targeted populations.

Goal #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will reach their fullest potential.

Action 1.2 impacts all students who need early intervention in English and Math based on a review of the results from local and statewide assessments.

Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.

- Action 1.2.1 We will staff Reading Specialists at the Elementary Schools to provide research-based instructional strategies in literacy standards.
- Action 1.2.2 We will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.
- Action 1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

Costs:

Salary & Benefits - \$766,772

Materials and Supplies -\$29,602

Action 1.3 impacts all students identified as English learners specifically by staffing specialists who can support students in learning a second language, provide training and consultation to general education teachers, monitor the progress of English learners and serve as a valuable link between home and school.

Action 1.3: We will provide English Language Development Programs for students who are identified as English Learners.

- Action 1.3.1: We will staff English Language Development (ELD) Specialist Teachers for each school site.
- Action 1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.
- Action 1.3.4: We will provide Professional Development to ELD Teachers and general education teachers in the areas of California Standards and Language Development Instructional Strategies.

Costs:

Salary & Benefits - \$900,280

Materials & Supplies - \$24,227

Goal 2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions

Action 2.1 impacts all students, including English learners and socioeconomically disadvantaged students, who are identified as chronically absent as measured on the California School Dashboard.

Action 2.1: We will provide a robust attendance reporting and intervention program.

- Action 2.1.2: We will intervene with site and District level communication, targeted intervention, and counseling services.

Costs

Salary & Benefits - \$496,734

Action 2.3 impacts all students by providing additional counseling resources in the form of a school social worker. Additionally, the staffing of the social worker provides a structure for interns to be retained at all sites and provide additional services to students

Action Action 2.3: The District will provide a School Social Worker and Mental Health services programs.

- Action: 2.3.3: We will staff a School Social Worker.

Costs

Salary & Benefits - \$67,662

Action 2.7 impacts students who struggle academically and increases student access to trained and caring school staff.

Action 2.7: We will staff specific counselors to provide services to struggling and at-risk students.

- Action 2.7.1: We will staff counselors to provide services to struggling and at-risk students: AHS 0.2 FLEX Counselor; AHS 0.2 At-Risk Counselor; AMS 0.5 At-Risk Counselor
- Action 2.7.2: We will provide mentoring services to at-risk students in grades 6-12.

Costs:

Salary & Benefits - \$94,701

Goal 3: Communicate and Lead Together.

Action 3.1 impacts students from historically underserved populations and provides support for engaging parents in the education of their students.

Action 3.1 We will continue to support the engagement of parents and community members.

- Action 3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including socio-economically disadvantaged, English learners, foster youth, African American/Black, & Hispanic/Latino.
- Action 3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

- Action 3.1.3: The District will maintain English Learner Advisory Committees, School Site Councils, and PTAs at every school site. We will maintain a district level English Learner Advisory Committee (DELAC) and a District Community Advisory Committee.

Costs:

Materials and Supplies: \$26,000

Other Services: \$10,000

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,749,449

Percentage to Increase or Improve Services

5.93%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Albany Unified School District has under 55% of enrollment of unduplicated pupils. The total unduplicated count of socio-economically disadvantaged students, English learners and foster youth Districtwide is 29.3%. Albany Unified School District has targeted the supplemental funds for both school-wide and district-wide initiatives as well as direct support for the targeted populations.

LCAP Goal #1 states “We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will reach their fullest potential.”

Action 1.1: We will implement the California Standards in English Language Arts, English Language Development, Math, Science and History/Social Studies.

- Action 1.1.2: We will collaboratively plan professional development to include district-wide professional development days, summer professional development offerings, and Wednesday collaboration time.
- Action 1.1.4: We will provide professional development in Culturally Responsive Teaching and Practices.

Costs:

Salary & Benefits - \$98,251

Other Services - \$32,000

Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.

- Action 1.2.1 We will staff Reading Specialists at the Elementary Schools to provide research-based instructional strategies in literacy standards.
- Action 1.2.2 We will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.
- Action 1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

Costs:

Salary & Benefits - \$621,898

Materials and Supplies -\$14,364

Action 1.3: We will provide English Language Development Programs for students who are identified as English Learners.

- Action 1.3.1: We will staff English Language Development (ELD) Specialist Teachers for each school site.
- Action 1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.
- Action 1.3.4: We will provide Professional Development to ELD Teachers and general education teachers in the areas of California Standards and Language Development Instructional Strategies.

Costs

Salary & Benefits - \$739,810

Materials & Supplies - \$46,500

Action 1.1 impacts all elementary students and will continue the District's efforts to implement a balanced literacy program. The emphasis of this year's work will include developing classroom and school-wide libraries and implementing reading assessments and writing assessment systems. The implementation of a Districtwide, cohesive curriculum, including the implementation of a formal assessment system will support all students in mastering content standards and receiving early intervention when learning gaps are discovered.

Action 1.2 impacts all students who need early intervention in English and Math based on a review of the results from local and statewide assessments.

Action 1.3 impacts all students identified as English learners specifically by staffing specialists who can support students in learning a second language, provide training and consultation to general education teachers, monitor the progress of English learners and serve as a valuable link between home and school.

LCAP Goal #2 states "We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions." Supplemental funds are used for services 2.2.2 and 2.3.3 found in Goal #2.

Action 2.3: The District will provide a School Social Worker and Mental Health services programs.

- Action: 2.3.3: We will staff a School Social Worker.

Costs

Salary & Benefits - \$64,798

Action 2.7: We will staff specific counselors to provide services to struggling and at-risk students.

- Action 2.7.1: We will staff counselors to provide services to struggling and at-risk students: AHS 0.2 FLEX Counselor; AHS 0.2 At-Risk Counselor; AMS 0.5 At-Risk Counselor

Costs:

Salary & Benefits - \$91,310

Action 2.3 impacts all students by providing additional counseling resources in the form of a school social worker. Additionally, the staffing of the social worker provides a structure for interns to be retained at all sites and provide additional services to students.

Action 2.7 impacts students who struggle academically and increases student access to trained and caring school staff.

Action 3.1 “We will continue to support the engagement of parents and community members.”

- Action 3.1.1: The District will increase the participation of parents from under-represented and under-performing groups, including low socio-economic, English Language Learners, Foster Youth, African American/Black, & Hispanic/Latino.

Action 3.1.2: The District will strengthen a task force of parents and staff to plan for events to engage more parents from African American/Black and Hispanic/Latino families.

Action 3.1.3: The District will maintain English Learner Advisory Committees, School Site Councils, and PTAs at every school site. We will maintain a district level English Learner Advisory Committee (DELAC) and a District Community Advisory Committee.

Costs:

Materials and Supplies: \$1,000

Other Services: \$10,000

Action 3.2: The District will provide highly qualified clerical support throughout the district.

- Action 3.2.2: The District will hire and train secretarial staff to support the Student Services and Curriculum, Instruction, and Assessment Departments (0.25 FTE).

Costs:

Salary and Benefits: \$17,743

Action 3.1 impacts students from historically underserved populations and provides support for engaging parents in the education of their students.

Action 3.2 impacts all students by allocating resources to ensure the essential functions of the District's operations, most closely related to students, can be implemented.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,647,533

Percentage to Increase or Improve Services

5.83%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Albany Unified School District has below 55 percent of enrollment of unduplicated pupils. Albany USD has targeted the supplemental funds for both school-wide and district-wide initiatives as well as direct support for the targeted populations; English Language Learners, Foster Youth, and students from low socio-economic backgrounds.

LCAP Goal #1 states “We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will reach their fullest potential.” Supplemental funds are used for action items found in Goal #1.

Action 1.1: We will implement the California Standards in English Language Arts, English Language Development, Math, Science and History/Social Studies. We will review and adopt California Standards-based curriculum Materials.

1.1.3 We will support a review and adoption process for Reading/Language Arts materials that are aligned to the new CA English Language Arts/English Language Development standards and frameworks in grades K-5. We will provide training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.

Service 1.1.3 Costs:

Salary & Benefits - \$22,000

Other Services - \$10,000

Action 1.2: We will provide academic intervention for students who struggle in English and Math and are identified according to need using standards-based assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for English Language Learners and students from low-socioeconomic backgrounds.

Services:

1.2.1 We will staff Reading Specialists at the Elementary Schools to provide research-based instructional strategies in literacy standards.

1.2.2 We will provide course sections of ELA and Math at the Secondary Schools to provide research-based intervention instruction that supports core access to ELA and Math Standards.

1.2.3 We will provide the FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

Action 1.2 Costs:

Salary & Benefits - \$701,032

Action 1.3: We will provide English Language Development Programs for students who are identified as English Language Learners.

Services:

1.3.1: We will staff English Language Development (ELD) Specialist Teachers for each school site.

1.3.2: We will administer CA English Language Development Tests (or the new English Language Proficiency Assessments) in late summer and/or early in the school year so that instructional services can begin as soon as possible.

1.3.3: We will review and purchase curriculum that is aligned with the new CA English Language Arts/English Language Development Standards and Frameworks.

1.3.4: We will provide Professional Development to ELD Teachers and General Education Teachers in the areas of California Standards and Language Development Instructional Strategies.

1.3.5: We will provide a summer “bridge” program for 5th grade English Learners who are transitioning to the middle school.

Action 1.3 Costs:

Salary & Benefits - \$702,392

Materials & Supplies - \$46,500

Action 1.1 impacts all elementary students and incorporates the specific service 1.1.1 to support the review and adoption of new Reading and Language Arts materials in grades K-5 with professional development. The materials will be reviewed for alignment with the new CA English Language Arts/English Language Development standards and frameworks. The professional development will include a focus on how to meet the needs of English Language Learners in the general education classroom.

Action 1.2 impacts all students who need early intervention in English and Math based on a review of the results from local and statewide assessments.

Action 1.1.3 impacts English Learners and provides these students with direct services related to English Language Development.

In regards to Action 1.1 (implement CA State Standards) and Action 1.2 (provide academic intervention), because these are school-wide and districtwide services, the school district must describe how the services provided are the most effective use of funds. Research studies demonstrate substantial and consistent findings that support a school-wide approach to reading intervention. A 2005 report written by Barbara Taylor, David Pearson, Debra Peterson, and Michael Rodriguez studied the impact of a school change framework on professional development and school reading improvement. The study found that students who are enrolled in schools that embrace school-wide reform efforts in reading demonstrate higher levels of reading achievement. “At the school level, reform effort was positively related to students’ reading growth in students’ reading comprehension and fluency.” (Taylor, B. et al, 2005, p.64). More recent research can be found that focusses on policymaking related to reading instruction. In their comprehensive overview of current reading policies, Coburn, Pearson, and Woulfin find that various approaches to instructional policy can have an impact within the classroom, but that teachers can and do actively interpret policy based on their beliefs and practices (Coburn, C. et al, 2011). In Albany USD, it is the belief that all students who struggle with reading should be provided with reading intervention as early as possible. It is also our belief that struggling readers benefit when all of their peers are given the opportunities to improve. The reading and math intervention specialists will provide direct services to students who need early intervention. They will also coordinate efforts

to administer assessments across all classrooms and to provide consultation and coaching to all classroom teachers related to best practices.

In regards to Service 1.1.3 (review and adopt new ELA/ELD materials), a comprehensive review of educational research related to English Language Learners learning academic English (DiCerbo, et al, 2014) finds that the language demands in the CA Common Core State Standards include analyzing complex texts, constructing arguments from evidence and synthesizing ideas (p.458.) Furthermore, the research review concludes that teacher professional development 'has the potential to challenge and change teacher beliefs and practices about language when it is ongoing and directly relevant to the content teachers are teaching' (DiCerbo et al, p.474).

These are school wide programs and Albany USD stakeholders agree that this is the most effective use of funds to meet our goals for English Language Learner pupils because the services reach their needs to be as fully included into the core instructional program as possible. Albany USD staff believes that English Learners deserve as much inclusion into the general education programs as possible. Albany USD will emphasize the integration of English Language Development Standards instruction as we incorporate the new writing program into our classrooms.

LCAP Goal #2 states "We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions." Supplemental funds are used for services 2.2.2 and 2.3.3 found in Goal #2.

Service 2.7: The District will staff specific counselors to provide services to struggling and at-risk students.

Service 2.7 Costs:

AHS 0.2 FLEX Counselor

AHS 0.2 At-Risk Counselor

AMS 0.5 At-Risk Counselor

Salary & Benefits - \$89,378

Action 2.3: The District will provide a School Social Worker and Mental Health services programs.

Service 2.3.3: We will staff a School Social Worker.

Service 2.3.3 Costs

Salary & Benefits - \$62,116

In regards to Action 2.3, research on School Social Workers substantiates the presumption that there has been an increase in learning and behavioral problems as a result of more social media influences, mental health concerns, bullying, and issues at home (Zosky, Avant, & Thompson, 2014). School Social Workers provide the specialized skills and knowledge to bridge the gaps between home and

school by working with teachers, administrators, and parents so that children can reach their full potential and benefit from strong home-school partnerships (Broussard, 2003).

In Albany USD, stakeholders identified the staffing of a School Social Worker as the best option to respond to the needs of students, especially at the younger grades in elementary school. The School Social Worker will work directly with administrators, teachers, students, and families to help with discipline, mental health intervention, crisis management, and other related support services. As part of an interdisciplinary team, the social worker will also facilitate community involvement in the schools and advocate for student success.

Action 2.7 impacts all 6th-12th grade students at Albany Middle, Albany High, and MacGregor High Schools who need counseling interventions for social-emotional, behavioral, and academic needs. These are school wide programs and Albany USD stakeholders agree that this is the most effective use of funds to meet our goals for English Language Learners, Low Socioeconomic, and Foster Youth because the services reach every student who needs counseling services to be successful in school. We will target services to any student who demonstrates difficulty with attendance, social-emotional well-being, academic difficulties, and behavior concerns and these specific counselors will provide time to meet with the students, to provide resources and skill development, and to network with parents and other community members to provide additional support.

In regards to Action 2.7, research on school counseling programs substantiates that school-wide counseling interventions have a substantial impact on students' educational and personal development. In an extensive review of 30 years of empirical research and professional standards, authors L. Dianne Borders and Sandra M. Drury state in the Journal of Counseling and Development that "effective school counseling programs serve all students equally. All students refers to those who are average, gifted and talented, low achieving and to those with handicaps and disabilities; those in all ethnic, cultural, and sexual orientation groups; those who speak English as a second language; migrants; boys and girls; athletes and non-athletes; and any other "special students" in the school" (Borders & Drury, 1992, p.489). Furthermore, their research concludes that "Individual and small-group counseling, classroom guidance, and consultation activities seem to contribute directly to students' success in the classroom and beyond, and school counselors should spend the majority of their time performing these interventions" (Borders & Drury, 1992, p.495).

In Albany, our stakeholders have identified Action 2.7 as the best option that will provide specific intervention counseling services. These services will be complimented by a much larger team of general school counselors, not funded by supplemental funds, who take on a much broader set of school-wide services, such as master scheduling and school-wide character education programs. We classify this as a school-wide intervention because we will serve students based on their specific identified needs, not only by their status as EL, Low-SES, or Foster Youth. In other words, it is not our intent to use supplemental funds to hire counselors who will be implementing and coordinating all the various services provided by a school-counseling department.

Action 3.1 "We will continue to support the engagement of parents and community members."

Action 3.1 Costs:

Materials & Supplies - \$5,000

Other services - \$15,000

In regards to Action 3.1 we specifically outline several services directly related to parents from Black/African American and Hispanic/Latino backgrounds. Stakeholders in Albany, especially parents, recognize that one of our essential needs is to address the inequities in opportunity and achievement for students from these two ethnic groups. Stakeholders in Albany also believe that the engagement of parents from these ethnic groups is critical to the success of African American/Black and Hispanic/Latino students, as well as to the overall success of all students in the community. Research has emphasized the link between parent involvement and student success (Davies, 1991; Epstein, 2001). Research also indicates that school communities need to do more to provide a welcoming and inclusive environment for families from minority backgrounds (Chrispeels et al, 2001; Delgado-Gaitan, 1991; Howard & Reynolds, 2008).

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LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	10,546,996.00	10,000,854.00	9,780,197.00	10,546,996.00	10,334,504.00	30,661,697.00
Base	4,085,272.00	3,987,176.00	4,423,585.00	4,085,272.00	3,685,153.00	12,194,010.00
CA Standards One-Time Allocation	0.00	9,183.00	574,524.00	0.00	0.00	574,524.00
CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	340,788.00	283,452.00	0.00	340,788.00	362,302.00	703,090.00
Educator Effectiveness Grant	0.00	0.00	196,000.00	0.00	0.00	196,000.00
Federal Funds	145,834.00	140,523.00	0.00	145,834.00	145,702.00	291,536.00
Other	55,000.00	0.00	0.00	55,000.00	0.00	55,000.00
Parcel Tax	3,291,392.00	3,212,993.00	2,245,962.00	3,291,392.00	3,456,968.00	8,994,322.00
Restricted Routine Maintenance	708,417.00	613,143.00	480,649.00	708,417.00	692,072.00	1,881,138.00
Supplemental	1,749,449.00	1,588,469.00	1,653,418.00	1,749,449.00	1,838,185.00	5,241,052.00
Title I	122,433.00	102,104.00	151,970.00	122,433.00	109,326.00	383,729.00
Title II	48,411.00	63,811.00	0.00	48,411.00	44,796.00	93,207.00
Title III	0.00	0.00	54,089.00	0.00	0.00	54,089.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	10,546,996.00	10,000,854.00	9,780,197.00	10,546,996.00	10,334,504.00	30,661,697.00
	50,000.00	0.00	8,772,396.00	0.00	0.00	8,772,396.00
1000-1999: Certificated Personnel Salaries	5,145,310.00	5,150,615.00	0.00	5,145,310.00	5,062,954.00	10,208,264.00
2000-2999: Classified Personnel Salaries	1,537,046.00	1,401,327.00	976,894.00	1,537,046.00	1,450,597.00	3,964,537.00
3000-3999: Employee Benefits	3,255,748.00	3,006,825.00	17,407.00	3,255,748.00	3,249,297.00	6,522,452.00
4000-4999: Books And Supplies	226,525.00	240,495.00	13,500.00	276,525.00	227,619.00	517,644.00
5000-5999: Services And Other Operating Expenditures	246,867.00	149,923.00	0.00	246,867.00	233,537.00	480,404.00
5700-5799: Transfers Of Direct Costs	30,500.00	0.00	0.00	30,500.00	30,500.00	61,000.00
6000-6999: Capital Outlay	55,000.00	51,669.00	0.00	55,000.00	80,000.00	135,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	10,546,996.00	10,000,854.00	9,780,197.00	10,546,996.00	10,334,504.00	30,661,697.00
	Base	50,000.00	0.00	3,901,433.00	0.00	0.00	3,901,433.00
	CA Standards One-Time Allocation	0.00	0.00	574,524.00	0.00	0.00	574,524.00
	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	0.00	0.00	0.00	0.00	0.00	0.00
	Educator Effectiveness Grant	0.00	0.00	196,000.00	0.00	0.00	196,000.00
	Parcel Tax	0.00	0.00	2,245,962.00	0.00	0.00	2,245,962.00
	Restricted Routine Maintenance	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	1,648,418.00	0.00	0.00	1,648,418.00
	Title I	0.00	0.00	151,970.00	0.00	0.00	151,970.00
	Title II	0.00	0.00	0.00	0.00	0.00	0.00
	Title III	0.00	0.00	54,089.00	0.00	0.00	54,089.00
1000-1999: Certificated Personnel Salaries	Base	1,812,688.00	1,839,656.00	0.00	1,812,688.00	1,571,287.00	3,383,975.00
1000-1999: Certificated Personnel Salaries	CA Standards One-Time Allocation	0.00	6,059.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	210,572.00	180,338.00	0.00	210,572.00	218,138.00	428,710.00
1000-1999: Certificated Personnel Salaries	Federal Funds	96,573.00	96,571.00	0.00	96,573.00	96,085.00	192,658.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	1,877,923.00	1,926,037.00	0.00	1,877,923.00	1,978,800.00	3,856,723.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,049,367.00	1,012,894.00	0.00	1,049,367.00	1,099,808.00	2,149,175.00
1000-1999: Certificated Personnel Salaries	Title I	66,187.00	66,186.00	0.00	66,187.00	68,836.00	135,023.00
1000-1999: Certificated Personnel Salaries	Title II	32,000.00	22,874.00	0.00	32,000.00	30,000.00	62,000.00
2000-2999: Classified Personnel Salaries	Base	756,111.00	735,188.00	496,245.00	756,111.00	652,873.00	1,905,229.00
2000-2999: Classified Personnel Salaries	CA Standards One-Time Allocation	0.00	1,651.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Parcel Tax	268,969.00	222,436.00	0.00	268,969.00	270,341.00	539,310.00
2000-2999: Classified Personnel Salaries	Restricted Routine Maintenance	456,376.00	393,695.00	480,649.00	456,376.00	431,359.00	1,368,384.00
2000-2999: Classified Personnel Salaries	Supplemental	50,907.00	46,430.00	0.00	50,907.00	91,341.00	142,248.00
2000-2999: Classified Personnel Salaries	Title I	4,683.00	1,927.00	0.00	4,683.00	4,683.00	9,366.00
3000-3999: Employee Benefits	Base	1,226,973.00	1,200,118.00	17,407.00	1,226,973.00	1,116,493.00	2,360,873.00
3000-3999: Employee Benefits	CA Standards One-Time Allocation	0.00	1,282.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	100,216.00	82,409.00	0.00	100,216.00	114,164.00	214,380.00
3000-3999: Employee Benefits	Federal Funds	45,043.00	43,952.00	0.00	45,043.00	45,390.00	90,433.00
3000-3999: Employee Benefits	Parcel Tax	1,040,710.00	952,292.00	0.00	1,040,710.00	1,104,037.00	2,144,747.00
3000-3999: Employee Benefits	Restricted Routine Maintenance	252,041.00	219,448.00	0.00	252,041.00	260,713.00	512,754.00
3000-3999: Employee Benefits	Supplemental	545,311.00	469,695.00	0.00	545,311.00	572,672.00	1,117,983.00
3000-3999: Employee Benefits	Title I	38,910.00	33,991.00	0.00	38,910.00	29,569.00	68,479.00
3000-3999: Employee Benefits	Title II	6,544.00	3,638.00	0.00	6,544.00	6,259.00	12,803.00
4000-4999: Books And Supplies	Base	76,000.00	125,285.00	8,500.00	126,000.00	101,000.00	235,500.00
4000-4999: Books And Supplies	CA Standards One-Time Allocation	0.00	191.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	30,000.00	20,705.00	0.00	30,000.00	30,000.00	60,000.00
4000-4999: Books And Supplies	Federal Funds	4,218.00	0.00	0.00	4,218.00	4,227.00	8,445.00
4000-4999: Books And Supplies	Parcel Tax	41,790.00	61,228.00	0.00	41,790.00	41,790.00	83,580.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	61,864.00	33,086.00	5,000.00	61,864.00	44,364.00	111,228.00
4000-4999: Books And Supplies	Title I	12,653.00	0.00	0.00	12,653.00	6,238.00	18,891.00
5000-5999: Services And Other Operating Expenditures	Base	133,000.00	35,260.00	0.00	133,000.00	133,000.00	266,000.00
5000-5999: Services And Other Operating Expenditures	Parcel Tax	62,000.00	51,000.00	0.00	62,000.00	62,000.00	124,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	42,000.00	26,364.00	0.00	42,000.00	30,000.00	72,000.00
5000-5999: Services And Other Operating Expenditures	Title II	9,867.00	37,299.00	0.00	9,867.00	8,537.00	18,404.00
5700-5799: Transfers Of Direct Costs	Base	30,500.00	0.00	0.00	30,500.00	30,500.00	61,000.00
6000-6999: Capital Outlay	Base	0.00	51,669.00	0.00	0.00	80,000.00	80,000.00
6000-6999: Capital Outlay	Other	55,000.00	0.00	0.00	55,000.00	0.00	55,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	6,083,502.00	5,864,188.00	5,687,507.00	6,083,502.00	5,744,882.00	17,515,891.00
Goal 2	3,062,926.00	2,984,858.00	2,974,889.00	3,062,926.00	3,289,149.00	9,326,964.00
Goal 3	1,400,568.00	1,151,808.00	1,117,801.00	1,400,568.00	1,300,473.00	3,818,842.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 11, 2019

ITEM: PUBLIC HEARING: 2019-2020 PROPOSED BUDGET

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE: To hold a public hearing, review, and discuss the 2019-2020 Proposed Budget.

BACKGROUND INFORMATION: Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. Additionally, in accordance with Education Code 42127, school districts shall hold a public hearing on the budget to be adopted for the subsequent year. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. A separate board meeting is required to formally adopt the budget. The Board will have the opportunity to formally adopt the 2019-2020 Budget at the June 25, 2019 Board Meeting.

DETAILS: The Proposed Budget Report contains a summary of the proposed State budget and budget guidelines as provided by the County Office of Education and School Services of California. The budget report also contains financial summaries, multi-year projections and detailed financial state reports relating to the estimated financial activity for 2019-20 through 2021-22 specific to the Albany Unified School District.

Significant Changes Since 2nd Interim:

- \$2 billion in Prop. 98 funding dedicated to the statutory COLA of 3.26%
- The May Revision adds \$150 million to the January proposal of one-time non-Prop. 98 appropriation (\$500 million total) to further reduce the 2019-20 CalSTRS employer contribution rate to 16.7%.
- The May Revision includes a proposal of \$696.2 million in non-AB 602 funding for supplemental services for students with disabilities, an increase of \$119.2 million from the Governor's January Proposal, all of which would now be ongoing.
- The May Revision includes several new investments to increase access to subsidized child care for low-income families. See the Early Childhood Education section for more detail.

KEY QUESTIONS/ANSWERS:

1. Why is the District adopting a budget prior to the State adopting a budget?
 - a. School districts are required to adopt a budget prior to July 1 of each year. Assumptions in the budget need to be based on the latest official information, which was the Governor's May Revision released on May 9, 2019. In the event that material revisions are necessary due to the Enacted State Budget, a revised budget will be presented to the Board no less than 45 days after the enacted state budget.

FINANCIAL INFORMATION: Combined General Fund

	2019-20	2020-21	2021-22
Description	Proposed Combined	Projected Combined	Projected Combined
REVENUES			
General Purpose	32,751,354	33,734,867	34,670,713
Federal Revenue	981,368	981,368	981,368
State Revenue	5,532,766	5,532,766	5,541,325
Local Revenue	7,780,960	7,780,960	7,780,960
TOTAL REVENUES	47,046,448	48,029,961	48,974,366
EXPENDITURES			
Certificated Salaries	20,982,995	21,360,689	21,745,181
Classified Salaries	6,008,675	6,116,831	6,226,933
Benefits	15,501,831	16,340,853	16,741,424
Books and Supplies	1,086,376	1,086,376	1,086,376
Other Services & Oper. Exp	4,490,797	4,604,324	4,692,409
Capital Outlay	80,000	40,000	40,000
Transfer of Indirect Costs	(186,037)	(186,037)	(186,037)
TOTAL EXPENDITURES	47,964,637	49,363,036	50,346,286
EXCESS / (DEFICIENCY)	(918,189)	(1,333,075)	(1,371,920)
OTHER SOURCES/USES			
Transfers In	80,000	40,000	40,000
Transfers Out	(104,150)	(104,150)	(104,150)
TOTAL OTHER SOURCES / USES	(24,150)	(64,150)	(64,150)
Net Increase (Decrease)	(942,339)	(1,397,225)	(1,436,070)
FUND BALANCE, RESERVES			
Estimated Beginning Balance	5,841,425	4,899,086	3,501,861
Estimated Ending Balance	4,899,086	3,501,861	2,065,791
Restricted	306,841	297,348	296,414
Assigned	2,822,868	1,435,136	-
Unassigned - REU @ 3%	1,442,100	1,484,100	1,513,600
Unassigned - Other	327,277	285,277	255,777
Total - Est. Fund Balance	4,899,086	3,501,861	2,065,791
Fund Balance Reserve Percentage	9.55%	6.48%	3.51%

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

RECOMMENDATION: To hold a public hearing, review, and discuss the 2019-2020 Proposed Budget.

ALBANY UNIFIED SCHOOL DISTRICT



2019-2020 Proposed Budget Report Executive Summary

**Public Hearing
Board Meeting
June 11, 2019**

Albany Unified School District Mission Statement & Strategic Plan

MISSION STATEMENT

The mission of AUSD is to provide excellence in public education, empowering 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.

Board Approved on April 21, 2011

STRATEGIC PLAN



Objective One

– ASSESS AND INCREASE ACADEMIC SUCCESS

“We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.”



Objective Two

– SUPPORT THE WHOLE CHILD

“We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.”



Objective Three

– COMMUNICATE AND LEAD TOGETHER

“All stakeholders will collaborate and communicate about decisions that guide the sites and district.”

Proposed Budget Financial Report

Overview

A school district operates during the fiscal year of July 1 to June 30. In January, the District begins its planning for the following year's budget based upon the State's January Budget Proposal, enrollment projections, and facility constraints.

During the months of May and June each year, the District finalizes its budget for the coming year. In order to project the budget, a series of assumptions about the conditions of the District must be determined. These assumptions are then inserted into State and District formulas in order to determine the final budget for the next year. Two major determinates in the District's proposed budget are stakeholder engagement from the Local Control Accountability Plan process and the Governor's Revised Budget Proposal in May.

The accuracy of the District's budget projection for the next year is only as good as the assumptions that are used in developing the budget. If the assumptions change, so too will the budget. As a consequence, the major assumptions have to be carefully considered in evaluating the accuracy of next year's income and expense.

With the understanding that changing assumptions directly change the financial outlook of the District, the State requires all school districts to report its budget for the current year, as well as two subsequent years as follows:

Budget	Current Data	Approved
Adopted	Prior to Fiscal Year	By June 30
*Revised Budget	State Budget Adopted	August 15
1 st Interim	July 1 to October 31	December 15
2 nd Interim	July 1 to January 31	March 15
*3 rd Interim For Qualified or Negative Certifications	July 1 to April 30	June 1
Unaudited Actuals	July 1 to June 30	September 15

The Adopted Budget, required to be adopted by the end of June, is based on assumptions for the upcoming and future years. These assumptions are based on current legislation, recent official guidance from Federal, State, or Local agencies, current data, professional demographic studies, historical trends on enrollment and staffing, and District plans and priorities for the upcoming budget years. The Alameda County Office of Education will then review the Adopted Budget and approve, conditionally approve, or disapprove the Budget per Education Code 42127.

The 1st Interim Report updates the current budget year based on: enrollment and staffing needs; step and column salary adjustments; health and welfare open enrollment and premium adjustments; and any revenue projections adjusted due to the State budget adoption occurring after the District budget adoption. Due to the timing of the Governor's Budget being released in January, the focus of the 1st Interim Report is to update the current year budget.

The 2nd Interim Report updates the current budget year and two subsequent years based on the Governor's Budget proposal for the following year, updates in revenues driven by attendance, and updates any adjustments on Board priorities or spending. This report helps provide a basis for the following year's budget planning process.

The Unaudited Actuals Report provides pre-audited financial numbers for the fiscal year that just past. This report is not yet audited by an external auditor, which is why it is called an unaudited report. The external auditor reviews this report and conducts an audit of the financials to be reviewed and accepted by the Board in January, seven months after the fiscal year closure.

Enrollment and Attendance History and Projections

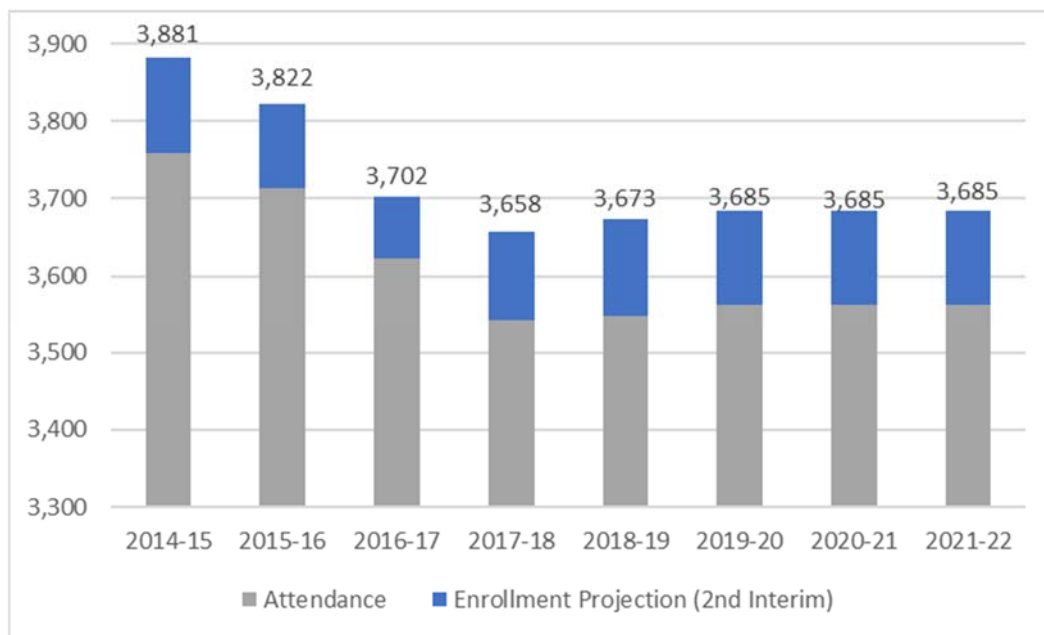
The most significant characteristic for determining District income is the calculation of the average number of students that are in school and in attendance on a daily basis. The State funds school districts based on the amount of students attending school each day, instead of the number of students actually enrolled in school each day. This average daily attendance or ADA is multiplied by the District's Local Control Funding Formula Grade Span Rate per ADA to determine the total Local Control Funding Formula income for the District. Funding is allocated based on the higher of the current year or prior year ADA.

ADA should not be confused with enrollment. The official annual enrollment count is taken in October for that school year and is used for staffing and facility needs.

Since ADA is such an important part of the District's income base, the projection of ADA for this next fiscal year is an important part in projecting the District's income. Currently, even a 1% change in attendance rates would be a \$300,000 change in the District's projected revenues. Therefore, District attendance records are monitored monthly and ADA is updated throughout the year to ensure that the projected revenues are in line with the District's budgeted or revised projections. Since the year 2000, the Albany Unified School District has averaged a 97% attendance rate compared to enrollment.

The following is Albany Unified School District history and current projections* on attendance and enrollment:

	Enrollment Projection (Budget Adoption)		Enrollment Projection (2nd Interim)		Attendance	
2014-15	3,881		3,881		3,758	
2015-16	3,822		3,822		3,713	
2016-17	3,702		3,702		3,622	
2017-18	3,658		3,658		3,543	
2018-19	3,646		3,673		3,549	
2019-20	3,685	*	3,685	*	3,562	*
2020-21	3,685	*	3,685	*	3,562	*
2021-22	3,685	*	3,685	*	3,562	*



Governor's Revised State Budget Proposal

"May Revision"

Governor Newsom released his proposed Revised State budget on May 9th for the upcoming 2019-20 fiscal year. Due to strong April tax revenues, the Governor was able to preserve the majority of his proposals and continue his "California for All" vision from January. The Governor's budget, while not forecasting a recession, is based on conservative economic and revenue assumptions. However, as in prior years, the May Revision emphasizes that continued economic growth is dependent on consumer spending, which relies heavily on wage and salary increases, as well as investments.

LCFF Cost-of-Living-Adjustment (COLA): Funding for the Local Control Funding Formula (LCFF) is in its second year of being funded at target levels (i.e. 100% of full implementation), and is expected to increase by \$1.96 billion based on a 2019-20 cost-of-living-adjustment (COLA) of 3.26%; slightly lower than January's estimate of a 3.46% COLA (\$2 billion increase). Illustrated below is a comparison of the COLA percentages:

Description	2018-19	2019-20	2020-21	2021-22
Annual COLA – Enacted (June 2018)	3.70%*	2.57%	2.67%	3.42%
Annual COLA – Proposed (January 2019)	3.70%*	3.46%	2.86%	2.92%
Annual COLA – Revised (May 2019)	3.70%*	3.26%	3.00%	2.80%

* COLA relating to programs other than LCFF is 2.71%

One-Time Discretionary Funding. Unlike in past years, the 2019-20 May Revision does not propose any one-time Proposition 98 discretionary funding, which remains unchanged from the Governor's January proposal.

Additional 2019-20 Proposed Budget Components. Additional components of the Governor's 2019-20 budget contain the following:

- In addition to the COLA impacting the LCFF, the COLA also impacts other education programs that are funded outside of the LCFF (i.e. mandate block grant, special education, preschool, child nutrition, etc.)
- \$696.2 million (\$119 million increase of on-going funds from January) to support expanded special education services and school readiness support for LEAs with high percentages of both students with disabilities and English Learner/ socioeconomic disadvantaged students
 - In order to qualify, LEAs would need to have a three-year average with a UPP percent of at least 55% and have a special education enrollment above 10.93% of total enrollment
 - Qualifying LEAs would receive approximately \$14,000 for each student with disabilities above the state average
 - This proposal may change significantly before the final State budget is enacted.

- Proposes an additional year of funding for the Classified School Employee Summer Assistance Program with \$36 million of one-time funds
- \$500,000 in one-time, non-Proposition 98 funds to increase an LEA's ability to draw down federal funds for medically related Special Education services, and to transition three-year old students with disabilities from regional centers to local LEAs
- Increases and reductions to Early Childhood funding from Governor's January proposal
 - \$80.5 million from the Cannabis Fund for subsidized child care for school-age children from income-eligible families
 - The Governor's January proposal did not include any child care slots
 - Funds the first 10,000 full day non-LEA slots by April 2020
 - Postpones the funding of the remaining 20,000 full-day non-LEA slots to an unspecified date
 - Proposes to extend the paid family leave program by two weeks after the birth or adoption of a child, and exempts diapers and feminine hygiene products from sales taxes through December 31, 2021
 - Instead, the Disability Insurance Fund would be utilized to fund this extended benefit
- Continues to propose \$10 million one-time, non-Proposition 98 funds to plan and develop a longitudinal data system that would connect data multiple educational and workforce segments

Routine Restricted Maintenance Account:

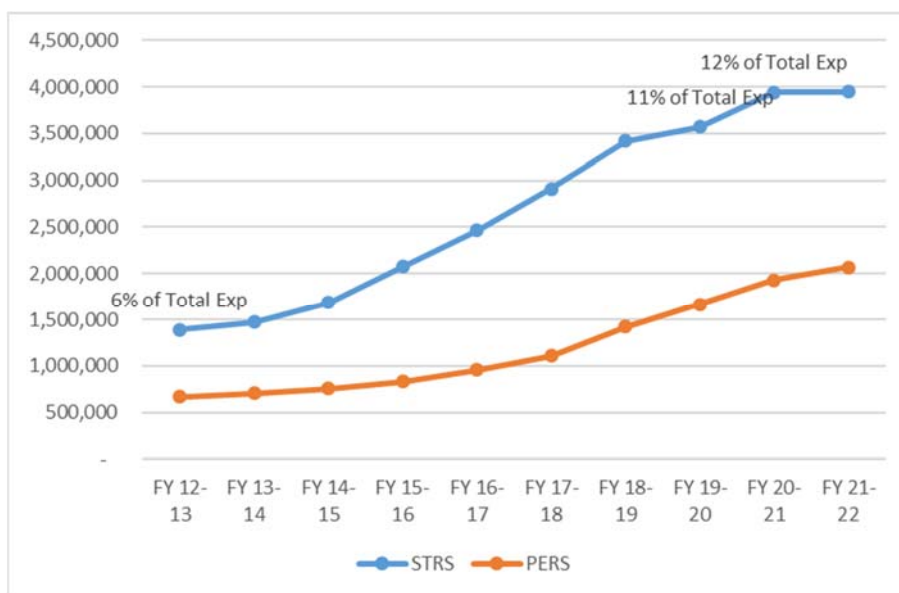
Per Education Code Section 17070.75, school districts are required to deposit into the account a minimum amount equal to or greater than three percent (3%) of the total General Fund expenditures and other financing uses for that fiscal year. While school districts have taken advantage of multiple flexibility provisions over the past decade, school districts must now comply with the 3% contribution provision beginning in 2019-20 due to the interpretation of Education Code Section 17070.75(b)(2)(B-C) by the California Department of Education. Illustrated below are the primary compliance components:

- The 3% contribution is calculated on total General Fund expenditures, including other financing uses (i.e. transfers out, debt issuances relating to the General Fund)
- The 3% contribution incorporates RRMA and CalSTRS on-behalf expenditures
- The final 3% contribution is based on year-end actual data; therefore, while it is developed based on budget, it must be trued up using actual expenditures
- The actual contribution will be audited as part of the School Facility Program Bond Audit

Multiyear Projections

<i>Description</i>	<i>Fiscal Year</i>			
<i>Planning Factor</i>	2018-19	2019-20	2020-21	2021-22
COLA	2.71% (3.70% LCFF Only)	3.26%	3.00%	2.80%
LCFF Unduplicated Percentage	28.24%	29.91%	30.02%	29.99%
STRS Employer Rates (Governor's Proposed Rates)	16.28%	16.70%	18.10%	17.80%
PERS Employer Rates (PERS Board / Actuary)	18.062%	20.733%	23.60%	24.90%
Lottery – Unrestricted per ADA	\$151	\$151	\$151	\$151
Lottery – Prop. 20 per ADA	\$53	\$53	\$53	\$53
Mandated Cost per ADA / One Time Allocation	\$184	\$0	\$0	\$0
Mandate Block Grant for Districts: K-8 per ADA	\$31.16	\$32.18	\$33.15	\$34.08
Mandate Block Grant for Districts: 9-12 per ADA	\$59.83	\$61.94	\$63.80	\$65.59
Routine Restricted Maintenance Account * Percentage of total General Fund expenditures and financing uses	Greater of: Lesser of 3%* / 2014-15 Amount or 2%*	Equal to or greater than 3% of total <u>actual</u> General Fund expenditures & financing uses	Equal to or greater than 3% of total <u>actual</u> General Fund expenditures & financing uses	Equal to or greater than 3% of total <u>actual</u> General Fund expenditures & financing uses

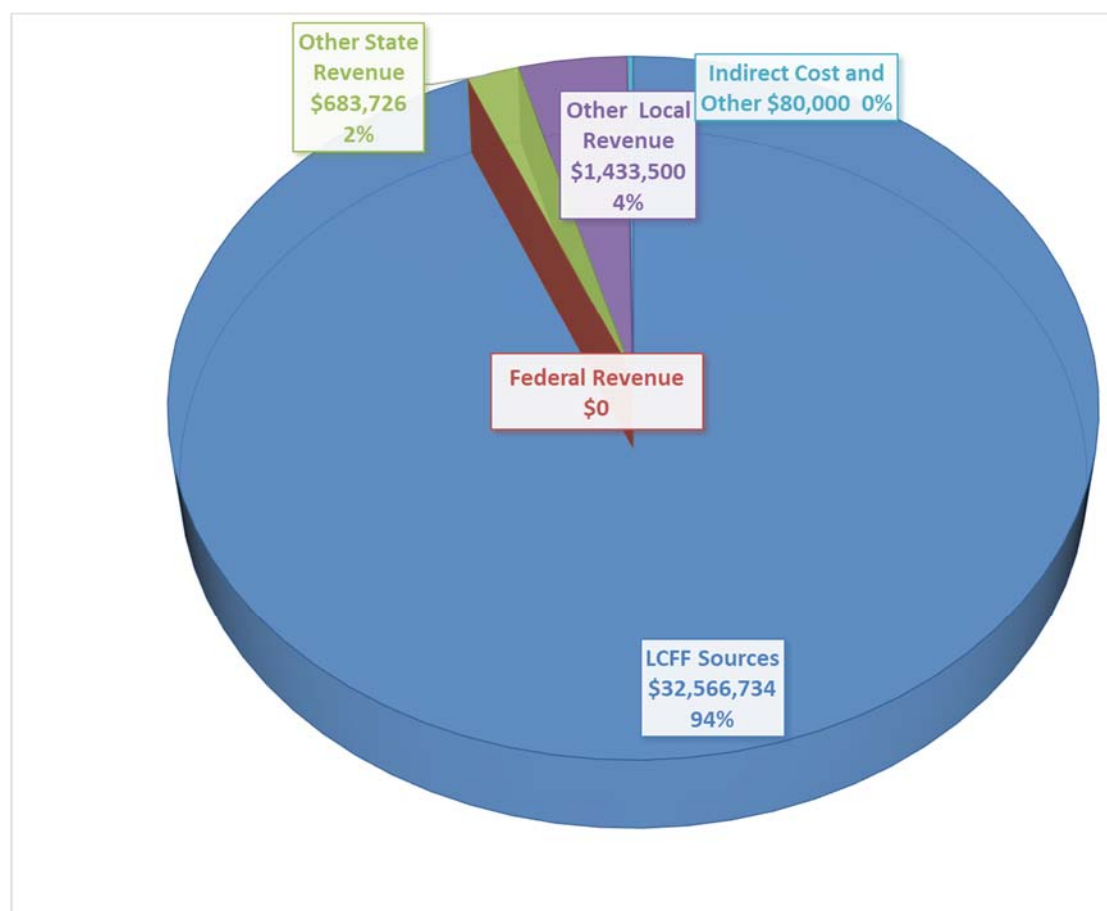
Impact of CalPERS and CalSTRS on General Fund



Using the funding assumptions in the chart above, and the prescribed LCFF calculator, the following table reflects the District's revenue projections for 2019/20.

Unduplicated as % of Enrollment						29.91%
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	1,060.09	7,702	801	509	-	9,553,159
Grades 4-6	805.82	7,818		468	-	6,676,761
Grades 7-8	553.90	8,050		482	-	4,725,626
Grades 9-12	1,141.82	9,329	243	573	-	11,583,304
Total ADA	3,561.63					
Home-to-School Transportation						27,884
Total LCFF Funding		29,575,648	1,126,594	1,836,608	-	32,566,734

Unrestricted General Fund Revenues



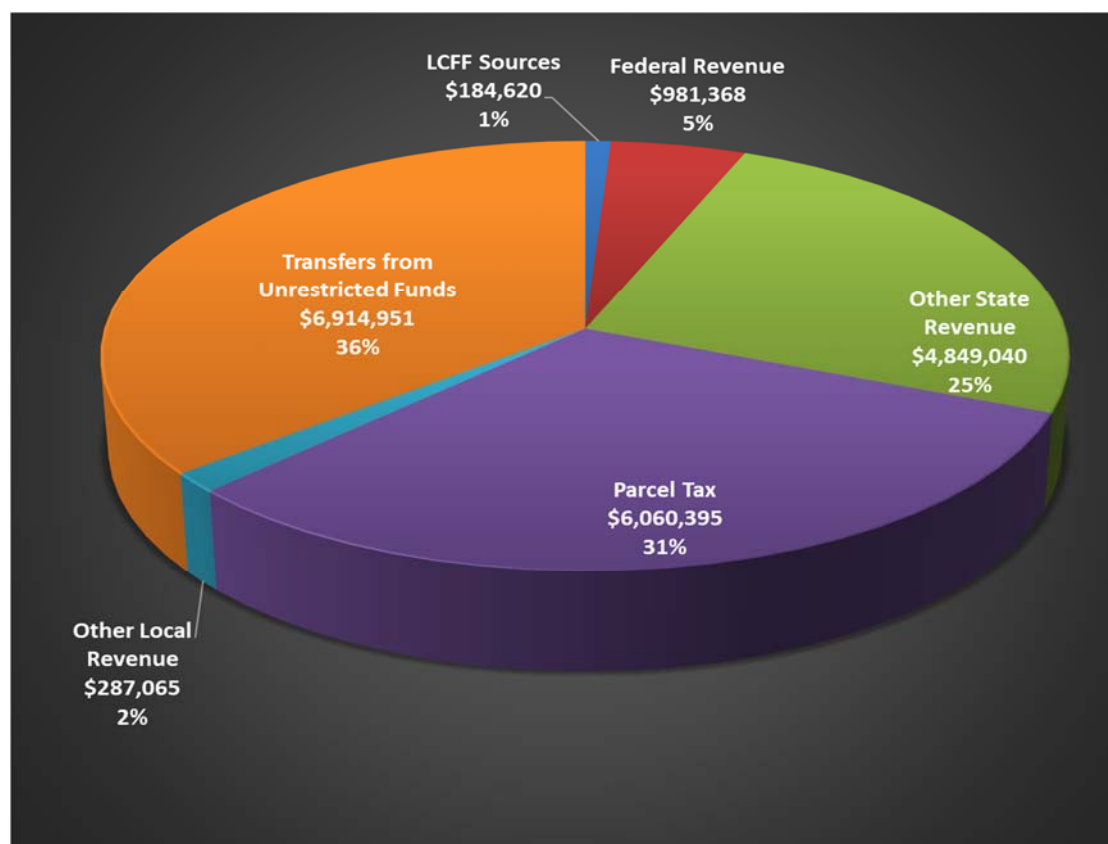
Most of the District's General Fund revenue is generated from the District's Local Control Funding Formula, which yields funds based on a State-determined dollar amount multiplied by the average number of students who are in attendance throughout the school year.

Unrestricted General Fund Revenues are what is used for the general operations of the school district. They can be used for any educational purpose and is the source of funding for mandated programs which are not self-supporting.

Restricted General Fund Revenues

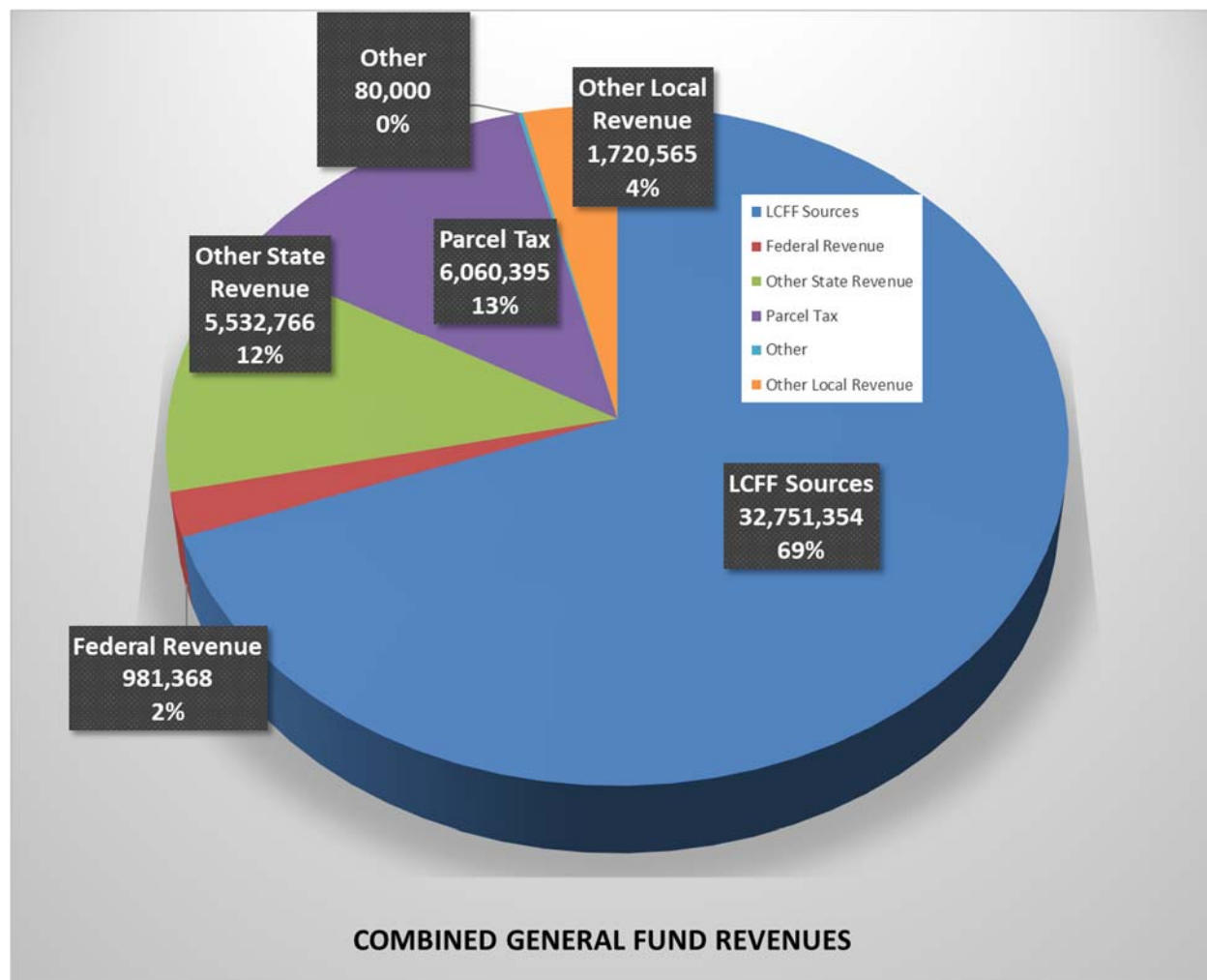
Restricted General Fund Revenues can only be expended for purposes determined by the grantor, such as, Special Education, Transportation, and Restricted Routine Maintenance. The two largest sources of revenues are State categorical income that must be spent for selected State-determined programs and two district parcel taxes which generate \$6,060,395 in revenue.

The largest categorical program is the approximately \$7.7 million Special Education program which is federally mandated to provide support services based on qualifying students Individualized Educational Plan (IEPs). This program only receives approximately 40% of the funds needed from Federal and State sources. The remainder has to be supported from the Unrestricted General Fund. Federal income is a small portion of the entire District income.



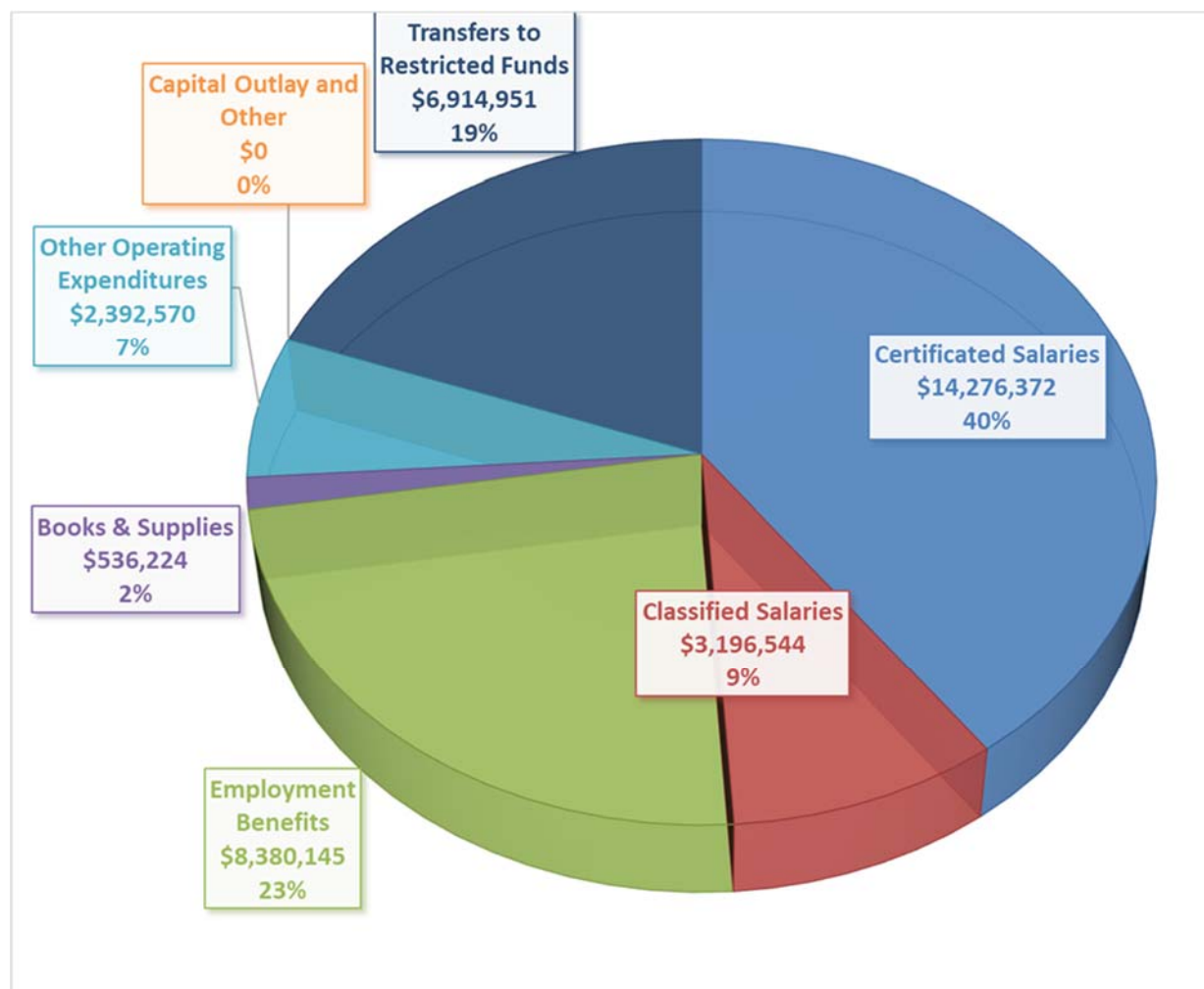
Combined General Fund Revenues

This is a pie chart of the Combined General Fund Revenues for the Albany Unified School District. As noted above: the existing parcel tax measures represent 13% of all the General Fund revenue received; just over 81% of General Fund revenue received is from the State; and Federal funds only represent 2% of total General Fund revenues.



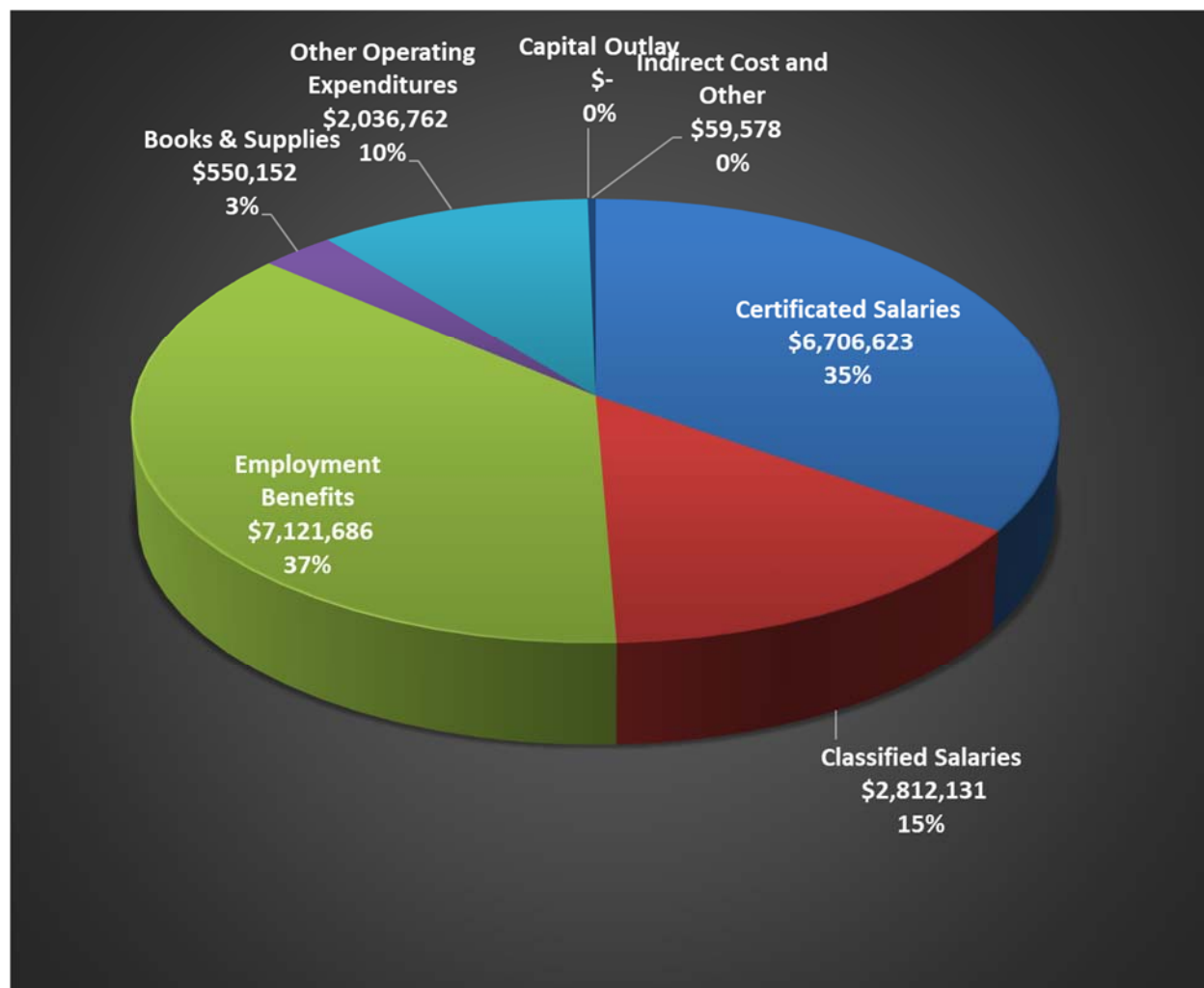
Unrestricted General Fund Expenditures

Education is a service-centered industry, people are required to carry out the needs and services of the District. As such, most of the expenditures of the District are committed to the salaries and benefits for employees of the District. Over 91% of the District's budgeted expenditures, not incorporating the Transfers to Restricted Funds, are for the salaries and benefits of District employees. The Transfers to Restricted Funds is required to cover mandated programs that lack sufficient funds for the program such as Special Education and Restricted Routine Maintenance.



Restricted General Fund Expenditures

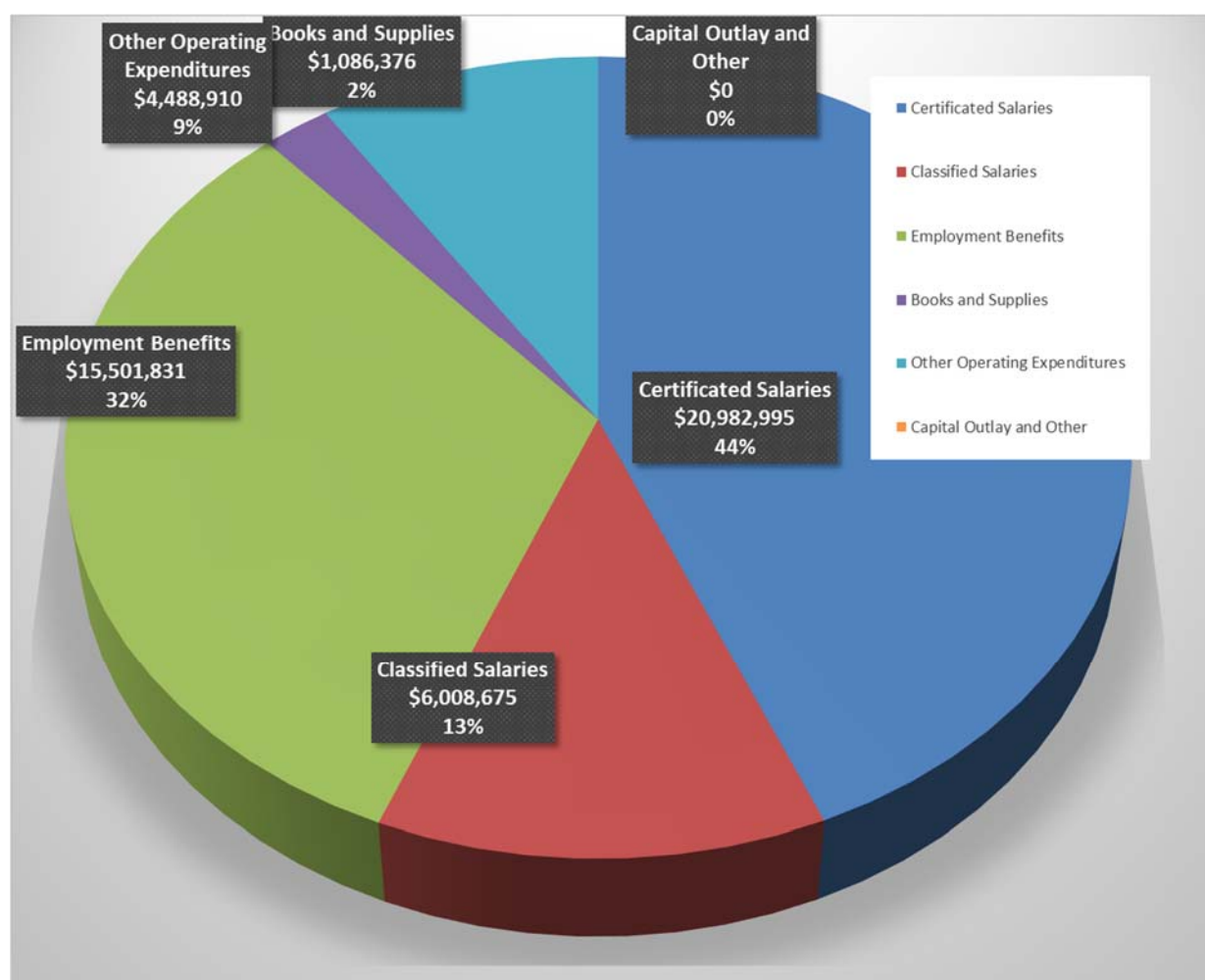
Unlike the Unrestricted General Fund, salaries and benefits make up 84% of the Restricted General Fund Expenditures, not incorporating STRS On-Behalf Pension Contribution. This is because more of the funds are spent on supplemental services, such as supplemental materials, specific trainings and conferences, and contracted services.



Combined General Fund Expenditures

This is a pie chart of the Combined General Fund Expenditures for the Albany Unified School District. As such, most of the expenditures of the District are committed to the salaries and benefits for employees of the District. It takes people to teach students, and in the Albany Unified School District, over 89% of the District's budgeted expenditures are for the salaries and benefits of District employees.

The employee benefits of the District represent an additional 32% of the total payroll cost in the budget for expenses for retirement, Medicare, unemployment, workers compensation, and health and welfare insurance costs for current and retired employees.



Summary of Other Program Funds

	SELPA Administrative Unit Fund (10)	Child Development Fund (12)	Cafeteria Food Services Fund (13)	Deferred Maintenance Fund (14)
Description	Fund (10)	Fund (12)	Fund (13)	Fund (14)
REVENUES				
General Purpose Revenues:				
State Aid & EPA	-	-	-	
Property Taxes & Misc. Local	-	-	-	
Total General Purpose	-	-	-	-
Federal Revenues	4,571,530	225,612	318,000	-
Other State Revenues	12,963,007	897,657	17,500	-
Other Local Revenues	-	1,567,000	782,000	-
TOTAL - REVENUES	17,534,537	2,690,269	1,117,500	-
EXPENDITURES				
Certificated Salaries	-	388,458	-	-
Classified Salaries	-	1,047,792	539,108	-
Employee Benefits (All)	-	940,488	345,665	-
Books & Supplies	-	40,100	374,000	-
Other Operating Expenses (Services)	-	218,735	(150,000)	-
Capital Outlay	-	-	-	-
Other Outgo	17,534,537	129,268	-	-
Direct Support/Indirect Costs	-	-	56,769	-
TOTAL - EXPENDITURES	17,534,537	2,764,841	1,165,542	-
EXCESS (DEFICIENCY)	-	(74,572)	(48,042)	-
OTHER SOURCES/USES				
Transfers In (Out)	-	-	-	24,150
TOTAL - OTHER SOURCES/USES	-	-	-	24,150
FUND BALANCE INCREASE (DECREASE)	-	(74,572)	(48,042)	24,150
FUND BALANCE				
Beginning Fund Balance	-	232,024	48,060	79,951
Ending Balance, June 30	-	157,452	18	104,101

SELPA PASS-THROUGH FUND 10

This fund accounts for the pass-through revenues and disbursements for the purpose of operating the North Region Special Education Local Plan Area (SELPA) Administrative Unit to the neighboring school districts of Alameda, Albany, Berkeley, Emery, and Piedmont Unified School Districts.

CHILD DEVELOPMENT FUND 12

This fund accounts for revenues and disbursements for the purpose of operating the Albany Children's Center which includes the preschool and after school programs.

CHILD NUTRITION SERVICES FUND 13

This fund accounts for revenues and disbursements for the purpose of operating the District Cafeteria Program.

DEFERRED MAINTENANCE FUND 14

This fund accounts for Deferred Maintenance financial activity.

Description	Special Reserve Fund (17)	Building Fund (21)	Capital Facilities Fund (25)	County School Facilities Fund (35)	Bond Interest & Redemption Fund (51)
REVENUES					
General Purpose Revenues:					
State Aid & EPA	-	-	-	-	-
Property Taxes & Misc. Local	-	-	-	-	-
Total General Purpose	-	-	-	-	-
Federal Revenues	-	-	-	-	-
Other State Revenues	-	-	-	-	58,300
Other Local Revenues	-	370,000	40,000	-	7,262,035
TOTAL - REVENUES	-	370,000	40,000	-	7,320,335
EXPENDITURES					
Certificated Salaries	-	-	-	-	-
Classified Salaries	-	27,369	-	-	-
Employee Benefits (All)	-	32,663	-	-	-
Books & Supplies	-	-	-	-	-
Other Operating Expenses (Services)	-	125,900	120,000	-	-
Capital Outlay	-	30,100,000	-	-	-
Other Outgo	-	-	-	-	10,034,600
TOTAL - EXPENDITURES	-	30,285,932	120,000	-	10,034,600
EXCESS (DEFICIENCY)	-	(29,915,932)	(80,000)	-	(2,714,265)
OTHER SOURCES/USES					
Transfers In (Out)	(80,000)	-	80,000	-	-
TOTAL - OTHER SOURCES/USES	(80,000)	-	80,000	-	-
FUND BALANCE INCREASE (DECREASE)	(80,000)	(29,915,932)	-	-	(2,714,265)
FUND BALANCE					
Beginning Fund Balance	197,162	40,876,255	29,941	270	11,068,876
Ending Balance, June 30	117,162	10,960,323	29,941	270	8,354,611

SPECIAL RESERVE FUND 17

This fund may be used as a special reserve fund, unrelated to facilities. Currently, these funds are for Career-Technical Education programs.

BUILDING FUND 21

This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

- **2009 Measure E Bond**
- **2016 Measure B Bond**
- **2016 Measure E Bond**

CAPITAL FACILITIES ACCOUNT FUND 25

Fund established to account for the collection of developer fees and expenditures for capital facility projects related to growth.

BOND AND INTEREST REDEMPTION FUND 51

This fund is established to account for the tax collection and payment of voter-approved bonds.

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2018-19 Estimated Actuals	2019-20 Budget
01	General Fund/County School Service Fund	GS	GS
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund	G	G
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
76A	Changes in Assets and Liabilities (Warrant/Pass-Through)		
95A	Changes in Assets and Liabilities (Student Body)		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2018-19 Estimated Actuals	2019-20 Budget
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

ANNUAL BUDGET REPORT:
July 1, 2019 Budget Adoption

Insert "X" in applicable boxes:

☒

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

☒

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: 819 Bancroft Way, Berkeley, CA 94710

Date: June 05, 2019

Place: Albany City Hall, 1000 San Pablo Av

Date: June 11, 2019

Time: 6:30 pm (open session at 7:00 pm)

Adoption Date: June 25, 2019

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Jackie Kim

Telephone: (510) 558-3751

Title: Chief Business Official

E-mail: jakim@ausdk12.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		X
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2018-19) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 25, 2019	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							% Diff Column C & F
A. REVENUES									
1) LCFF Sources	8010-8099		31,316,615.00	172,744.00	31,489,359.00	32,566,734.00	184,620.00	32,751,354.00	4.0%
2) Federal Revenue	8100-8299		0.00	1,062,483.00	1,062,483.00	0.00	981,368.00	981,368.00	-7.6%
3) Other State Revenue	8300-8599		1,311,053.00	4,725,484.00	6,036,537.00	683,726.00	4,849,040.00	5,532,766.00	-8.3%
4) Other Local Revenue	8600-8799		1,459,650.00	6,934,484.00	8,394,134.00	1,433,500.00	6,347,460.00	7,780,960.00	-7.3%
5) TOTAL, REVENUES			34,087,318.00	12,895,195.00	46,982,513.00	34,683,960.00	12,362,488.00	47,046,448.00	0.1%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		14,433,950.00	6,860,370.00	21,294,320.00	14,276,372.00	6,706,623.00	20,982,995.00	-1.5%
2) Classified Salaries	2000-2999		3,081,638.00	2,881,474.00	5,963,112.00	3,196,544.00	2,812,131.00	6,008,675.00	0.8%
3) Employee Benefits	3000-3999		8,423,134.00	6,795,131.00	15,218,265.00	8,380,145.00	7,121,686.00	15,501,831.00	1.9%
4) Books and Supplies	4000-4999		734,596.00	1,074,245.00	1,808,841.00	536,224.00	550,152.00	1,086,376.00	-39.9%
5) Services and Other Operating Expenditures	5000-5999		2,334,835.00	2,679,068.00	5,013,903.00	2,454,035.00	2,036,762.00	4,490,797.00	-10.4%
6) Capital Outlay	6000-6999		86,956.00	323,643.00	410,599.00	80,000.00	0.00	80,000.00	-80.5%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		29,441.00	23,707.00	53,148.00	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(236,787.00)	51,527.00	(185,260.00)	(245,615.00)	59,578.00	(186,037.00)	0.4%
9) TOTAL, EXPENDITURES			28,887,763.00	20,689,165.00	49,576,928.00	28,677,705.00	19,286,932.00	47,964,637.00	-3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,199,555.00	(7,793,970.00)	(2,594,415.00)	6,006,255.00	(6,924,444.00)	(918,189.00)	-64.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		579,000.00	0.00	579,000.00	80,000.00	0.00	80,000.00	-86.2%
b) Transfers Out	7600-7629		104,150.00	0.00	104,150.00	104,150.00	0.00	104,150.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(6,934,444.00)	6,934,444.00	0.00	(6,914,951.00)	6,914,951.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,459,594.00)	6,934,444.00	474,850.00	(6,939,101.00)	6,914,951.00	(24,150.00)	-105.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,260,039.00)	(859,526.00)	(2,119,565.00)	(932,846.00)	(9,493.00)	(942,339.00)	-55.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,810,130.00	1,150,860.00	7,960,990.00	5,550,091.00	291,334.00	5,841,425.00	-26.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,810,130.00	1,150,860.00	7,960,990.00	5,550,091.00	291,334.00	5,841,425.00	-26.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,810,130.00	1,150,860.00	7,960,990.00	5,550,091.00	291,334.00	5,841,425.00	-26.6%
2) Ending Balance, June 30 (E + F1e)			5,550,091.00	291,334.00	5,841,425.00	4,617,245.00	281,841.00	4,899,086.00	-16.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	17,720.00	0.00	17,720.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	291,334.00	291,334.00	0.00	281,841.00	281,841.00	-3.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	3,755,714.00	0.00	3,755,714.00	2,822,868.00	0.00	2,822,868.00	-24.8%
2020-21 Deficit Spending Projection	0000	9780				936,960.00		936,960.00	
2020-21 Deficit Spending Projection	1400	9780				450,772.00		450,772.00	
2021-22 Deficit Spending Projection	1400	9780				1,435,136.00		1,435,136.00	
2019-20 Deficit Spending Projection	0000	9780	932,846.00		932,846.00				
2020-21 Deficit Spending Projection	0000	9780	1,387,732.00		1,387,732.00				
2021-22 Deficit Spending Projection	0000	9780	21,215.00		21,215.00				
2021-22 Deficit Spending Projection	1400	9780	1,413,921.00		1,413,921.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,490,432.00	0.00	1,490,432.00	1,442,100.00	0.00	1,442,100.00	-3.2%
Unassigned/Unappropriated Amount		9790	261,225.00	0.00	261,225.00	327,277.00	0.00	327,277.00	25.3%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
G. ASSETS									
1) Cash									
a) in County Treasury		9110	13,075,373.68	(4,674,577.50)	8,400,796.18				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	25,000.00	0.00	25,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	(6,683.89)	271,003.13	264,319.24				
4) Due from Grantor Government		9290	(20,964.26)	(29,699.04)	(50,663.30)				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	17,720.00	0.00	17,720.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			13,090,445.53	(4,433,273.41)	8,657,172.12				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	3,119,806.75	59,226.05	3,179,032.80				
2) Due to Grantor Governments		9590	98,399.00	2,783.59	101,182.59				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	(40,580.16)	(40,580.16)				
6) TOTAL, LIABILITIES			3,218,205.75	21,429.48	3,239,635.23				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

			2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
(G9 + H2) - (I6 + J2)			9,872,239.78	(4,454,702.89)	5,417,536.89				

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	14,805,706.00	0.00	14,805,706.00	16,036,848.00	0.00	16,036,848.00	8.3%
Education Protection Account State Aid - Current Year		8012	5,362,409.00	0.00	5,362,409.00	5,381,386.00	0.00	5,381,386.00	0.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	35,717.00	0.00	35,717.00	35,717.00	0.00	35,717.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	366.00	0.00	366.00	366.00	0.00	366.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	5,655,186.00	0.00	5,655,186.00	5,655,186.00	0.00	5,655,186.00	0.0%
Unsecured Roll Taxes		8042	384,194.00	0.00	384,194.00	384,194.00	0.00	384,194.00	0.0%
Prior Years' Taxes		8043	(25,028.00)	0.00	(25,028.00)	(25,028.00)	0.00	(25,028.00)	0.0%
Supplemental Taxes		8044	327,988.00	0.00	327,988.00	327,988.00	0.00	327,988.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	4,770,077.00	0.00	4,770,077.00	4,770,077.00	0.00	4,770,077.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			31,316,615.00	0.00	31,316,615.00	32,566,734.00	0.00	32,566,734.00	4.0%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	172,744.00	172,744.00	0.00	184,620.00	184,620.00	6.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			31,316,615.00	172,744.00	31,489,359.00	32,566,734.00	184,620.00	32,751,354.00	4.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	498,135.00	498,135.00	0.00	496,893.00	496,893.00	-0.2%
Special Education Discretionary Grants		8182	0.00	136,318.00	136,318.00	0.00	164,428.00	164,428.00	20.6%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		204,412.00	204,412.00		204,412.00	204,412.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		93,656.00	93,656.00		47,533.00	47,533.00	-49.2%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		75,842.00	75,842.00		68,102.00	68,102.00	-10.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		14,533.00	14,533.00		0.00	0.00	-100.0%
Other NCLB / Every Student Succeeds Act		8290							
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	39,587.00	39,587.00	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			0.00	1,062,483.00	1,062,483.00	0.00	981,368.00	981,368.00	-7.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		2,432,166.00	2,432,166.00		2,442,961.00	2,442,961.00	0.4%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	794,053.00	0.00	794,053.00	147,816.00	0.00	147,816.00	-81.4%
Lottery - Unrestricted and Instructional Materials		8560	517,000.00	170,000.00	687,000.00	535,910.00	188,101.00	724,011.00	5.4%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	2,123,318.00	2,123,318.00	0.00	2,217,978.00	2,217,978.00	4.5%
TOTAL, OTHER STATE REVENUE			1,311,053.00	4,725,484.00	6,036,537.00	683,726.00	4,849,040.00	5,532,766.00	-8.3%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	6,075,161.00	6,075,161.00	0.00	6,060,395.00	6,060,395.00	-0.2%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	265,000.00	0.00	265,000.00	265,000.00	0.00	265,000.00	0.0%
Interest		8660	105,000.00	0.00	105,000.00	105,000.00	0.00	105,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	280,000.00	0.00	280,000.00	258,500.00	0.00	258,500.00	-7.7%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	805,000.00	0.00	805,000.00	805,000.00	0.00	805,000.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	4,650.00	859,323.00	863,973.00	0.00	287,065.00	287,065.00	-66.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,459,650.00	6,934,484.00	8,394,134.00	1,433,500.00	6,347,460.00	7,780,960.00	-7.3%
TOTAL, REVENUES			34,087,318.00	12,895,195.00	46,982,513.00	34,683,960.00	12,362,488.00	47,046,448.00	0.1%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	12,072,642.00	4,616,007.00	16,688,649.00	12,173,341.00	4,658,811.00	16,832,152.00	0.9%
Certificated Pupil Support Salaries		1200	132,456.00	1,442,969.00	1,575,425.00	137,842.00	1,303,700.00	1,441,542.00	-8.5%
Certificated Supervisors' and Administrators' Salaries		1300	1,947,256.00	323,051.00	2,270,307.00	1,671,092.00	270,140.00	1,941,232.00	-14.5%
Other Certificated Salaries		1900	281,596.00	478,343.00	759,939.00	294,097.00	473,972.00	768,069.00	1.1%
TOTAL, CERTIFICATED SALARIES			14,433,950.00	6,860,370.00	21,294,320.00	14,276,372.00	6,706,623.00	20,982,995.00	-1.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	83,923.00	1,679,453.00	1,763,376.00	93,319.00	1,688,826.00	1,782,145.00	1.1%
Classified Support Salaries		2200	756,777.00	548,453.00	1,305,230.00	858,338.00	513,254.00	1,371,592.00	5.1%
Classified Supervisors' and Administrators' Salaries		2300	602,481.00	42,257.00	644,738.00	514,955.00	41,638.00	556,593.00	-13.7%
Clerical, Technical and Office Salaries		2400	1,202,962.00	350,400.00	1,553,362.00	1,279,926.00	336,158.00	1,616,084.00	4.0%
Other Classified Salaries		2900	435,495.00	260,911.00	696,406.00	450,006.00	232,255.00	682,261.00	-2.0%
TOTAL, CLASSIFIED SALARIES			3,081,638.00	2,881,474.00	5,963,112.00	3,196,544.00	2,812,131.00	6,008,675.00	0.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,425,667.00	2,690,941.00	5,116,608.00	2,420,388.00	2,911,765.00	5,332,153.00	4.2%
PERS		3201-3202	539,032.00	652,020.00	1,191,052.00	669,898.00	736,125.00	1,406,023.00	18.0%
OASDI/Medicare/Alternative		3301-3302	495,195.00	385,925.00	881,120.00	498,089.00	397,643.00	895,732.00	1.7%
Health and Welfare Benefits		3401-3402	4,006,052.00	2,529,006.00	6,535,058.00	3,878,315.00	2,561,801.00	6,440,116.00	-1.5%
Unemployment Insurance		3501-3502	9,173.00	5,047.00	14,220.00	8,810.00	4,840.00	13,650.00	-4.0%
Workers' Compensation		3601-3602	485,016.00	264,346.00	749,362.00	465,773.00	254,156.00	719,929.00	-3.9%
OPEB, Allocated		3701-3702	411,674.00	225,327.00	637,001.00	403,643.00	221,427.00	625,070.00	-1.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	51,325.00	42,519.00	93,844.00	35,229.00	33,929.00	69,158.00	-26.3%
TOTAL, EMPLOYEE BENEFITS			8,423,134.00	6,795,131.00	15,218,265.00	8,380,145.00	7,121,686.00	15,501,831.00	1.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	138.00	248,021.00	248,159.00	750.00	131,453.00	132,203.00	-46.7%
Books and Other Reference Materials		4200	40.00	0.00	40.00	40.00	0.00	40.00	0.0%
Materials and Supplies		4300	690,992.00	808,610.00	1,499,602.00	496,434.00	393,699.00	890,133.00	-40.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	43,426.00	17,614.00	61,040.00	39,000.00	25,000.00	64,000.00	4.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			734,596.00	1,074,245.00	1,808,841.00	536,224.00	550,152.00	1,086,376.00	-39.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	42,148.00	102,327.00	144,475.00	19,000.00	38,900.00	57,900.00	-59.9%
Dues and Memberships		5300	25,550.00	20,739.00	46,289.00	25,500.00	20,500.00	46,000.00	-0.6%
Insurance		5400 - 5450	286,096.00	0.00	286,096.00	390,463.00	0.00	390,463.00	36.5%
Operations and Housekeeping Services		5500	733,750.00	0.00	733,750.00	742,000.00	0.00	742,000.00	1.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	343,929.00	402,394.00	746,323.00	380,650.00	354,500.00	735,150.00	-1.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	830,443.00	2,146,458.00	2,976,901.00	822,122.00	1,616,212.00	2,438,334.00	-18.1%
Communications		5900	72,919.00	7,150.00	80,069.00	74,300.00	6,650.00	80,950.00	1.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,334,835.00	2,679,068.00	5,013,903.00	2,454,035.00	2,036,762.00	4,490,797.00	-10.4%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	51,531.00	322,674.00	374,205.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	35,425.00	969.00	36,394.00	80,000.00	0.00	80,000.00	119.8%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			86,956.00	323,643.00	410,599.00	80,000.00	0.00	80,000.00	-80.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	2,027.00	3,008.00	5,035.00	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	27,414.00	20,699.00	48,113.00	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			29,441.00	23,707.00	53,148.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(51,527.00)	51,527.00	0.00	(59,578.00)	59,578.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(185,260.00)	0.00	(185,260.00)	(186,037.00)	0.00	(186,037.00)	0.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(236,787.00)	51,527.00	(185,260.00)	(245,615.00)	59,578.00	(186,037.00)	0.4%
TOTAL, EXPENDITURES			28,887,763.00	20,689,165.00	49,576,928.00	28,677,705.00	19,286,932.00	47,964,637.00	-3.3%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	579,000.00	0.00	579,000.00	80,000.00	0.00	80,000.00	-86.2%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			579,000.00	0.00	579,000.00	80,000.00	0.00	80,000.00	-86.2%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	104,150.00	0.00	104,150.00	104,150.00	0.00	104,150.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			104,150.00	0.00	104,150.00	104,150.00	0.00	104,150.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(6,934,444.00)	6,934,444.00	0.00	(6,914,951.00)	6,914,951.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,934,444.00)	6,934,444.00	0.00	(6,914,951.00)	6,914,951.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(6,459,594.00)	6,934,444.00	474,850.00	(6,939,101.00)	6,914,951.00	(24,150.00)	-105.1%

			2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	31,316,615.00	172,744.00	31,489,359.00	32,566,734.00	184,620.00	32,751,354.00	4.0%
2) Federal Revenue		8100-8299	0.00	1,062,483.00	1,062,483.00	0.00	981,368.00	981,368.00	-7.6%
3) Other State Revenue		8300-8599	1,311,053.00	4,725,484.00	6,036,537.00	683,726.00	4,849,040.00	5,532,766.00	-8.3%
4) Other Local Revenue		8600-8799	1,459,650.00	6,934,484.00	8,394,134.00	1,433,500.00	6,347,460.00	7,780,960.00	-7.3%
5) TOTAL, REVENUES			34,087,318.00	12,895,195.00	46,982,513.00	34,683,960.00	12,362,488.00	47,046,448.00	0.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		18,702,948.00	13,146,163.00	31,849,111.00	18,801,435.00	12,659,544.00	31,460,979.00	-1.2%
2) Instruction - Related Services	2000-2999		3,575,388.00	2,598,409.00	6,173,797.00	3,242,291.00	2,417,917.00	5,660,208.00	-8.3%
3) Pupil Services	3000-3999		246,631.00	1,951,232.00	2,197,863.00	228,108.00	1,806,577.00	2,034,685.00	-7.4%
4) Ancillary Services	4000-4999		0.00	601,135.00	601,135.00	0.00	500,082.00	500,082.00	-16.8%
5) Community Services	5000-5999		466,586.00	0.00	466,586.00	417,112.00	0.00	417,112.00	-10.6%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,288,148.00	169,017.00	3,457,165.00	3,295,050.00	210,757.00	3,505,807.00	1.4%
8) Plant Services	8000-8999		2,578,621.00	2,199,502.00	4,778,123.00	2,693,709.00	1,692,055.00	4,385,764.00	-8.2%
9) Other Outgo	9000-9999	Except 7600-7699	29,441.00	23,707.00	53,148.00	0.00	0.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			28,887,763.00	20,689,165.00	49,576,928.00	28,677,705.00	19,286,932.00	47,964,637.00	-3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			5,199,555.00	(7,793,970.00)	(2,594,415.00)	6,006,255.00	(6,924,444.00)	(918,189.00)	-64.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	579,000.00	0.00	579,000.00	80,000.00	0.00	80,000.00	-86.2%
b) Transfers Out		7600-7629	104,150.00	0.00	104,150.00	104,150.00	0.00	104,150.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,934,444.00)	6,934,444.00	0.00	(6,914,951.00)	6,914,951.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,459,594.00)	6,934,444.00	474,850.00	(6,939,101.00)	6,914,951.00	(24,150.00)	-105.1%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,260,039.00)	(859,526.00)	(2,119,565.00)	(932,846.00)	(9,493.00)	(942,339.00)	-55.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,810,130.00	1,150,860.00	7,960,990.00	5,550,091.00	291,334.00	5,841,425.00	-26.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,810,130.00	1,150,860.00	7,960,990.00	5,550,091.00	291,334.00	5,841,425.00	-26.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,810,130.00	1,150,860.00	7,960,990.00	5,550,091.00	291,334.00	5,841,425.00	-26.6%
2) Ending Balance, June 30 (E + F1e)			5,550,091.00	291,334.00	5,841,425.00	4,617,245.00	281,841.00	4,899,086.00	-16.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	17,720.00	0.00	17,720.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	291,334.00	291,334.00	0.00	281,841.00	281,841.00	-3.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,755,714.00	0.00	3,755,714.00	2,822,868.00	0.00	2,822,868.00	-24.8%
2020-21 Deficit Spending Projection	0000	9780				936,960.00		936,960.00	
2020-21 Deficit Spending Projection	1400	9780				450,772.00		450,772.00	
2021-22 Deficit Spending Projection	1400	9780				1,435,136.00		1,435,136.00	
2019-20 Deficit Spending Projection	0000	9780	932,846.00		932,846.00				
2020-21 Deficit Spending Projection	0000	9780	1,387,732.00		1,387,732.00				
2021-22 Deficit Spending Projection	0000	9780	21,215.00		21,215.00				
2021-22 Deficit Spending Projection	1400	9780	1,413,921.00		1,413,921.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,490,432.00	0.00	1,490,432.00	1,442,100.00	0.00	1,442,100.00	-3.2%
Unassigned/Unappropriated Amount		9790	261,225.00	0.00	261,225.00	327,277.00	0.00	327,277.00	25.3%

Albany City Unified
Alameda County

July 1 Budget
General Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 01

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
6500	Special Education	127,872.00	82,395.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	5,641.00	5,641.00
9010	Other Restricted Local	157,821.00	193,805.00
Total, Restricted Balance		291,334.00	281,841.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,567,248.00	4,571,530.00	0.1%
3) Other State Revenue		8300-8599	12,578,266.00	12,963,007.00	3.1%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			17,145,514.00	17,534,537.00	2.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	17,145,514.00	17,534,537.00	2.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			17,145,514.00	17,534,537.00	2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1.00	1.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1.00	1.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1.00	1.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1.00	1.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1.00	1.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Special Education Pass-Through Fund
Expenditures by Object

01 61127 0000000
Form 10

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,081,430.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	265,428.29		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,346,859.10		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	9.00		
2) Due to Grantor Governments		9590	1,267,923.66		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,267,932.66		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			78,926.44		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from Federal Sources		8287	4,567,248.00	4,571,530.00	0.1%
TOTAL, FEDERAL REVENUE			4,567,248.00	4,571,530.00	0.1%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	10,843,660.00	11,210,889.00	3.4%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	362,017.00	371,641.00	2.7%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	1,372,589.00	1,380,477.00	0.6%
TOTAL, OTHER STATE REVENUE			12,578,266.00	12,963,007.00	3.1%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			17,145,514.00	17,534,537.00	2.3%

Albany City Unified
Alameda County

July 1 Budget
Special Education Pass-Through Fund
Expenditures by Object

01 61127 0000000
Form 10

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	5,939,837.00	5,952,007.00	0.2%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	10,843,660.00	11,210,889.00	3.4%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	362,017.00	371,641.00	2.7%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			17,145,514.00	17,534,537.00	2.3%
TOTAL, EXPENDITURES			17,145,514.00	17,534,537.00	2.3%

Albany City Unified
Alameda County

July 1 Budget
Special Education Pass-Through Fund
Expenditures by Function

01 61127 0000000
Form 10

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,567,248.00	4,571,530.00	0.1%
3) Other State Revenue		8300-8599	12,578,266.00	12,963,007.00	3.1%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			17,145,514.00	17,534,537.00	2.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	17,145,514.00	17,534,537.00	2.3%
10) TOTAL, EXPENDITURES			17,145,514.00	17,534,537.00	2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Special Education Pass-Through Fund
Expenditures by Function

01 61127 0000000
Form 10

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1.00	1.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1.00	1.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1.00	1.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1.00	1.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1.00	1.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Special Education Pass-Through Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 10

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
6500	Special Education	1.00	1.00
Total, Restricted Balance		1.00	1.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	225,612.00	225,612.00	0.0%
3) Other State Revenue		8300-8599	924,872.00	897,657.00	-2.9%
4) Other Local Revenue		8600-8799	1,576,735.00	1,567,000.00	-0.6%
5) TOTAL, REVENUES			2,727,219.00	2,690,269.00	-1.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	382,702.00	388,458.00	1.5%
2) Classified Salaries		2000-2999	982,267.00	1,047,792.00	6.7%
3) Employee Benefits		3000-3999	847,978.00	940,488.00	10.9%
4) Books and Supplies		4000-4999	47,070.00	40,100.00	-14.8%
5) Services and Other Operating Expenditures		5000-5999	232,466.00	218,735.00	-5.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	128,368.00	129,268.00	0.7%
9) TOTAL, EXPENDITURES			2,620,851.00	2,764,841.00	5.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			106,368.00	(74,572.00)	-170.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description Resource Codes Object Codes			2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			106,368.00	(74,572.00)	-170.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	125,656.00	232,024.00	84.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			125,656.00	232,024.00	84.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			125,656.00	232,024.00	84.7%
2) Ending Balance, June 30 (E + F1e)			232,024.00	157,452.00	-32.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	232,024.00	157,452.00	-32.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Child Development Fund
Expenditures by Object

01 61127 0000000
Form 12

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	267,203.80		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	2,500.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	12,004.42		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			281,708.22		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	44,551.22		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	14,621.88		
6) TOTAL, LIABILITIES			59,173.10		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			222,535.12		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	65,000.00	65,000.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	160,612.00	160,612.00	0.0%
TOTAL, FEDERAL REVENUE			225,612.00	225,612.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,060.00	0.00	-100.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	697,786.00	697,657.00	0.0%
All Other State Revenue	All Other	8590	226,026.00	200,000.00	-11.5%
TOTAL, OTHER STATE REVENUE			924,872.00	897,657.00	-2.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	2,500.00	2,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	1,548,500.00	1,548,500.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	25,735.00	16,000.00	-37.8%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,576,735.00	1,567,000.00	-0.6%
TOTAL, REVENUES			2,727,219.00	2,690,269.00	-1.4%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	376,809.00	382,248.00	1.4%
Certificated Pupil Support Salaries		1200	5,893.00	6,210.00	5.4%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			382,702.00	388,458.00	1.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	734,473.00	788,106.00	7.3%
Classified Support Salaries		2200	41,352.00	50,851.00	23.0%
Classified Supervisors' and Administrators' Salaries		2300	133,756.00	134,389.00	0.5%
Clerical, Technical and Office Salaries		2400	72,686.00	74,446.00	2.4%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			982,267.00	1,047,792.00	6.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	75,433.00	46,241.00	-38.7%
PERS		3201-3202	168,858.00	231,435.00	37.1%
OASDI/Medicare/Alternative		3301-3302	86,652.00	93,486.00	7.9%
Health and Welfare Benefits		3401-3402	437,746.00	486,676.00	11.2%
Unemployment Insurance		3501-3502	689.00	728.00	5.7%
Workers' Compensation		3601-3602	36,412.00	38,505.00	5.7%
OPEB, Allocated		3701-3702	30,087.00	32,220.00	7.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,101.00	11,197.00	-7.5%
TOTAL, EMPLOYEE BENEFITS			847,978.00	940,488.00	10.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	47,070.00	40,100.00	-14.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			47,070.00	40,100.00	-14.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,650.00	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	25,685.00	23,000.00	-10.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	16,710.00	16,510.00	-1.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	176,060.00	175,000.00	-0.6%
Professional/Consulting Services and Operating Expenditures		5800	7,861.00	1,725.00	-78.1%
Communications		5900	2,500.00	2,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			232,466.00	218,735.00	-5.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	128,368.00	129,268.00	0.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			128,368.00	129,268.00	0.7%
TOTAL, EXPENDITURES			2,620,851.00	2,764,841.00	5.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Child Development Fund
Expenditures by Function

01 61127 0000000
Form 12

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	225,612.00	225,612.00	0.0%
3) Other State Revenue		8300-8599	924,872.00	897,657.00	-2.9%
4) Other Local Revenue		8600-8799	1,576,735.00	1,567,000.00	-0.6%
5) TOTAL, REVENUES			2,727,219.00	2,690,269.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,881,391.00	2,025,071.00	7.6%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		7,742.00	7,664.00	-1.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		491,277.00	482,861.00	-1.7%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		128,368.00	129,268.00	0.7%
8) Plant Services	8000-8999		112,073.00	119,977.00	7.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,620,851.00	2,764,841.00	5.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			106,368.00	(74,572.00)	-170.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Child Development Fund
Expenditures by Function

01 61127 0000000
Form 12

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			106,368.00	(74,572.00)	-170.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	125,656.00	232,024.00	84.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			125,656.00	232,024.00	84.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			125,656.00	232,024.00	84.7%
2) Ending Balance, June 30 (E + F1e)			232,024.00	157,452.00	-32.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	232,024.00	157,452.00	-32.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Child Development Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 12

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

01 61127 0000000
Form 13

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	313,000.00	318,000.00	1.6%
3) Other State Revenue		8300-8599	17,000.00	17,500.00	2.9%
4) Other Local Revenue		8600-8799	777,500.00	782,000.00	0.6%
5) TOTAL, REVENUES			1,107,500.00	1,117,500.00	0.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	498,905.00	539,108.00	8.1%
3) Employee Benefits		3000-3999	323,065.00	345,665.00	7.0%
4) Books and Supplies		4000-4999	398,865.00	374,000.00	-6.2%
5) Services and Other Operating Expenditures		5000-5999	(148,797.00)	(150,000.00)	0.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	56,892.00	56,769.00	-0.2%
9) TOTAL, EXPENDITURES			1,128,930.00	1,165,542.00	3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(21,430.00)	(48,042.00)	124.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

01 61127 0000000
Form 13

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,430.00)	(48,042.00)	124.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	69,490.00	48,060.00	-30.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			69,490.00	48,060.00	-30.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			69,490.00	48,060.00	-30.8%
2) Ending Balance, June 30 (E + F1e)			48,060.00	18.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,724.38	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	43,335.62	18.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

01 61127 0000000
Form 13

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	889.87		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,000.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	144.72		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	4,724.38		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,758.97		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	20,232.05		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			20,232.05		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(13,473.08)		

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

01 61127 0000000
Form 13

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	313,000.00	318,000.00	1.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			313,000.00	318,000.00	1.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	17,000.00	17,500.00	2.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			17,000.00	17,500.00	2.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	747,000.00	752,000.00	0.7%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	500.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	30,000.00	30,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			777,500.00	782,000.00	0.6%
TOTAL, REVENUES			1,107,500.00	1,117,500.00	0.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	371,584.00	411,288.00	10.7%
Classified Supervisors' and Administrators' Salaries		2300	101,931.00	101,851.00	-0.1%
Clerical, Technical and Office Salaries		2400	20,390.00	21,969.00	7.7%
Other Classified Salaries		2900	5,000.00	4,000.00	-20.0%
TOTAL, CLASSIFIED SALARIES			498,905.00	539,108.00	8.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	87,492.00	102,428.00	17.1%
OASDI/Medicare/Alternative		3301-3302	39,521.00	41,073.00	3.9%
Health and Welfare Benefits		3401-3402	168,275.00	173,399.00	3.0%
Unemployment Insurance		3501-3502	263.00	271.00	3.0%
Workers' Compensation		3601-3602	13,943.00	14,389.00	3.2%
OPEB, Allocated		3701-3702	11,021.00	12,305.00	11.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,550.00	1,800.00	-29.4%
TOTAL, EMPLOYEE BENEFITS			323,065.00	345,665.00	7.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	24,000.00	24,000.00	0.0%
Noncapitalized Equipment		4400	2,500.00	2,500.00	0.0%
Food		4700	372,365.00	347,500.00	-6.7%
TOTAL, BOOKS AND SUPPLIES			398,865.00	374,000.00	-6.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	0.0%
Dues and Memberships		5300	1,000.00	1,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	15,235.00	13,000.00	-14.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(176,060.00)	(175,000.00)	-0.6%
Professional/Consulting Services and Operating Expenditures		5800	10,028.00	10,000.00	-0.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(148,797.00)	(150,000.00)	0.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	56,892.00	56,769.00	-0.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			56,892.00	56,769.00	-0.2%
TOTAL, EXPENDITURES			1,128,930.00	1,165,542.00	3.2%

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

01 61127 0000000
Form 13

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

01 61127 0000000
Form 13

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	313,000.00	318,000.00	1.6%
3) Other State Revenue		8300-8599	17,000.00	17,500.00	2.9%
4) Other Local Revenue		8600-8799	777,500.00	782,000.00	0.6%
5) TOTAL, REVENUES			1,107,500.00	1,117,500.00	0.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,072,038.00	1,108,773.00	3.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		56,892.00	56,769.00	-0.2%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,128,930.00	1,165,542.00	3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(21,430.00)	(48,042.00)	124.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

01 61127 000000
Form 13

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,430.00)	(48,042.00)	124.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	69,490.00	48,060.00	-30.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			69,490.00	48,060.00	-30.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			69,490.00	48,060.00	-30.8%
2) Ending Balance, June 30 (E + F1e)			48,060.00	18.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,724.38	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	43,335.62	18.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Cafeteria Special Revenue Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 13

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	43,335.62	18.00
Total, Restricted Balance		43,335.62	18.00

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	24,150.00	24,150.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			24,150.00	24,150.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			24,150.00	24,150.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	55,801.00	79,951.00	43.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			55,801.00	79,951.00	43.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			55,801.00	79,951.00	43.3%
2) Ending Balance, June 30 (E + F1e)			79,951.00	104,101.00	30.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	79,951.00	104,101.00	30.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	62,764.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(54.24)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			62,710.44		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(9.76)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(9.76)		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			62,720.20		

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	24,150.00	24,150.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			24,150.00	24,150.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			24,150.00	24,150.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Function

01 61127 0000000
Form 14

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	24,150.00	24,150.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			24,150.00	24,150.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Function

01 61127 0000000
Form 14

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			24,150.00	24,150.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	55,801.00	79,951.00	43.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			55,801.00	79,951.00	43.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			55,801.00	79,951.00	43.3%
2) Ending Balance, June 30 (E + F1e)			79,951.00	104,101.00	30.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	79,951.00	104,101.00	30.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Exhibit: Restricted Balance Detail

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Form 14

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

01 61127 0000000
Form 17

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,540.00	0.00	-100.0%
5) TOTAL, REVENUES			2,540.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,540.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	579,000.00	80,000.00	-86.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(579,000.00)	(80,000.00)	-86.2%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

01 61127 0000000
Form 17

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(576,460.00)	(80,000.00)	-86.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	773,622.00	197,162.00	-74.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			773,622.00	197,162.00	-74.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			773,622.00	197,162.00	-74.5%
2) Ending Balance, June 30 (E + F1e)			197,162.00	117,162.00	-40.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	197,162.00	117,162.00	-40.6%
CTE & ROP Equipment	0000	9780	115,000.00		
General Fund Program Assistance	0000	9780	82,162.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

01 61127 0000000
Form 17

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	782,929.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	21.68		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			782,951.29		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			782,951.29		

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

01 61127 0000000
Form 17

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,540.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,540.00	0.00	-100.0%
TOTAL, REVENUES			2,540.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

01 61127 0000000
Form 17

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	579,000.00	80,000.00	-86.2%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			579,000.00	80,000.00	-86.2%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(579,000.00)	(80,000.00)	-86.2%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Function

01 61127 0000000
Form 17

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,540.00	0.00	-100.0%
5) TOTAL, REVENUES			2,540.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,540.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	579,000.00	80,000.00	-86.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(579,000.00)	(80,000.00)	-86.2%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Function

01 61127 0000000
Form 17

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(576,460.00)	(80,000.00)	-86.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	773,622.00	197,162.00	-74.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			773,622.00	197,162.00	-74.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			773,622.00	197,162.00	-74.5%
2) Ending Balance, June 30 (E + F1e)			197,162.00	117,162.00	-40.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	197,162.00	117,162.00	-40.6%
CTE & ROP Equipment	0000	9780	115,000.00		
General Fund Program Assistance	0000	9780	82,162.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 17

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	432,022.00	370,000.00	-14.4%
5) TOTAL, REVENUES			432,022.00	370,000.00	-14.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	27,369.00	New
3) Employee Benefits		3000-3999	0.00	32,663.00	New
4) Books and Supplies		4000-4999	1,460.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	591,186.00	125,900.00	-78.7%
6) Capital Outlay		6000-6999	21,542,720.00	30,100,000.00	39.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			22,135,366.00	30,285,932.00	36.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(21,703,344.00)	(29,915,932.00)	37.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	35,319,750.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			35,319,750.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,616,406.00	(29,915,932.00)	-319.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	27,259,849.00	40,876,255.00	50.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,259,849.00	40,876,255.00	50.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,259,849.00	40,876,255.00	50.0%
2) Ending Balance, June 30 (E + F1e)			40,876,255.00	10,960,323.00	-73.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	40,876,255.00	10,960,323.00	-73.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Building Fund
Expenditures by Object

01 61127 0000000
Form 21

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	53,946,578.57		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	220,000.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(10,538.20)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			54,156,040.37		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(15,433.85)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(15,433.85)		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			54,171,474.22		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	432,022.00	370,000.00	-14.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			432,022.00	370,000.00	-14.4%
TOTAL, REVENUES			432,022.00	370,000.00	-14.4%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	27,369.00	New
TOTAL, CLASSIFIED SALARIES			0.00	27,369.00	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	5,675.00	New
OASDI/Medicare/Alternative		3301-3302	0.00	2,094.00	New
Health and Welfare Benefits		3401-3402	0.00	23,467.00	New
Unemployment Insurance		3501-3502	0.00	14.00	New
Workers' Compensation		3601-3602	0.00	728.00	New
OPEB, Allocated		3701-3702	0.00	685.00	New
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	32,663.00	New
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,460.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,460.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	591,186.00	125,900.00	-78.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			591,186.00	125,900.00	-78.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	15,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	21,508,095.00	30,100,000.00	39.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	14,400.00	0.00	-100.0%
Equipment Replacement		6500	5,225.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			21,542,720.00	30,100,000.00	39.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			22,135,366.00	30,285,932.00	36.8%

Albany City Unified
Alameda County

July 1 Budget
Building Fund
Expenditures by Object

01 61127 0000000
Form 21

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	35,000,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	319,750.00	0.00	-100.0%
(c) TOTAL, SOURCES			35,319,750.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			35,319,750.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Building Fund
Expenditures by Function

01 61127 0000000
Form 21

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	432,022.00	370,000.00	-14.4%
5) TOTAL, REVENUES			432,022.00	370,000.00	-14.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		21,815,616.00	30,285,932.00	38.8%
9) Other Outgo	9000-9999	Except 7600-7699	319,750.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			22,135,366.00	30,285,932.00	36.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(21,703,344.00)	(29,915,932.00)	37.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	35,319,750.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			35,319,750.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Building Fund
Expenditures by Function

01 61127 0000000
Form 21

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,616,406.00	(29,915,932.00)	-319.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	27,259,849.00	40,876,255.00	50.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,259,849.00	40,876,255.00	50.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,259,849.00	40,876,255.00	50.0%
2) Ending Balance, June 30 (E + F1e)			40,876,255.00	10,960,323.00	-73.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	40,876,255.00	10,960,323.00	-73.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Building Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 21

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	43,987.00	40,000.00	-9.1%
5) TOTAL, REVENUES			43,987.00	40,000.00	-9.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	100,002.00	120,000.00	20.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			100,002.00	120,000.00	20.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(56,015.00)	(80,000.00)	42.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	80,000.00	80,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			80,000.00	80,000.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23,985.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,956.00	29,941.00	402.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,956.00	29,941.00	402.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,956.00	29,941.00	402.7%
2) Ending Balance, June 30 (E + F1e)			29,941.00	29,941.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	29,941.00	29,941.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

01 61127 0000000
Form 25

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(25,430.78)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	250.67		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(25,180.11)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.03		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.03		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(25,180.14)		

Albany City Unified
Alameda County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

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Form 25

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	22.00	40,000.00	181718.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	43,965.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			43,987.00	40,000.00	-9.1%
TOTAL, REVENUES			43,987.00	40,000.00	-9.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	100,000.00	120,000.00	20.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			100,002.00	120,000.00	20.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			100,002.00	120,000.00	20.0%

Albany City Unified
Alameda County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

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Form 25

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	80,000.00	80,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			80,000.00	80,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			80,000.00	80,000.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Capital Facilities Fund
Expenditures by Function

01 61127 0000000
Form 25

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	43,987.00	40,000.00	-9.1%
5) TOTAL, REVENUES			43,987.00	40,000.00	-9.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		2.00	0.00	-100.0%
8) Plant Services	8000-8999		100,000.00	120,000.00	20.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			100,002.00	120,000.00	20.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(56,015.00)	(80,000.00)	42.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	80,000.00	80,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			80,000.00	80,000.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Capital Facilities Fund
Expenditures by Function

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Form 25

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23,985.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,956.00	29,941.00	402.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,956.00	29,941.00	402.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,956.00	29,941.00	402.7%
2) Ending Balance, June 30 (E + F1e)			29,941.00	29,941.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	29,941.00	29,941.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Capital Facilities Fund
Exhibit: Restricted Balance Detail

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Form 25

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

01 61127 0000000
Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	270.00	270.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			270.00	270.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			270.00	270.00	0.0%
2) Ending Balance, June 30 (E + F1e)			270.00	270.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	270.00	270.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	270.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			270.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			270.00		

Albany City Unified
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County School Facilities Fund
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Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Albany City Unified
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County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

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Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

01 61127 0000000
Form 35

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Function

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Form 35

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Function

01 61127 0000000
Form 35

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	270.00	270.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			270.00	270.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			270.00	270.00	0.0%
2) Ending Balance, June 30 (E + F1e)			270.00	270.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	270.00	270.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
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July 1 Budget
County School Facilities Fund
Exhibit: Restricted Balance Detail

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Form 35

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
7710	State School Facilities Projects	270.00	270.00
Total, Restricted Balance		270.00	270.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	58,300.00	58,300.00	0.0%
4) Other Local Revenue		8600-8799	7,324,772.00	7,262,035.00	-0.9%
5) TOTAL, REVENUES			7,383,072.00	7,320,335.00	-0.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	5,858,710.00	10,034,600.00	71.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,858,710.00	10,034,600.00	71.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,524,362.00	(2,714,265.00)	-278.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	2,714,266.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,714,266.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

01 61127 0000000
Form 51

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,238,628.00	(2,714,265.00)	-164.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,830,248.00	11,068,876.00	62.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,830,248.00	11,068,876.00	62.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,830,248.00	11,068,876.00	62.1%
2) Ending Balance, June 30 (E + F1e)			11,068,876.00	8,354,611.00	-24.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	11,068,876.00	8,354,611.00	-24.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

01 61127 0000000
Form 51

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11,768,618.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			11,768,618.77		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			11,768,618.77		

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

01 61127 0000000
Form 51

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	58,300.00	58,300.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			58,300.00	58,300.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	6,952,072.00	6,795,835.00	-2.2%
Unsecured Roll		8612	46,400.00	139,900.00	201.5%
Prior Years' Taxes		8613	55,900.00	55,900.00	0.0%
Supplemental Taxes		8614	214,300.00	214,300.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	56,100.00	56,100.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,324,772.00	7,262,035.00	-0.9%
TOTAL, REVENUES			7,383,072.00	7,320,335.00	-0.8%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

01 61127 0000000
Form 51

			2018-19	2019-20	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	3,010,000.00	6,565,000.00	118.1%
Bond Interest and Other Service Charges		7434	2,848,710.00	3,469,600.00	21.8%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,858,710.00	10,034,600.00	71.3%
TOTAL, EXPENDITURES			5,858,710.00	10,034,600.00	71.3%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	2,714,266.00	0.00	-100.0%
(c) TOTAL, SOURCES			2,714,266.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,714,266.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Function

01 61127 0000000
Form 51

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	58,300.00	58,300.00	0.0%
4) Other Local Revenue		8600-8799	7,324,772.00	7,262,035.00	-0.9%
5) TOTAL, REVENUES			7,383,072.00	7,320,335.00	-0.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	5,858,710.00	10,034,600.00	71.3%
10) TOTAL, EXPENDITURES			5,858,710.00	10,034,600.00	71.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,524,362.00	(2,714,265.00)	-278.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	2,714,266.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,714,266.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Function

01 61127 0000000
Form 51

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,238,628.00	(2,714,265.00)	-164.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,830,248.00	11,068,876.00	62.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,830,248.00	11,068,876.00	62.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,830,248.00	11,068,876.00	62.1%
2) Ending Balance, June 30 (E + F1e)			11,068,876.00	8,354,611.00	-24.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	11,068,876.00	8,354,611.00	-24.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 51

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	11,068,876.00	8,354,611.00
Total, Restricted Balance		11,068,876.00	8,354,611.00

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,549.07	3,549.07	3,549.07	3,561.63	3,561.63	3,561.63
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,549.07	3,549.07	3,549.07	3,561.63	3,561.63	3,561.63
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,549.07	3,549.07	3,549.07	3,561.63	3,561.63	3,561.63
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			8,886,921.45	8,322,671.64	7,370,326.38	7,423,916.97	6,241,205.48	3,966,422.51	11,760,534.15	8,219,037.29
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		828,758.00	828,758.00	3,010,747.00	1,491,765.00	1,491,765.00	2,840,106.00	1,491,765.00	1,116,400.00
Property Taxes	8020-8079			45,600.11		512,659.36	5,158.85	2,968,580.64	26,742.01	3,179,078.36
Miscellaneous Funds	8080-8099						41,560.00		58,802.00	
Federal Revenue	8100-8299		90,026.17	120,865.00		43,718.99	217,555.00		3,110.58	216,247.00
Other State Revenue	8300-8599		120,865.00	91,690.95	217,555.00	329,214.00	230,152.78	418,106.00	738,438.27	248,553.56
Other Local Revenue	8600-8799		6,811.99		149,322.34	426,611.27		3,155,255.74	177,495.49	
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,046,461.16	1,086,914.06	3,377,624.34	2,803,968.62	1,986,191.63	9,382,048.38	2,496,353.35	4,760,278.92
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		109,828.37	255,342.27	2,033,315.98	2,057,508.80	2,047,871.51	33,223.59	4,028,999.05	2,058,760.64
Classified Salaries	2000-2999		231,952.05	336,026.59	518,315.81	525,518.02	525,512.94	505,892.73	505,773.67	534,999.01
Employee Benefits	3000-3999		238,293.92	340,268.65	1,279,924.97	1,263,409.39	1,301,771.91	348,134.48	2,143,897.94	1,249,144.00
Books and Supplies	4000-4999		12,592.27	48,747.06	406,488.75	134,505.69	73,160.12	33,787.89	89,638.30	35,152.34
Services	5000-5999		87,850.33	194,428.84	273,124.46	540,951.14	265,047.45	430,841.07	359,191.24	335,898.58
Capital Outlay	6000-6599			968.94	13,072.11	53,798.72	33,913.90		(6,500.00)	
Other Outgo	7000-7499				886.48	886.48	886.48	886.48	1,772.96	886.48
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			680,516.94	1,175,782.35	4,525,128.56	4,576,578.24	4,248,164.31	1,352,766.24	7,122,773.16	4,214,841.05
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	25,000.00								
Accounts Receivable	9200-9299	1,120,558.53	170,566.07	165,843.24	281,006.03	21,580.59	171,264.75	19,397.00	11,612.94	47,549.94
Due From Other Funds	9310	290,214.22								
Stores	9320									
Prepaid Expenditures	9330	43,477.60	25,757.60							
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		1,479,250.35	196,323.67	165,843.24	281,006.03	21,580.59	171,264.75	19,397.00	11,612.94	47,549.94
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	2,303,343.82	1,040,725.53	1,029,320.21	(920,088.78)	(604,536.53)	184,075.04	254,567.50	(1,073,310.01)	(268,564.98)
Due To Other Funds	9610	12,912.25				(7,500.00)				
Current Loans	9640									
Unearned Revenues	9650	88,931.00	85,792.17			43,718.99				
Deferred Inflows of Resources	9690									
SUBTOTAL		2,405,187.07	1,126,517.70	1,029,320.21	(920,088.78)	(568,317.54)	184,075.04	254,567.50	(1,073,310.01)	(268,564.98)
<u>Nonoperating</u>										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		(925,936.72)	(930,194.03)	(863,476.97)	1,201,094.81	589,898.13	(12,810.29)	(235,170.50)	1,084,922.95	316,114.92
E. NET INCREASE/DECREASE (B - C + D)			(564,249.81)	(952,345.26)	53,590.59	(1,182,711.49)	(2,274,782.97)	7,794,111.64	(3,541,496.86)	861,552.79
F. ENDING CASH (A + E)			8,322,671.64	7,370,326.38	7,423,916.97	6,241,205.48	3,966,422.51	11,760,534.15	8,219,037.29	9,080,590.08
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		9,080,590.08	7,764,767.41	10,585,020.98	8,439,838.49				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,435,802.00	1,116,400.00	1,116,400.00	3,624,327.00	25,241.00		21,418,234.00	21,418,234.00
Property Taxes	8020-8079	(184,049.70)	2,601,434.68		1,993,295.69			11,148,500.00	11,148,500.00
Miscellaneous Funds	8080-8099			84,258.00				184,620.00	184,620.00
Federal Revenue	8100-8299	127,823.11	49,469.48		0.00	112,552.67		981,368.00	981,368.00
Other State Revenue	8300-8599	480,710.25	271,221.08	216,247.00	230,804.11	230,804.00	1,708,404.00	5,532,766.00	5,532,766.00
Other Local Revenue	8600-8799	265,621.27	2,868,210.11	365,904.93		365,726.86		7,780,960.00	7,780,960.00
Interfund Transfers In	8910-8929				80,000.00			80,000.00	80,000.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		3,125,906.93	6,906,735.35	1,782,809.93	5,928,426.80	734,324.53	1,708,404.00	47,126,448.00	47,126,448.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,053,796.56	2,063,661.19	2,093,189.93	2,106,782.11	40,715.00		20,982,995.00	20,982,995.00
Classified Salaries	2000-2999	516,506.90	524,136.37	535,874.89	645,784.02	102,382.00		6,008,675.00	6,008,675.00
Employee Benefits	3000-3999	1,238,858.98	1,242,015.72	1,257,280.77	1,865,020.27	25,406.00	1,708,404.00	15,501,831.00	15,501,831.00
Books and Supplies	4000-4999	52,518.31	98,546.60	88,734.67	12,504.00			1,086,376.00	1,086,376.00
Services	5000-5999	549,290.22	542,056.94	504,010.13	93,735.60	314,371.00		4,490,797.00	4,490,797.00
Capital Outlay	6000-6599				(15,253.67)			80,000.00	80,000.00
Other Outgo	7000-7499		886.48	1,772.96	(8,864.80)	(186,037.00)		(186,037.00)	(186,037.00)
Interfund Transfers Out	7600-7629				104,150.00			104,150.00	104,150.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		4,410,970.97	4,471,303.30	4,480,863.35	4,803,857.53	296,837.00	1,708,404.00	48,068,787.00	48,068,787.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199					25,000.00		25,000.00	
Accounts Receivable	9200-9299	4,830.33	7,602.01	5,649.69				906,902.59	
Due From Other Funds	9310			290,214.22				290,214.22	
Stores	9320							0.00	
Prepaid Expenditures	9330							25,757.60	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		4,830.33	7,602.01	295,863.91	0.00	25,000.00	0.00	1,247,874.41	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	35,588.96	(377,219.51)	(277,419.27)	3,778,273.87	1,349,535.42		4,150,947.45	
Due To Other Funds	9610			20,412.25				12,912.25	
Current Loans	9640							0.00	
Unearned Revenues	9650							129,511.16	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		35,588.96	(377,219.51)	(257,007.02)	3,778,273.87	1,349,535.42	0.00	4,293,370.86	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(30,758.63)	384,821.52	552,870.93	(3,778,273.87)	(1,324,535.42)	0.00	(3,045,496.45)	
E. NET INCREASE/DECREASE (B - C + D)		(1,315,822.67)	2,820,253.57	(2,145,182.49)	(2,653,704.60)	(887,047.89)	0.00	(3,987,835.45)	(942,339.00)
F. ENDING CASH (A + E)		7,764,767.41	10,585,020.98	8,439,838.49	5,786,133.89				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								4,899,086.00	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			5,786,133.89	5,246,733.89	4,338,733.89	4,285,733.89	2,947,733.89	294,733.89	8,365,733.89	5,253,733.89
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		835,000.00	835,000.00	3,020,000.00	1,500,000.00	1,500,000.00	2,900,000.00	1,500,000.00	1,600,000.00
Property Taxes	8020-8079			50,000.00		520,000.00		3,000,000.00		3,200,000.00
Miscellaneous Funds	8080-8099						40,000.00		60,000.00	
Federal Revenue	8100-8299		90,000.00	90,000.00	120,000.00		40,000.00	210,000.00		3,000.00
Other State Revenue	8300-8599		120,000.00	90,000.00	320,000.00	330,000.00	230,000.00	410,000.00	720,000.00	240,000.00
Other Local Revenue	8600-8799		6,800.00		150,000.00	420,000.00		3,150,000.00	180,000.00	
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,051,800.00	1,065,000.00	3,610,000.00	2,770,000.00	1,810,000.00	9,670,000.00	2,460,000.00	5,043,000.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		100,000.00	265,000.00	2,065,000.00	2,065,000.00	2,065,000.00	45,000.00	4,130,000.00	2,065,000.00
Classified Salaries	2000-2999		235,000.00	335,000.00	535,000.00	535,000.00	535,000.00	535,000.00	535,000.00	535,000.00
Employee Benefits	3000-3999		253,000.00	353,000.00	1,520,000.00	1,520,000.00	1,520,000.00	325,000.00	1,520,000.00	1,520,000.00
Books and Supplies	4000-4999		12,000.00	45,000.00	380,000.00	125,000.00	78,000.00	35,000.00	89,000.00	51,000.00
Services	5000-5999		87,000.00	195,000.00	273,000.00	535,000.00	265,000.00	425,000.00	360,000.00	340,000.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			687,000.00	1,193,000.00	4,773,000.00	4,780,000.00	4,463,000.00	1,365,000.00	6,634,000.00	4,511,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	25,000.00								
Accounts Receivable	9200-9299	906,902.59	165,000.00	170,000.00	235,000.00	22,000.00	180,000.00	21,000.00	12,000.00	48,000.00
Due From Other Funds	9310	290,214.22								
Stores	9320	0.00								
Prepaid Expenditures	9330	25,757.60	25,800.00							
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		1,247,874.41	190,800.00	170,000.00	235,000.00	22,000.00	180,000.00	21,000.00	12,000.00	48,000.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	3,150,947.34	975,000.00	950,000.00	(880,000.00)	(650,000.00)	180,000.00	255,000.00	(1,050,000.00)	(275,000.00)
Due To Other Funds	9610	12,912.25								
Current Loans	9640	0.00								
Unearned Revenues	9650	129,511.16	120,000.00		5,000.00					
Deferred Inflows of Resources	9690									
SUBTOTAL		3,293,370.75	1,095,000.00	950,000.00	(875,000.00)	(650,000.00)	180,000.00	255,000.00	(1,050,000.00)	(275,000.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(2,045,496.34)	(904,200.00)	(780,000.00)	1,110,000.00	672,000.00	0.00	(234,000.00)	1,062,000.00	323,000.00
E. NET INCREASE/DECREASE (B - C + D)			(539,400.00)	(908,000.00)	(53,000.00)	(1,338,000.00)	(2,653,000.00)	8,071,000.00	(3,112,000.00)	855,000.00
F. ENDING CASH (A + E)			5,246,733.89	4,338,733.89	4,285,733.89	2,947,733.89	294,733.89	8,365,733.89	5,253,733.89	6,108,733.89
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		6,108,733.89	4,468,733.89	7,904,733.89	6,174,353.89				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,400,000.00	2,100,000.00	2,100,000.00	2,061,747.00	50,000.00		22,401,747.00	22,401,747.00
Property Taxes	8020-8079		2,600,000.00		1,778,500.00			11,148,500.00	11,148,500.00
Miscellaneous Funds	8080-8099			84,620.00				184,620.00	184,620.00
Federal Revenue	8100-8299	12,000.00	50,000.00	120,000.00	60,000.00	186,368.00		981,368.00	981,368.00
Other State Revenue	8300-8599	480,000.00	270,000.00	210,000.00	230,000.00	174,362.00	1,708,404.00	5,532,766.00	5,532,766.00
Other Local Revenue	8600-8799	260,000.00	2,800,000.00	360,000.00	120,000.00	334,160.00		7,780,960.00	7,780,960.00
Interfund Transfers In	8910-8929				40,000.00			40,000.00	40,000.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		3,152,000.00	7,820,000.00	2,874,620.00	4,290,247.00	744,890.00	1,708,404.00	48,069,961.00	48,069,961.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,065,000.00	2,065,000.00	2,065,000.00	2,250,000.00	115,689.00		21,360,689.00	21,360,689.00
Classified Salaries	2000-2999	535,000.00	535,000.00	535,000.00	645,000.00	86,831.00		6,116,831.00	6,116,831.00
Employee Benefits	3000-3999	1,520,000.00	1,520,000.00	1,520,000.00	1,520,000.00	21,449.00	1,708,404.00	16,340,853.00	16,340,853.00
Books and Supplies	4000-4999	52,000.00	97,000.00	87,000.00	22,376.00	13,000.00		1,086,376.00	1,086,376.00
Services	5000-5999	580,000.00	550,000.00	525,000.00	350,000.00	119,324.00		4,604,324.00	4,604,324.00
Capital Outlay	6000-6599				40,000.00			40,000.00	40,000.00
Other Outgo	7000-7499				(186,037.00)			(186,037.00)	(186,037.00)
Interfund Transfers Out	7600-7629				104,150.00			104,150.00	104,150.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		4,752,000.00	4,767,000.00	4,732,000.00	4,745,489.00	356,293.00	1,708,404.00	49,467,186.00	49,467,186.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	5,000.00	8,000.00	7,000.00	35,000.00			908,000.00	
Due From Other Funds	9310			285,000.00				285,000.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							25,800.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		5,000.00	8,000.00	292,000.00	35,000.00	0.00	0.00	1,218,800.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	45,000.00	(375,000.00)	165,000.00	2,275,847.89	350,000.00		1,965,847.89	
Due To Other Funds	9610				15,000.00			15,000.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							125,000.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		45,000.00	(375,000.00)	165,000.00	2,290,847.89	350,000.00	0.00	2,105,847.89	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(40,000.00)	383,000.00	127,000.00	(2,255,847.89)	(350,000.00)	0.00	(887,047.89)	
E. NET INCREASE/DECREASE (B - C + D)		(1,640,000.00)	3,436,000.00	(1,730,380.00)	(2,711,089.89)	38,597.00	0.00	(2,284,272.89)	(1,397,225.00)
F. ENDING CASH (A + E)		4,468,733.89	7,904,733.89	6,174,353.89	3,463,264.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,501,861.00	

Albany City Unified
Alameda County

July 1 Budget
2019-20 Budget
Workers' Compensation Certification

01 61127 0000000
Form CC

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(☐) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

(☒) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
Alameda County Schools Insurance Group (ACSIG)
PO Box 2487, Dublin, CA 94568

(☐) This school district is not self-insured for workers' compensation claims.

Signed _____
 Clerk/Secretary of the Governing Board
 (Original signature required)

Date of Meeting: Jun 25, 2019

For additional information on this certification, please contact:

Name: Jackie Kim

Title: Chief Business Official

Telephone: (510)558-3751

E-mail: jakim@ausdk12.org

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	21,294,320.00	301	19,279.00	303	21,275,041.00	305	257,250.00		307	21,017,791.00	309
2000 - Classified Salaries	5,963,112.00	311	365,088.00	313	5,598,024.00	315	122,019.00		317	5,476,005.00	319
3000 - Employee Benefits	15,218,265.00	321	735,928.00	323	14,482,337.00	325	174,042.00		327	14,308,295.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,808,841.00	331	73,465.00	333	1,735,376.00	335	491,566.00		337	1,243,810.00	339
5000 - Services. . . & 7300 - Indirect Costs	4,828,643.00	341	25,584.00	343	4,803,059.00	345	892,365.00		347	3,910,694.00	349
TOTAL					47,893,837.00	365	TOTAL			45,956,595.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)			Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	16,660,648.00		375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,745,720.00		380
3. STRS.	3101 & 3102	4,034,757.00		382
4. PERS.	3201 & 3202	455,427.00		383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	472,605.00		384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	4,643,435.00		385
7. Unemployment Insurance.	3501 & 3502	9,617.00		390
8. Workers' Compensation Insurance.	3601 & 3602	507,943.00		392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00		
10. Other Benefits (EC 22310).	3901 & 3902	62,846.00		393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		28,592,998.00		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.				396
14. TOTAL SALARIES AND BENEFITS.		28,592,998.00		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		62.22%		
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')				

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	62.22%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	45,956,595.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

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PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	20,982,995.00	301	19,520.00	303	20,963,475.00	305	214,325.00		307	20,749,150.00	309
2000 - Classified Salaries	6,008,675.00	311	360,758.00	313	5,647,917.00	315	138,106.00		317	5,509,811.00	319
3000 - Employee Benefits	15,501,831.00	321	755,535.00	323	14,746,296.00	325	175,874.00		327	14,570,422.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,086,376.00	331	25,000.00	333	1,061,376.00	335	412,155.00		337	649,221.00	339
5000 - Services. . . & 7300 - Indirect Costs	4,304,760.00	341	0.00	343	4,304,760.00	345	722,994.00		347	3,581,766.00	349
TOTAL					46,723,824.00	365	TOTAL			45,060,370.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)			Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	16,808,498.00		375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,782,145.00		380
3. STRS.	3101 & 3102	4,308,274.00		382
4. PERS.	3201 & 3202	524,937.00		383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	503,286.00		384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	4,662,814.00		385
7. Unemployment Insurance.	3501 & 3502	9,451.00		390
8. Workers' Compensation Insurance.	3601 & 3602	499,125.00		392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00		
10. Other Benefits (EC 22310).	3901 & 3902	55,383.00		393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		29,153,913.00		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.				396
14. TOTAL SALARIES AND BENEFITS.		29,153,913.00		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		64.70%		
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')				

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	64.70%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	45,060,370.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

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Albany City Unified
Alameda County

July 1 Budget
2018-19 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

01 61127 0000000
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2018-19 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	49,681,078.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,309,411.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	466,586.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	410,599.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	53,148.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	104,150.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	30,638.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,065,121.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	21,430.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				47,327,976.00

Albany City Unified
Alameda County

July 1 Budget
2018-19 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

01 61127 0000000
Form ESMOE

Section II - Expenditures Per ADA		2018-19 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		3,549.07
B. Expenditures per ADA (Line I.E divided by Line II.A)		13,335.32
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	45,090,178.84	12,746.74
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	45,090,178.84	12,746.74
B. Required effort (Line A.2 times 90%)	40,581,160.96	11,472.07
C. Current year expenditures (Line I.E and Line II.B)	47,327,976.00	13,335.32
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2020-21 may be reduced by the lower of the two percentages)	0.00%	0.00%

Albany City Unified
Alameda County

July 1 Budget
2018-19 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

01 61127 0000000
Form ESMOE

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 1,812,320.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 40,026,376.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.53%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,754,964.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	929,092.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	198,841.22
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,882,897.22
9. Carry-Forward Adjustment (Part IV, Line F)	(96,445.63)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,786,451.59

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	31,813,686.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	6,173,797.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	2,197,863.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	601,135.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	466,586.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	859,894.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	93,608.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	4,867.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	4,190,589.78
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	2,492,483.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,072,038.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	49,966,546.78

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**(For information only - not for use when claiming/recovering indirect costs)**

(Line A8 divided by Line B18)

5.77%

D. Preliminary Proposed Indirect Cost Rate**(For final approved fixed-with-carry-forward rate for use in 2020-21 see www.cde.ca.gov/fg/ac/ic)**

(Line A10 divided by Line B18)

5.58%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>2,882,897.22</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>(207,244.70)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>(98,887.90)</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.35%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.35%) times Part III, Line B18) or (the highest rate used to recover costs from any program (5.35%) times Part III, Line B18); zero if positive	<u>(96,445.63)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(96,445.63)</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>5.58%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-48,222.82) is applied to the current year calculation and the remainder (\$-48,222.81) is deferred to one or more future years:	<u>5.67%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-32,148.54) is applied to the current year calculation and the remainder (\$-64,297.09) is deferred to one or more future years:	<u>5.71%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>(96,445.63)</u>

Albany City Unified
Alameda County

July 1 Budget
2018-19 Estimated Actuals
Exhibit A: Indirect Cost Rates Charged to Programs

01 61127 0000000
Form ICR

Approved indirect cost rate: 5.35%
Highest rate used in any program: 5.35%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	194,031.00	10,381.00	5.35%
01	4035	88,900.00	4,756.00	5.35%
01	4127	13,795.00	738.00	5.35%
01	4203	74,355.00	1,487.00	2.00%
01	6500	7,438,516.00	23,802.00	0.32%
01	7311	22,117.00	1,183.00	5.35%
01	7510	110,665.00	5,920.00	5.35%
01	9010	7,287,625.00	3,260.00	0.04%
12	5025	152,456.00	8,156.00	5.35%
12	5320	176,060.00	9,362.00	5.32%
12	6105	1,011,233.00	54,053.00	5.35%
13	5310	1,072,038.00	56,892.00	5.31%

Albany City Unified
Alameda County

July 1 Budget
2018-19 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

01 61127 0000000
Form L

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	61,470.00		63,332.00	124,802.00
2. State Lottery Revenue	8560	517,000.00		170,000.00	687,000.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		578,470.00	0.00	233,332.00	811,802.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	109,574.00			109,574.00
2. Classified Salaries	2000-2999	19,538.00			19,538.00
3. Employee Benefits	3000-3999	48,539.00			48,539.00
4. Books and Supplies	4000-4999	250,734.00		233,332.00	484,066.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	134,614.00			134,614.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		562,999.00	0.00	233,332.00	796,331.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	15,471.00	0.00	0.00	15,471.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	32,566,734.00	3.02%	33,550,247.00	2.79%	34,486,093.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	683,726.00	0.00%	683,726.00	0.00%	683,726.00
4. Other Local Revenues	8600-8799	1,433,500.00	0.00%	1,433,500.00	0.00%	1,433,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	80,000.00	-50.00%	40,000.00	0.00%	40,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(6,914,951.00)	7.09%	(7,405,485.00)	4.60%	(7,746,284.00)
6. Total (Sum lines A1 thru A5c)		27,849,009.00	1.63%	28,301,988.00	2.10%	28,897,035.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,276,372.00		14,533,347.00
b. Step & Column Adjustment				256,975.00		261,600.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,276,372.00	1.80%	14,533,347.00	1.80%	14,794,947.00
2. Classified Salaries						
a. Base Salaries				3,196,544.00		3,254,082.00
b. Step & Column Adjustment				57,538.00		58,573.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,196,544.00	1.80%	3,254,082.00	1.80%	3,312,655.00
3. Employee Benefits	3000-3999	8,380,145.00	6.20%	8,899,970.00	2.63%	9,134,163.00
4. Books and Supplies	4000-4999	536,224.00	0.00%	536,224.00	0.00%	536,224.00
5. Services and Other Operating Expenditures	5000-5999	2,454,035.00	4.63%	2,567,562.00	3.43%	2,655,647.00
6. Capital Outlay	6000-6999	80,000.00	-50.00%	40,000.00	0.00%	40,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(245,615.00)	0.00%	(245,615.00)	0.00%	(245,615.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	104,150.00	0.00%	104,150.00	0.00%	104,150.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,781,855.00	3.15%	29,689,720.00	2.16%	30,332,171.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(932,846.00)		(1,387,732.00)		(1,435,136.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,550,091.00		4,617,245.00		3,229,513.00
2. Ending Fund Balance (Sum lines C and D1)		4,617,245.00		3,229,513.00		1,794,377.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	2,822,868.00		1,435,136.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,442,100.00		1,484,100.00		1,513,600.00
2. Unassigned/Unappropriated	9790	327,277.00		285,277.00		255,777.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		4,617,245.00		3,229,513.00		1,794,377.00

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,442,100.00		1,484,100.00		1,513,600.00
c. Unassigned/Unappropriated	9790	327,277.00		285,277.00		255,777.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,769,377.00		1,769,377.00		1,769,377.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	184,620.00	0.00%	184,620.00	0.00%	184,620.00
2. Federal Revenues	8100-8299	981,368.00	0.00%	981,368.00	0.00%	981,368.00
3. Other State Revenues	8300-8599	4,849,040.00	0.00%	4,849,040.00	0.18%	4,857,599.00
4. Other Local Revenues	8600-8799	6,347,460.00	0.00%	6,347,460.00	0.00%	6,347,460.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,914,951.00	7.09%	7,405,485.00	4.60%	7,746,284.00
6. Total (Sum lines A1 thru A5c)		19,277,439.00	2.54%	19,767,973.00	1.77%	20,117,331.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,706,623.00		6,827,342.00
b. Step & Column Adjustment				120,719.00		122,892.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,706,623.00	1.80%	6,827,342.00	1.80%	6,950,234.00
2. Classified Salaries						
a. Base Salaries				2,812,131.00		2,862,749.00
b. Step & Column Adjustment				50,618.00		51,529.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,812,131.00	1.80%	2,862,749.00	1.80%	2,914,278.00
3. Employee Benefits	3000-3999	7,121,686.00	4.48%	7,440,883.00	2.24%	7,607,261.00
4. Books and Supplies	4000-4999	550,152.00	0.00%	550,152.00	0.00%	550,152.00
5. Services and Other Operating Expenditures	5000-5999	2,036,762.00	0.00%	2,036,762.00	0.00%	2,036,762.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	59,578.00	0.00%	59,578.00	0.00%	59,578.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		19,286,932.00	2.54%	19,777,466.00	1.72%	20,118,265.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(9,493.00)		(9,493.00)		(934.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		291,334.00		281,841.00		272,348.00
2. Ending Fund Balance (Sum lines C and D1)		281,841.00		272,348.00		271,414.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	281,841.00		272,348.00		271,414.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		281,841.00		272,348.00		271,414.00

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	32,751,354.00	3.00%	33,734,867.00	2.77%	34,670,713.00
2. Federal Revenues	8100-8299	981,368.00	0.00%	981,368.00	0.00%	981,368.00
3. Other State Revenues	8300-8599	5,532,766.00	0.00%	5,532,766.00	0.15%	5,541,325.00
4. Other Local Revenues	8600-8799	7,780,960.00	0.00%	7,780,960.00	0.00%	7,780,960.00
5. Other Financing Sources						
a. Transfers In	8900-8929	80,000.00	-50.00%	40,000.00	0.00%	40,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		47,126,448.00	2.00%	48,069,961.00	1.96%	49,014,366.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				20,982,995.00		21,360,689.00
b. Step & Column Adjustment				377,694.00		384,492.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,982,995.00	1.80%	21,360,689.00	1.80%	21,745,181.00
2. Classified Salaries						
a. Base Salaries				6,008,675.00		6,116,831.00
b. Step & Column Adjustment				108,156.00		110,102.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,008,675.00	1.80%	6,116,831.00	1.80%	6,226,933.00
3. Employee Benefits	3000-3999	15,501,831.00	5.41%	16,340,853.00	2.45%	16,741,424.00
4. Books and Supplies	4000-4999	1,086,376.00	0.00%	1,086,376.00	0.00%	1,086,376.00
5. Services and Other Operating Expenditures	5000-5999	4,490,797.00	2.53%	4,604,324.00	1.91%	4,692,409.00
6. Capital Outlay	6000-6999	80,000.00	-50.00%	40,000.00	0.00%	40,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(186,037.00)	0.00%	(186,037.00)	0.00%	(186,037.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	104,150.00	0.00%	104,150.00	0.00%	104,150.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		48,068,787.00	2.91%	49,467,186.00	1.99%	50,450,436.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(942,339.00)		(1,397,225.00)		(1,436,070.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,841,425.00		4,899,086.00		3,501,861.00
2. Ending Fund Balance (Sum lines C and D1)		4,899,086.00		3,501,861.00		2,065,791.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740	281,841.00		272,348.00		271,414.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	2,822,868.00		1,435,136.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,442,100.00		1,484,100.00		1,513,600.00
2. Unassigned/Unappropriated	9790	327,277.00		285,277.00		255,777.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		4,899,086.00		3,501,861.00		2,065,791.00

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,442,100.00		1,484,100.00		1,513,600.00
c. Unassigned/Unappropriated	9790	327,277.00		285,277.00		255,777.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,769,377.00		1,769,377.00		1,769,377.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.68%		3.58%		3.51%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
North Region						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		17,534,537.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		3,561.63		3,561.63		3,561.63
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		48,068,787.00		49,467,186.00		50,450,436.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		48,068,787.00		49,467,186.00		50,450,436.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,442,063.61		1,484,015.58		1,513,513.08
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,442,063.61		1,484,015.58		1,513,513.08
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Current LEA: 01-61127-0000000 Albany City Unified		
Selected SELPA: CR		(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		DATE APPROVED
ID	SELPA-TITLE	(from Form SEA)
CR	North Region	

July 1 Budget
2018-19 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(185,260.00)				
Other Sources/Uses Detail					579,000.00	104,150.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	176,060.00	0.00	128,368.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(176,060.00)	56,892.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					24,150.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	579,000.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					80,000.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

July 1 Budget
2018-19 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Transfers In 5750	Interfund Transfers Out 5750	Indirect Costs - Transfers In 7350	Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	176,060.00	(176,060.00)	185,260.00	(185,260.00)	683,150.00	683,150.00	0.00	0.00

July 1 Budget
2019-20 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(186,037.00)				
Other Sources/Uses Detail					80,000.00	104,150.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	175,000.00	0.00	129,268.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(175,000.00)	56,769.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					24,150.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	80,000.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					80,000.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

July 1 Budget
2019-20 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	175,000.00	(175,000.00)	186,037.00	(186,037.00)	184,150.00	184,150.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	3,718	3,708		
Charter School				
Total ADA	3,718	3,708	0.3%	Met
Second Prior Year (2017-18)				
District Regular	3,611	3,623		
Charter School				
Total ADA	3,611	3,623	N/A	Met
First Prior Year (2018-19)				
District Regular	3,542	3,549		
Charter School		0		
Total ADA	3,542	3,549	N/A	Met
Budget Year (2019-20)				
District Regular	3,562			
Charter School	0			
Total ADA	3,562			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	3,822	3,702		
Charter School				
Total Enrollment	3,822	3,702	3.1%	Not Met
Second Prior Year (2017-18)				
District Regular	3,675	3,658		
Charter School				
Total Enrollment	3,675	3,658	0.5%	Met
First Prior Year (2018-19)				
District Regular	3,646	3,673		
Charter School				
Total Enrollment	3,646	3,673	N/A	Met
Budget Year (2019-20)				
District Regular	3,685			
Charter School				
Total Enrollment	3,685			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	3,621	3,702	
Charter School		0	
Total ADA/Enrollment	3,621	3,702	97.8%
Second Prior Year (2017-18)			
District Regular	3,543	3,658	
Charter School			
Total ADA/Enrollment	3,543	3,658	96.9%
First Prior Year (2018-19)			
District Regular	3,549	3,673	
Charter School	0		
Total ADA/Enrollment	3,549	3,673	96.6%
Historical Average Ratio:			97.1%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			97.6%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2019-20)				
District Regular	3,562	3,685		
Charter School	0			
Total ADA/Enrollment	3,562	3,685	96.7%	Met
1st Subsequent Year (2020-21)				
District Regular	3,562	3,685		
Charter School				
Total ADA/Enrollment	3,562	3,685	96.7%	Met
2nd Subsequent Year (2021-22)				
District Regular	3,562	3,685		
Charter School				
Total ADA/Enrollment	3,562	3,685	96.7%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA) and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA and its economic recovery target payment, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2c. All other data is calculated.

Note: Enter data for the Economic Recovery Target Funding (current year increment), Step 2c, for the current year only (not applicable in the two subsequent fiscal years).

Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	3,549.07	3,561.63	3,561.63	3,561.63
b. Prior Year ADA (Funded)		3,549.07	3,561.63	3,561.63
c. Difference (Step 1a minus Step 1b)		12.56	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.35%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		31,316,615.00	32,566,734.00	33,550,247.00
b1. COLA percentage		3.26%	3.00%	2.80%
b2. COLA amount (proxy for purposes of this criterion)		1,020,921.65	977,002.02	939,406.92
c. Economic Recovery Target Funding (current year increment)			N/A	N/A
d. Total (Lines 2b2 plus Line 2c)		1,020,921.65	977,002.02	939,406.92
e. Percent Change Due to Funding Level (Step 2d divided by Step 2a)		3.26%	3.00%	2.80%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)				
		3.61%	3.00%	2.80%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.61% to 4.61%	2.00% to 4.00%	1.80% to 3.80%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	11,148,500.00	11,148,500.00	11,148,500.00	11,148,500.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Necessary Small School Standard (COLA plus Economic Recovery Target Payment, Step 2e, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	31,316,615.00	32,566,734.00	33,550,247.00	34,486,093.00
District's Projected Change in LCFF Revenue:		3.99%	3.02%	2.79%
LCFF Revenue Standard:		2.61% to 4.61%	2.00% to 4.00%	1.80% to 3.80%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2016-17)	24,584,700.57	27,513,446.55	89.4%
Second Prior Year (2017-18)	24,538,143.49	27,607,683.92	88.9%
First Prior Year (2018-19)	25,938,722.00	28,887,763.00	89.8%
	Historical Average Ratio:		89.4%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	3.0%	3.0%	3.0%
	86.4% to 92.4%	86.4% to 92.4%	86.4% to 92.4%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2019-20)	25,853,061.00	28,677,705.00	90.2%	Met
1st Subsequent Year (2020-21)	26,687,399.00	29,585,570.00	90.2%	Met
2nd Subsequent Year (2021-22)	27,241,765.00	30,228,021.00	90.1%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.61%	3.00%	2.80%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.39% to 13.61%	-7.00% to 13.00%	-7.20% to 12.80%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.39% to 8.61%	-2.00% to 8.00%	-2.20% to 7.80%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2018-19)	1,062,483.00		
Budget Year (2019-20)	981,368.00	-7.63%	Yes
1st Subsequent Year (2020-21)	981,368.00	0.00%	No
2nd Subsequent Year (2021-22)	981,368.00	0.00%	No

Explanation:
(required if Yes)

The change is outside the range for 2019-20 due to removing funds carried over from 2017-18 and 2018-19.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2018-19)	6,036,537.00		
Budget Year (2019-20)	5,532,766.00	-8.35%	Yes
1st Subsequent Year (2020-21)	5,532,766.00	0.00%	No
2nd Subsequent Year (2021-22)	5,541,325.00	0.15%	No

Explanation:
(required if Yes)

The change is outside the range for 2019-20 due to removing one-time funds.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2018-19)	8,394,134.00		
Budget Year (2019-20)	7,780,960.00	-7.30%	Yes
1st Subsequent Year (2020-21)	7,780,960.00	0.00%	No
2nd Subsequent Year (2021-22)	7,780,960.00	0.00%	No

Explanation:
(required if Yes)

Reduction due to donation funds. Please note that corresponding expenditures were removed as well.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2018-19)	1,808,841.00		
Budget Year (2019-20)	1,086,376.00	-39.94%	Yes
1st Subsequent Year (2020-21)	1,086,376.00	0.00%	No
2nd Subsequent Year (2021-22)	1,086,376.00	0.00%	No

Explanation:
(required if Yes)

The decrease primarily relates to not nudging for restricted local activity (donation) that is dependent on fundraising due to its uncertainty. The decrease also includes budget reduction.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2018-19)	5,013,903.00		
Budget Year (2019-20)	4,490,797.00	-10.43%	Yes
1st Subsequent Year (2020-21)	4,604,324.00	2.53%	No
2nd Subsequent Year (2021-22)	4,692,409.00	1.91%	No

Explanation:
(required if Yes)

The decrease primarily relates to not nudging for restricted local activity (donation) that is dependent on fundraising due to its uncertainty.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2018-19)	15,493,154.00		
Budget Year (2019-20)	14,295,094.00	-7.73%	Not Met
1st Subsequent Year (2020-21)	14,295,094.00	0.00%	Met
2nd Subsequent Year (2021-22)	14,303,653.00	0.06%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2018-19)	6,822,744.00		
Budget Year (2019-20)	5,577,173.00	-18.26%	Not Met
1st Subsequent Year (2020-21)	5,690,700.00	2.04%	Met
2nd Subsequent Year (2021-22)	5,778,785.00	1.55%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

The change is outside the range for 2019-20 due to removing funds carried over from 2017-18 and 2018-19.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

The change is outside the range for 2019-20 due to removing one-time funds.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

Reduction due to donation funds. Please note that corresponding expenditures were removed as well.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The decrease primarily relates to not nudging for restricted local activity (donation) that is dependent on fundraising due to its uncertainty. The decrease also includes budget reduction.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

The decrease primarily relates to not nudging for restricted local activity (donation) that is dependent on fundraising due to its uncertainty.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2016-17)	Second Prior Year (2017-18)	First Prior Year (2018-19)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,360,000.00	1,412,900.00	1,490,432.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	5,414,355.42	59,586.70	261,225.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(187.78)	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	6,774,167.64	1,472,486.70	1,751,657.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	45,306,451.77	47,096,065.20	49,681,078.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	16,874,258.00	16,371,307.00	17,145,514.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	62,180,709.77	63,467,372.20	66,826,592.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	10.9%	2.3%	2.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.6%	0.8%	0.9%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2016-17)	(114,297.12)	27,598,446.55	0.4%	Met
Second Prior Year (2017-18)	(553,326.70)	27,737,287.60	2.0%	Not Met
First Prior Year (2018-19)	(1,260,039.00)	28,991,913.00	4.3%	Not Met
Budget Year (2019-20) (Information only)	(932,846.00)	28,781,855.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
(required if NOT met)

The District is aware of deficit spending and is in the process of implementing procedures to mitigate the deficit spending. The District's Board appointed Budget Advisory Committee is active.

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2016-17)	7,417,143.00	7,515,253.12	N/A	Met
Second Prior Year (2017-18)	7,342,870.00	7,363,456.00	N/A	Met
First Prior Year (2018-19)	6,881,388.00	6,810,130.00	1.0%	Met
Budget Year (2019-20) (Information only)	5,550,091.00			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$69,000 (greater of)	0	to	300
4% or \$69,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,562	3,562	3,562
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:

Yes

- a. Enter the name(s) of the SELPA(s): North Region

- b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540,
objects 7211-7213 and 7221-7223)

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
17,534,537.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	48,068,787.00	49,467,186.00	50,450,436.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	48,068,787.00	49,467,186.00	50,450,436.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,442,063.61	1,484,015.58	1,513,513.08
6. Reserve Standard - by Amount (\$69,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,442,063.61	1,484,015.58	1,513,513.08

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,442,100.00	1,484,100.00	1,513,600.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	327,277.00	285,277.00	255,777.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,769,377.00	1,769,377.00	1,769,377.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.68%	3.58%	3.51%
District's Reserve Standard (Section 10B, Line 7):	1,442,063.61	1,484,015.58	1,513,513.08
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

Yes

- 1b. If Yes, identify the liabilities and how they may impact the budget:

The District is currently involved with various litigation cases; however, the District expects that any potential loss will be covered by the District's insurance JPA.

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

Yes

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

Measure LL will expire July 2021. Since the District is expecting to propose a new parcel tax in its place at least a year before the expiration of the current parcel tax, the District will continue to project revenue and expenditure activity. If the parcel tax is not successful, the District will need to make additional revenues for 2021-2022.

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2018-19)	(6,934,444.00)			
Budget Year (2019-20)	(6,914,951.00)	(19,493.00)	-0.3%	Met
1st Subsequent Year (2020-21)	(7,405,485.00)	490,534.00	7.1%	Met
2nd Subsequent Year (2021-22)	(7,746,284.00)	340,799.00	4.6%	Met
1b. Transfers In, General Fund *				
First Prior Year (2018-19)	579,000.00			
Budget Year (2019-20)	80,000.00	(499,000.00)	-86.2%	Not Met
1st Subsequent Year (2020-21)	40,000.00	(40,000.00)	-50.0%	Not Met
2nd Subsequent Year (2021-22)	40,000.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2018-19)	124,150.00			
Budget Year (2019-20)	104,150.00	(20,000.00)	-16.1%	Met
1st Subsequent Year (2020-21)	104,150.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	104,150.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The District is projecting to transfer funds from its Special Reserve funds for CTE/ROP equipment each year.

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

--

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

- Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)
- If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2019
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	27	Fund 51	Fund 51	54,840,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

TOTAL:				54,840,000

Type of Commitment (continued)	Prior Year (2018-19) Annual Payment (P & I)	Budget Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	5,858,710	5,117,418	4,557,556	4,067,318
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	5,858,710	5,117,418	4,557,556	4,067,318
Has total annual payment increased over prior year (2018-19)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

- a. Total OPEB liability
b. OPEB plan(s) fiduciary net position (if applicable)
c. Total/Net OPEB liability (Line 4a minus Line 4b)
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
e. If based on an actuarial valuation, indicate the date of the OPEB valuation

17,285,651.00

17,285,651.00

0.00

Actuarial

Jun 30, 2018

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
d. Number of retirees receiving OPEB benefits

Budget Year
(2019-20)

1st Subsequent Year
(2020-21)

2nd Subsequent Year
(2021-22)

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1,777,579.00	1,777,579.00	1,777,579.00
670,280.00	671,230.00	671,230.00
671,230.00	671,230.00	671,230.00
145	145	145

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	232.3	225.1	225.1	225.1

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2019-20)

1st Subsequent Year
(2020-21)

2nd Subsequent Year
(2021-22)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

------	------	------

One Year Agreement

Total cost of salary settlement

------	------	------

% change in salary schedule from prior year
or

Multiyear Agreement

Total cost of salary settlement

------	------	------

% change in salary schedule from prior year
(may enter text, such as "Reopener")

------	------	------

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

271,634

7. Amount included for any tentative salary schedule increases

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Varies per plan	Varies per plan	Varies per plan
Varies per plan	Varies per plan	Varies per plan
4.0%	4.0%	4.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Yes		
265,063	269,834	274,691

1.25% Retro 7/1/2018 for FY 2018-19

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
443,000	451,000	459,000
1.8%	1.8%	1.8%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	104.2	101.7	101.7	101.7

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents
have been filed with the COE, complete questions 2 and 3.If Yes, and the corresponding public disclosure documents
have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure
-
- board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified
-
- by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted
-
- to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)Is the cost of salary settlement included in the budget and multiyear
projections (MYPs)?**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

72,000

7. Amount included for any tentative salary schedule increases

Budget Year
(2019-20)1st Subsequent Year
(2020-21)2nd Subsequent Year
(2021-22)

0

0

0

Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Varies per plan	Varies per plan	Varies per plan
Varies per plan	Varies per plan	Varies per plan
4.0%	4.0%	4.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
- If Yes, amount of new costs included in the budget and MYPs
- If Yes, explain the nature of the new costs:

Yes		
76,399	77,774	79,174

1.25% Retro 7/1/2018 for FY 2018-19

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
137,500	140,000	142,520
1.8%	1.8%	1.8%

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	36.3	33.3	33.3	33.3

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

42,300

4. Amount included for any tentative salary schedule increases

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
0	0	0

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Varies per plan	Varies per plan	Varies per plan
Varies per plan	Varies per plan	Varies per plan
4.0%	4.0%	4.0%

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
58,500	59,500	60,500
1.8%	1.8%	1.8%

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
No	No	No

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 25, 2019

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

No

A2. Is the system of personnel position control independent from the payroll system?

No

A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

No

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

No

A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

Yes

A7. Is the district's financial system independent of the county office system?

No

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

No

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May June 11, 2019

**ITEM: ADOPTION OF ELEMENTARY INSTRUCTIONAL MATERIALS:
 PHONOLOGICAL AND PHONEMIC AWARENESS AND DECODING**

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

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE: The purpose of this item is for the Governing Board to review and discuss the proposed adoption of elementary instructional materials for phonological and phonemic awareness and decoding.

BACKGROUND INFORMATION:

Since October 2013, when the Governing Board approved the District's expenditure plan for the Common Core State Standards implementation funds, Teachers on Special Assignment and teacher leaders from all three elementary schools have been providing leadership for the District's implementation of California State Standards including the adoption of instructional materials.

Since that time, the work of the Teachers on Special Assignment and Curriculum Council has been extensive:

- In May 2014, after a year of reviewing standards and piloting instructional materials, a K-5 mathematics adoption was approved by the Governing Board.
- In 2017 and 2018, Units of Study in Writing and Units of Study in Reading were approved by the Governing Board after rigorous pilot processes, professional development, and ongoing support for the implementation of new instructional strategies.
- During the 2017-2018 school year, Curriculum Council made significant progress to develop and implement a coherent, systematic, and comprehensive K-5 balanced literacy program including the development of a reading assessment plan.
- During 2018-2019, Teachers on Special Assignment worked creatively, tirelessly and feverishly to select, receive, inventory, catalog, organize and distribute grade level and schoolwide libraries to ensure students have broad access to engaging and accessible "just right" books- books they can read with 95% accuracy and strong comprehension.
- Additionally, TSA's planned, facilitated and supported:
 - Districtwide Professional Development
 - Districtwide Cross Site meetings
 - Elementary Curriculum Council
 - Summer Workshops on math, science and balanced literacy
 - Classroom Lab Site Professional Development in Reading and Writing Workshop

- Multiple report card revisions
- Multiple District mathematics and writing benchmark revisions
- Classroom and grade level instructional coaching
- Smarter Balanced Summative assessment preparation and administration

DETAILS:

In spring 2019, Teachers on Special Assignment facilitated the completion of a three trimester pilot of phonics instructional materials, in collaboration with teachers from Kindergarten and grade one and Reading Specialists. After an initial review of several programs, two programs, “Foundations” and “FastTrack Phonics” were selected for a final round of classroom piloting. Both programs were found to comply with California Department of Education’s guidance regarding instructional materials suitable for preliminarily screening students at risk for dyslexia and providing early intervention as required by law.

On May 15, 2019, the pilot committee recommended “Foundations” for adoption. Wilson “Foundations” was determined to be the most effective of the two programs in laying the groundwork for life-long literacy and providing systematic critical foundational skills, emphasizing: phonemic awareness; phonics/word study; high frequency word study; reading fluency; vocabulary; comprehension strategies; handwriting; and spelling.

“Foundations” will be available at all three elementary schools for public viewing and comment. District staff will present a final request for approval at the August 13, 2019 Governing Board meeting.

FINANCIAL INFORMATION:

The cost of the “Foundations” curriculum for teachers in Kindergarten and first grade at all three schools is approximately \$25,000. Funding for this curriculum will come from Restricted Lottery (funds allocated specifically for the purchase of instructional materials).

STRATEGIC OBJECTIVES ADDRESSED:



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

RECOMMENDATION: REVIEW AND DISCUSS ELEMENTARY INSTRUCTIONAL MATERIALS: PHONEMIC AWARENESS AND DECODING