

ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

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

REGULAR MEETING
ALBANY CITY HALL
1000 San Pablo Ave.
Albany, CA 94706
Tuesday, June 26, 2018
Closed Session: 6:00 p.m. - 7:00 p.m.
Open Session: 7:00 p.m. - 9:35 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 - REVISED

<p style="text-align: center;">Meeting Norms</p> <ol style="list-style-type: none"> 1. Maintain a focus on what is best for our students. 2. Show respect (never dismiss/devalue others). 3. Be willing to compromise. 4. Disagree (when necessary) agreeably. 5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view. 6. Participate by building on the thoughts of a fellow Board member. 7. Make a commitment to open communication and honesty; no surprises. 8. Commit the time necessary to govern effectively. 9. Be collaborative. 10. Maintain confidentiality (which leads to the building of trust). 11. Look upon history as lessons learned; focus on the present and the future. <p style="text-align: center;">All meetings are videotaped. (To view the videos, visit www.ausdk12.org)</p>	<p>I. OPENING BUSINESS 6:00 p.m.</p> <p>A) CALL TO ORDER</p> <p>B) ROLL CALL</p> <p>C) IDENTIFY CLOSED SESSION PURSUANT TO AGENDA SECTION III BELOW</p> <p>II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS</p> <p><i>General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.</i></p> <p>III. CLOSED SESSION 6:05 p.m.</p> <p>WITH RESPECT TO EVERY ITEM OF BUSINESS TO BE DISCUSSED IN CLOSED SESSION</p> <p>A) CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Gov. Code section 54956.9):</p> <ul style="list-style-type: none"> ● Philip Shen, et al. v Albany Unified School District ● Doe, et al v Albany Unified School District ● John Doe v Albany Unified School District ● C.E. v Albany Unified School District et. al. ● Kaidong Chen v Albany Unified School District <p>B) PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code Section 54957): Superintendent</p>
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IV. OPEN SESSION

7:00 p.m.

(10 mins.)

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

A) CALL TO ORDER (Reconvene to Open Session)

B) ROLL CALL

C) PLEDGE OF ALLEGIANCE

D) READING OF AUSD MISSION & VISION STATEMENT

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

F) APPROVAL OF AGENDA

G) APPROVAL OF CONSENT CALENDAR

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

1. Board of Education
 - a) Minutes of the June 12, 2018 Board of Education Meeting------(pg.5)
2. Human Resources
 - a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order------(pg.25)
 - b) Contract Renewal for Glass Arc LLC (ReadySub)------(pg.28)
3. Business Services
 - a) May 2018 Warrant Report------(pg.33)
 - b) May 2018 Donation Report------(pg.50)
 - c) State Child Development Services Contract for the 2018-19 Fiscal Year
(CCTR-8002) and the Resolution for Authorized Signatories for the Contract------(pg.52)
 - d) State Child Development Services Contract for the 2018-19 Fiscal Year
(CSPP-8002) and the Resolution for Authorized Signatories for the Contract------(pg.70)
 - e) Approve Disposal of Surplus E-Waste------(pg.85)
4. Curriculum, Instruction, and Assessment
 - a) Single Plans for Student Achievement: Elementary -----(pg.91)
 - b) Approve 2018-2019 Consolidated Application for Funding Categorical Aid Programs------(pg.198)
 - c) Independent Contractor Agreement with West Coast Literacy Workshop------(pg.200)

5. Student Services

- a) Approve Independent Contractor Agreement between Albany Unified School District and Dr. Matthew Lodewick for Epinephrine Standing Order Protocol------(pg.209)

H) BOARD AND SUPERINTENDENT REPORT

7:10 p.m.

(5 mins.)

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

7:15 p.m.

(5 mins.)

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

J) REVIEW AND DISCUSSION

7:20 p.m.

1. Letter to the Board of Education From Parent Engagement Groups------(pg.218)
(30 mins.)

2. Election Methods------(pg.220)
(20 mins.)

K) REVIEW AND ACTION

8:10 p.m.

1. Preliminary Official Statement (POS) for Resolution 2017-18-14: Measures B & E:
General Obligation Bonds, Series 2018B------(pg. 222)
(5 mins.)
2. Local Control Accountability Plan------(pg.321)
(5 mins.)
3. Independent Contractor Agreement With Alameda County Office of Education------(pg.471)
(5 mins.)
4. Department of Rehabilitation (DOR) Signature Authorization------(pg.480)
(5 mins.)
5. Amendment to Agreement For Design-Build Services for the Albany Middle School Annex
Project By and Between AUSD and Rodan Builders, Inc. ("Design-Build Contractor")------(pg.484)
(15 mins.)
6. Independent Contractor Agreement with M.R. Christensen Construction, Inc.------(pg.491)
(5 mins.)

7. Resolution 2017-18-23: Education Protection Account Financial Summary------(pg.507)
(5 mins.)
8. Resolution 2017-18-24: Temporary Borrowing Between Funds (Interfund Borrowing)------(pg.511)
(5 mins.)
9. 2018-2019 Budget Adoption------(pg.513)
(30 mins.)

AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

9:30 p.m.

(5 mins.)

V. ADJOURNMENT

9:35 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
August 14, 2018	7:00 – 9:30 p.m.	Albany City Hall
August 28, 2018	7:00 – 9:30 p.m.	Albany City Hall

The Board of Education meeting packet is available for public inspection at: Albany Unified School District, 1051 Monroe Street; and is available on the Albany Unified School District web site: www.ausdk12.org. If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

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MINUTES FOR REGULAR MEETING

Tuesday, June 12, 2018

Albany City Hall

I. OPENING BUSINESS

A) CALL TO ORDER

President Black called the meeting to order at 6:33 p.m.

B) ROLL CALL

1. Board Members Present: President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, and Board Member Trutane.
2. Staff Members Present: Superintendent Valerie Williams; Cynthia Attiyeh, Director III, Human Resources; Cheryl Cotton, Director, Human Resources.

C) IDENTIFY CLOSED SESSION PURSUANT TO SECTION III BELOW

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

No public comment was offered.

III. CLOSED SESSION:

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

A) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Government Code Section 54956.9):

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

**B) CONFERENCE WITH LABOR NEGOTIATOR - (Government Code Section 54957.6):
(Superintendent Valerie Williams, District Representative), Regarding Negotiations as it Pertains to:**

- California School Employees Association (CSEA)
- Albany Teachers Association (ATA)
- Service Employees International Union (SEIU) Local 1021

IV. OPEN SESSION

A) CALL TO ORDER (Reconvene to Open Session)

President Black called the meeting to order at 7:07 p.m.

B) ROLL CALL

1. **Board Members Present:** President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, Board Member Trutane, Student Board Member Attanayake, and Student Board Member Silwal
2. **Staff Present:** Superintendent Valerie Williams; Douglas Crancer, Interim Chief Business Official; Marie Williams, Director III, Curriculum, Instruction, and Assessment; Carrie Nerheim, Director I, Student Services; Cynthia Attiyeh, Director III, Human Resources; Diane Marie, Director III, Special Education; Cheryl Cotton, Director, Human Resources; Dax Kajiware, Director, Technology

C) PLEDGE OF ALLEGIANCE

D) READING OF THE AUSD MISSION & VISION STATEMENT

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

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

F) APPROVAL OF AGENDA

Motion: President Black requested a motion to Approve: *Albany Unified School District Board of Education Agenda for the June 12, 2018 Regular Meeting*. Motion by Board Member Trutane; seconded by Board Member Blanchard. The motion passed unanimously.

G) SCHOOL SPOTLIGHT:

1. Marin Elementary School

Melisa Pfohl, Principal of Marin Elementary, shared a slide presentation on Marin Elementary. To view the presentation in full, please view the [June 12, 2018 BOE Video](#). The presentation will also be posted on the AUSD website.

2. AUSD School Library Program. Librarians from each school site presented:

Linda Perez, Albany Middle School; Judith Carey, Marin; Mare Staton, Cornell; Ray Pedersen, Ocean View; and Sara Oremland, Albany High School. To view the presentation in full, please view the [June 12, 2018 BOE Video](#). The presentation will also be posted on the AUSD website.

H) SPECIAL RECOGNITION: STUDENT BOARD MEMBERS

President Black and Superintendent Williams recognized the 2017-18 Student Board Members, Mahima Silwal and Navin Attanayake, who are both graduating on June 15th. Mahima will be attending Bryn Mawr College in the fall, and Navin will be attending University of Arizona.

D) APPROVAL OF CONSENT CALENDAR

1. Board of Education

a) Minutes of the May 22, 2018 Board of Education Meeting

The Board requested the following revisions in the May 22, 2018 Minutes:

G) SPOTLIGHT: *Beacon Consulting Group: Leadership in Energy Efficiency Program*

Superintendent Williams introduced the Albany High School Interns involved in Leadership in Energy Efficiency Program (LEEAP): Terra Baer, Chris Hernandez, Samantha Smithies, and Luna Gulisano, (not present), along with Puck Ananta, P.E. (Program Manager from Beacon Consulting Group). Puck gave an overview of the program and the projects that LEEAP has worked on.

I) BOARD AND SUPERINTENDENT REPORT

Board Member Clark requested the video of the May 15, 2018 Special Work-Study Session be posted on the AUSD website. He expressed concern about some public perspective that the Board was being divisive and fiscally irresponsible, and he would like the video of the meeting to be made available as soon as possible.

2. Human Resources

a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order

3. Business Services

a) April 2018 Warrant Report

b) April 2018 Donation Report

c) Measure LL Parcel Tax Rate Increase for 2018/19

d) Approve Lease Agreement for the Former Albany Library (Y Kids Club) to the Berkeley-Albany YMCA

Board Member Trutane commented on the Donation Report that over a half of a million dollars has been donated by the Albany community. She also commented on the category of *In-Class Enrichment Campaign* that runs the in-class enrichment programs; she would like to see a year-over-year report of this to see if those programs are at risk. President Black seconded this request to have it agendaized for a future meeting.

4. Curriculum, Instruction, and Assessment

a) Single Plans for Student Achievement: Albany Middle School, Albany High School, and MacGregor High School

b) Marin Overnight/Outdoor Education Field Trip: YMCA Camp Point Bonita

c) Amendment to Independent Contractor Services Agreement With Sara Wicht, Wicht Consulting

5. Student Services

- a) Independent Contractor Agreement Between Albany Unified School District And Joanne Wile for Mental Health and Grant Programs Coordination and Oversight
- b) Appointment of Representatives to the California Interscholastic Federation North Coast Section 2018-2019

Motion: President Black requested a motion to Approve: *Consent Calendar*. Motion by Board Member Clark; seconded by Vice President Stapleton-Gray. The motion passed unanimously.

J) BOARD AND SUPERINTENDENT REPORT

Superintendent Williams reported on three items: 1) She recognized Cynthia Attiyeh, Director of Human Resources, in her upcoming retirement. Cynthia has been with the Albany Unified School District since 1998, and she will be greatly missed; 2) She thanked the ATA Co-Presidents and the CSEA President for being part of the Roundtable this year; and 3) she thanked everyone who works in the Albany School District for the hard work this school year and extended wishes for a restful summer break.

President Black reported that he, Vice President Stapleton-Gray, and Superintendent Williams recently met with Albany mayor McQuaid, vice-mayor Nason, and City Manager Almaguer about voting methods. Whereas Albany Unified School District recently passed a resolution requesting the City of Albany to change the Board's voting method to Ranked Choice At Large, the mayor and vice mayor do not want to change the voting method; rather, they want to amend the City Charter to remove the Albany Unified School District from the City Charter altogether. Doing this would then allow the school district to set whatever voting method the District wants without the City's involvement. The City is requesting a resolution asking for this removal. President Black would like to agendize this to discuss at a Board meeting in the near future.

Vice President Stapleton-Gray added that this would need to go on the agenda soon if they want it on the November ballot. This would effectively dissolve the Board, which would then be reappointed by the County Superintendent of Schools.

Vice President Stapleton-Gray reported on two items: 1) he attended the awards ceremony at the Albany High School; and 2) The ATA sponsored a Candidates Form for the upcoming School Board elections. Vice President Stapleton-Gray and Board Member Blanchard attended as prospective candidates. Board Members Trutane and Clark were also in attendance. There were at least 7 people considering running for the School Board, and there may be many others interested.

Board Member Clark reported that he attended the 2x2x2 Meeting with representatives from the Albany City Council, UC Berkeley, and the Albany Unified School District. It was nice to see the three organizations working together, but he was not able to be part of the discussion that President Black reported on since that would have been a violation of the Brown Act (with three Board members present).

Board Member Trutane reported on two items: 1) the Albany Unified School District recently sent out a District newsletter to every Albany home and to students who live outside of Albany; and she thanked the District for

making that happen; and 2) this meeting will be her last School Board meeting for this year as she will be a parent chaperone on an upcoming AHS Band trip to Europe.

K) STUDENT BOARD MEMBERS' REPORT

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

- The *Ocean View Idol* was last Friday, June 8th at 6:30 p.m. in the Ocean View Multipurpose Room.
- *5th Grade Completion Ceremony* at Ocean View is on Friday, June 15th. The ceremony will begin at 12:40 p.m. in the Ocean View Multipurpose Room, followed by a reception in the Amphitheater at 1:15 p.m. Fifth grade parents are encouraged to bring fresh flowers to decorate the stage, and finger foods for the reception following the ceremony.
- Cornell wanted to show support for their kind and committed crossing guards, Corinne & Beverly. Donations were collected to purchase end-of-year gifts.
- Finals at Albany High School are wrapping up, which means kids are ready to head out and enjoy summer!
- Navin and Mahima would like to thank the Board and Staff for a great year together, and wish you all the best!

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

Members of the community addressed the board to express support for CSEA, Special Education, paraeducators, and office staff in the district and encouraged the Board and Staff to increase wages.

Members of the community spoke about the City of Albany's election methods and the City's preference to take the AUSD Board out of the City Charter. Specifically, member of the Charter Review Committee Preston Jordan stated that if the School District were removed from the city charter, the District would not be able to change to ranked choice voting, because only plurality at large and by-trustee-area elections are allowed for in the California Education Code.

A graduate of Albany High School addressed the Board and read a statement regarding an incident that occurred at the high school. The Board instructed Staff to investigate and report back to the Board in a closed session.

A high school student spoke about the values reflected at Albany High and requested that the Board and District Staff reach out to students more in the future.

An Albany parent expressed disapproval of the District's settled lawsuits resulting from the Instagram incident in Spring of 2017, and encouraged the Board and Albany Community to find a way to better support the values of Albany community.

M) STAFF REPORT

1. Special Education Update:

Diane Marie, Director of Special Education, prefaced her report in the Agenda Packet, with three things:

- 1) Last week the Best Buddies at AMS held a banquet and they were honored for being the best middle school chapter in Northern California.
- 2) Preschool Special Day Class had a graduation last week.
- 3) Special Education Department has relocated to the Bancroft office and is running smoothly.

Albany Middle School Special Education Teacher, Rich Ritchie, thanked the Board and Staff for the monthly updates on Special Education. He requested more hours and more responsibilities for the new Special Education Clerk position. He also proposed a year-to-date roll up on the list of things he previously brought to the Board: the number of initial assessments that the district has; the number of 504 Assessments being assigned to Special Education staff; the number of private school assessments; the number of total out-of-state placements, and cost to the district. He requested the Board and Staff work with CSEA regarding wages for paraeducators.

A graduate of Albany High School, class of 2001, shared some of his experiences as a student and his success in life thus far as a result of receiving Special Education at Albany High.

N) REVIEW AND DISCUSSION

1. Public Hearing: 1st Read: Local Control Accountability Plan

President Black opened the Public Hearing

Marie Williams, Director of Curriculum, Instruction, and Assessment, presented an update on the Local Control Accountability Plan (LCAP). The next step after this public hearing is to request that the Board approves the LCAP. There are some updates, corrections, and clarifications that need to be made, so it will be brought back to the Board again once it is finalized. It was suggested by the Board to connect the LCAP Committee to the Budget Advisory Committee, and there was a brief discussion about aligning these two committees with the District's Strategic Plan. Director Williams thanked Interim Chief Business Official, Douglas Crancer, for his work in delineating budgets strings to specific actions and services in the LCAP.

Clarification was requested and provided on line item in the LCAP that stated: "For Action 3.3: Due to an increased need, District maintenance staffing was increased by 1.0 FTE." There was more of a need for staff in maintenance than in custodial, so a decrease of hours occurred in custodial and increased in maintenance. President Black also noted that not all items in the entire budget are in the LCAP.

President Black Closed the Public Hearing. This item will be brought back on Consent at the next Board meeting.

2. Public Hearing: 2018-2019 Proposed Budget

President Black opened the Public Hearing

Douglas Crancer, Interim Chief Business Official, discussed the 2018-19 Proposed Budget and presented slides (see attached "2018-19 AUSD Proposed Budget Presentation") to review. Members of the Board were particularly interested in the variance concerning the projected deficit between the 2018-19 projected budget as presented in the 2017-18 Second Interim, and the 2018-19 Proposed Budget. Douglas Crancer explained the reconciling items between the two budgets in further detail. The Board

directed Staff to explore ways to reduce the proposed general fund expenditures for the 2018-2019 school year, and to bring the budget back to the next Board meeting with proposed reductions. In Mr. Crancer's presentation, the Board learned that his estimate of the District's structural deficit is up to \$4.7 Million, which is about \$1.7 M higher than the \$3 M previously estimated. That means that over the next couple of years, the District will need to make cuts and find new revenue totaling almost \$5 Million.

President Black Closed the Public Hearing.

President Black assigned Board Members Blanchard and Clark as an ad hoc committee to find ways to reduce the budget. Members Blanchard and Clark will meet with Superintendent Williams and Interim Chief Business Official, Douglas Crancer, on the Proposed Budget and bring it back to the Board at the next meeting on June 26, 2018 under Review and Action with proposed reductions. To hear the presentation and discussion in full, please view the [June 12, 2018 BOE Video](#).

O) EXTEND TIME OF MEETING TO 10:30 P.M.

Motion: President Black moved to Extend Time of Board Meeting to 10:30 p.m. Motion seconded by Board Member Blanchard.

P) REVIEW AND DISCUSSION (Continued)

3. Adoption of Literature Novels for Albany High School

Marie Williams, Director of Curriculum, Instruction, and Assessment, clarified that this list provided in the agenda packet is not an exhaustive list of what will be taught at the high school in English classes. The list includes what was piloted as well as some that have been used in the past. This list will be available to the public for review for 30 days and brought back to Board on Consent in August.

4. Adoption of Business Management Textbook for Albany High School

Marie Williams, Director of Curriculum, Instruction, and Assessment, stated that this will be available to the public for review for 30 days and brought back to Board on Consent in August.

Q) REVIEW AND ACTION

1. Board Policy 3513.3 Tobacco Use Prevention Education

Director of Student Services, Carrie Nerheim presented and explained that there is no cost to Albany Unified School District. This is to change language in AUSD Board Policy so as to be able to receive the services from the Tobacco Use and Prevention Education (TUPE) grant. If the language is not changed, the district will not receive the grant.

Motion: President Black requested a motion. Board Member Trutane moved to approve the changed language in *Board Policy 3513.3 Tobacco Use Prevention Education*. The motion was seconded by Board Member Blanchard and passed unanimously.

2. Job Description: Maintenance and Facilities Coordinator

It was clarified by the Board and Superintendent Williams that this is not a new position in the district office; it is a reclassification of a job to make the job description match the job that is already being done.

Motion: President Black requested a motion. Board Member Blanchard moved to approve: *Job Description: Maintenance and Facilities Coordinator*. Seconded by Board Member Trutane. The motion passed unanimously.

3. 2019-2020 School Year Calendar

Director of Human Resources, Cynthia Attiyeh presented an update and background information on how the calendar is created and presented. Board Members and Staff discussed the proposed calendar and concerns regarding “true breaks” for students. Director Attiyeh addressed the issues of how questions were formed on the Wellness Survey so as to not be leading, and explained that the calendar would need to be approved by next Board Meeting as the contract stipulates that the calendar is approved by June 30. If it is not approved by June 30th, it would be a grievable item (ATA President). Discussion about “true” breaks will be agendized for a future board meeting, and President Black requested to agendize a full discussion by the Board of any changes that may need to be made to the 2020-2021 school year calendar.

Motion: Board Member Clark made a motion to Approve: *2019-2020 School Year Calendar*. Motion seconded by Vice President Stapleton-Gray. A roll call vote was taken:

President Black: AYE; Vice President Stapleton-Gray: AYE; Board Member Blanchard: NO; Board Member Clark: AYE; Board Member Trutane: NO. The Motion passed.

Members Blanchard, Trutane, and Black all felt that a promise had been made and not kept to fully review and revise the calendar. For this reason, Members Blanchard and Trutane voted no. Member Black voted yes to avoid causing a grievance with the union, but asked that the matter be brought back to the Board for further discussion before the next time the calendar needs to be negotiated with the union.

AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Donations Report year-to-year
- Discussion about Election Methods
- Discussion of true breaks with or without changes to the School Year Calendar
- 2018-19 Budget on Review and Action with proposed reductions

V. ADJOURNMENT

The Board meeting adjourned at 10:45 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
June 26, 2018	7:00 – 9:30 p.m.	Albany City Hall



ALBANY UNIFIED SCHOOL DISTRICT

Val Williams, Superintendent
1051 Monroe Street, Albany CA 94706

2018-19 Proposed Budget

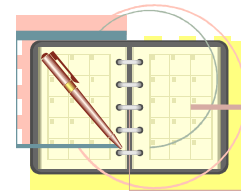
Public Hearing: June 12, 2018

Budget Adoption: June 26, 2018



Agenda

- ▶ 2018-19 Governor's May Revision Update
- ▶ Primary Funding Factors
- ▶ Revenue & Other Sources
- ▶ Expenditure Factors
- ▶ Expenditure & Other Uses
- ▶ General Fund Summary
- ▶ 2018-19 Unrestricted Deficit Spending Reconciliation
- ▶ Fund Balance Summary
- ▶ Subsequent Year Assumptions
- ▶ PERS/STRS Chart
- ▶ Multi-Year Projections
- ▶ SB 858 Fund Balance Disclosure
- ▶ Status
- ▶ Next Steps & Questions



May Revise Update

- ▶ Cost of Living Adjustment (COLA) is estimated to be 2.71%, which is up from the estimate of 2.51% in January
 - May Revise contains a small augmentation above the statutory COLA, bringing the total to a 3.00% increase to the LCFF base grant target rates
- ▶ Governor plans to fully fund the LCFF back to 2007–08 funding levels adjusted for COLA
- ▶ Over \$2 billion in one-time discretionary funds, equaling about \$344/ADA
- ▶ Continues the proposed ongoing \$200 million increase to Career Technical Education as proposed in January
- ▶ Continues the Governor's proposal from the January budget, to encourage fiscal transparency by requiring LEAs to show in their LCAP how supplemental dollars are spent to increase and improve services to high-need students



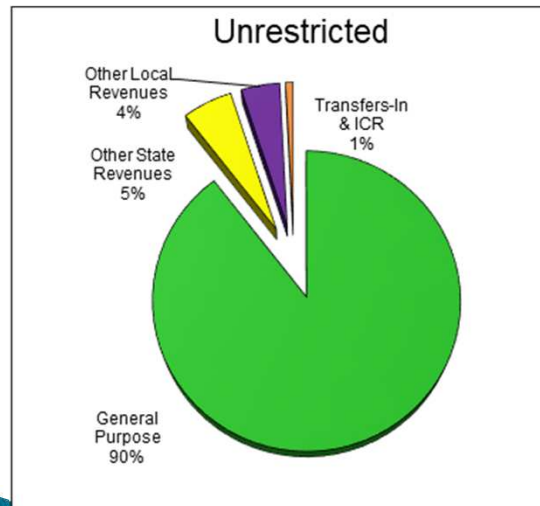
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Components: Funding Factors

- ▶ Average Daily Attendance (ADA) is estimated at 3,510.
 - Due to declining enrollment the funded ADA will be based on the prior year adjusted ADA of 3,542.
- ▶ The District's estimated unduplicated pupil percentage for supplemental funding is estimated to be 29.64%.
 - Due to the low percentage, the District does not receive any concentration funding.
 - The percentage will be revised based on actual data.
- ▶ Due to strong community support, the District is expected to receive approximately \$6.1 million of parcel tax revenue.
- ▶ Lottery revenue is estimated to be \$146 per ADA for unrestricted purposes and \$48 per ADA for restricted purposes.
- ▶ Mandated Cost Block Grant is \$31.16 for K–8 ADA and \$59.83 for 9–12 ADA.
- ▶ As noted above, the District is expecting to receive approximately \$344 per student for a total of \$1.2 million.

4

General Fund Revenue Budget (Unrestricted)



General Purpose – LCFF (State Aid, EPA, and Property Taxes)

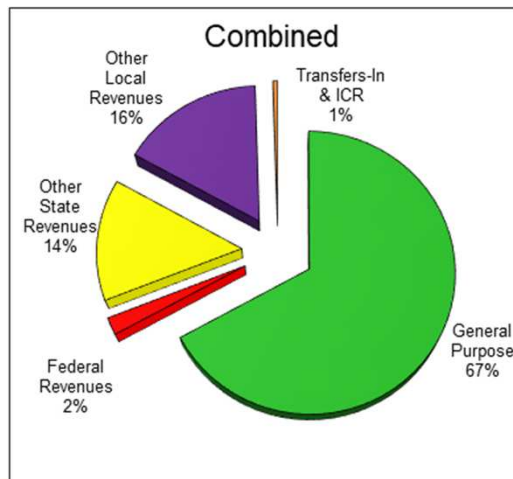
Other State – State funds not part of general purpose funds (One-Time Mandate / Block Grant, and Lottery)

Local – Funds received from local sources (CTE, Interest, Rental, and Pool Use Revenue)

Transfers & Indirect Cost Recaptures – Amounts from Special Reserve Fund and restricted programs' share of admin costs

5

General Fund Revenue Budget (Combined)



General Purpose – State Aid, EPA, and Property Taxes (includes special education property tax portion)

Federal – Title I, Title II, Special Education

Other State – State funds not part of general purpose funds (One-Time Mandate / Block Grant, Lottery, Special Education, & STRS on-behalf adjustment)

Local – Funds received from local sources (CTE, interest, rental, pool use revenue, and parcel taxes)

Transfers & Indirect Cost Recaptures – Amounts from Special Reserve Fund and restricted programs' share of admin costs

6

Components: Expenditure Factors

- ▶ Step and known column movements are included
- ▶ Staffing adjustments have been included
- ▶ STRS & PERS rate increases have been included
- ▶ Supplies and services have been adjusted to do program and operational needs
- ▶ Expenditures relating to the LCAP expenditures have exclusive account code strings, which allows for more efficient tracking

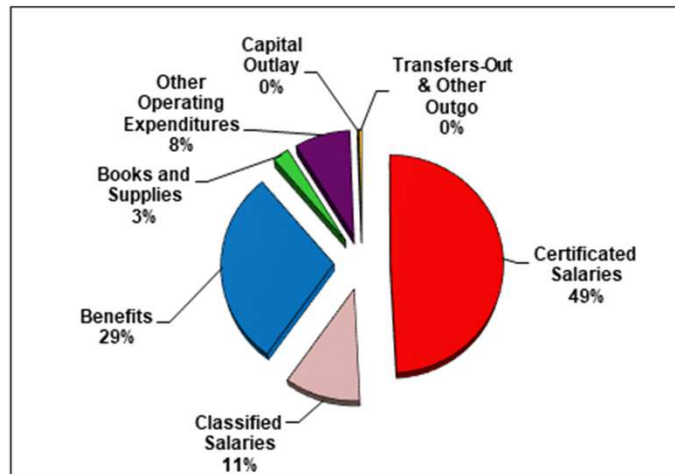
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Components: Expenditure Factors (Continued)

- ▶ Health & Welfare (H&W) benefits are budgeted according to preliminary rates provided by PERS
 - Kaiser rates are expected to decrease by 1.5%, but Blue Shield is expected to increase by 25% for calendar year 2019
 - Weighted average increases for 2018–19 fiscal year is projected to be a 2.3% increase for Kaiser and a 4.60% for Blue Shield
 - H&W benefits for filled positions are budgeted according to the personnel records (i.e. selected plan type and level)
 - H&W benefits for vacant positions assume two party participation
 - H&W benefit projections will need to be revised based on actual staffing and once the actual rates are known.

8

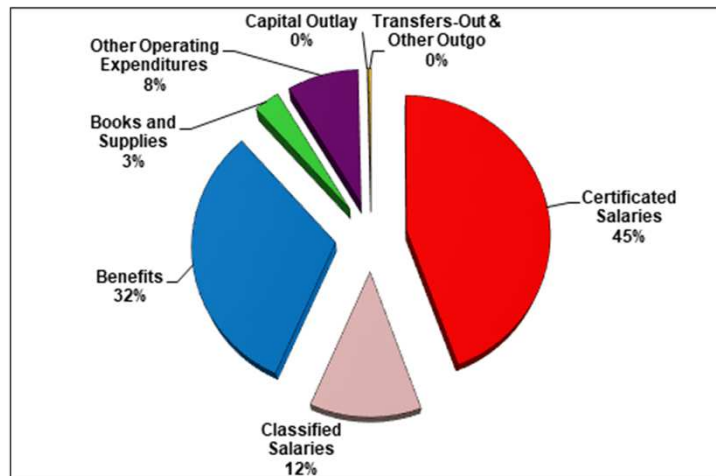
General Fund Expenditures (Unrestricted)



89% of expenditures is salary and benefits

9

General Fund Expenditures (Combined)



89% of expenditures is salary and benefits

10

Components: EPA

► Education Protection Account (EPA)

- K-14 general purpose funds must be utilized for instructional purposes

Education Protection Account (EPA) Budget <i>2018-19 Fiscal Year</i>	
Description	Amount
BEGINNING BALANCE	\$190,666
BUDGETED EPA REVENUES: <i>Estimated EPA Funds</i>	\$4,496,347
BUDGETED EPA EXPENDITURES: <i>Certificated Instructional Salaries</i>	\$3,139,337
<i>Certificated Instructional Benefits</i>	\$1,421,682
TOTAL	\$4,561,019
ENDING BALANCE	\$125,994

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Contributions from the Unrestricted General Fund

Parcel Tax Programs	\$ 271,981
Restricted Maintenance	\$ 1,385,000
Special Education	<u>\$ 5,146,620</u>
Total	\$ 6,803,601

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2018-19 Summary General Fund

Description	Unrestricted	Restricted	Total
REVENUES & EXPENDITURES			
TOTAL BUDGETED REVENUES	\$ 34,160,547	\$ 11,831,097	\$ 45,991,644
TOTAL BUDGETED EXPENDITURES	29,146,690	18,668,854	47,815,544
EXCESS (DEFICIENCY)	5,013,857	(6,837,757)	(1,823,900)
OTHER ESTIMATED SOURCES/USES	(6,872,751)	6,803,601	(69,150)
NET INCREASE (DECREASE)	(1,858,894)	(34,156)	(1,893,050)
ADD: BEGINNING FUND BALANCE	6,881,388	326,834	7,208,222
ENDING FUND BALANCE (ESTIMATED)	\$ 5,022,494	\$ 292,678	\$ 5,315,172

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2018-19 Unrestricted Deficit Spending Reconciliation

Description	Amount
2018-19 Projected Deficit Spending as reported at 2017-18 Second Interim	(\$517,531)
Revenue Budget Increases (Decreases)	
Local Control Funding Formula	(79,000)
One-Time Funds Mandate Funds	173,000
Lottery & Redevelopment Revenue	(64,000)
Total Revenue Budget Adjustments	30,000
Expenditure Budget (Increases) Decreases	
Additional Teaching Positions 1.20 FTE	(137,000)
Health & Welfare Benefits	(281,000)
Retiree Benefits (OPEB)	(250,000)
PERS Increase	(50,000)
Instructional and Safety Supplies	(135,000)
Professional Development	(50,000)
Legal & Insurance	(56,000)
Additional Albany Aquatic Center Costs	(85,000)
Parcel Tax Support Costs (i.e. Processing & Oversight)	(114,000)
Increased Special Education Outside Services	(150,000)
Other Adjustments	(63,363)
Total Expenditure Budget Adjustments	(1,371,363)
2018-19 Projected Deficit Spending as reported in the Proposed Budget	(\$1,858,894)

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Components of Estimated Ending General Fund Balance

► Components:

◦ Revolving Cash	\$ 25,000
◦ Legally Restricted	\$ 292,678
◦ Assigned	\$ 3,538,720
◦ Unassigned: Minimum Reserve for Economic Uncertainties of 3%	\$ 1,438,200
◦ Unassigned: General	<u>\$ 20,574</u>
◦ Total	\$ 5,315,172

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2018-19 Estimated Ending Fund Balances

FUND	2018-19 Beginning	Est. Net Change	2018-19 Ending
GENERAL (UNRESTRICTED & RESTRICTED)	\$7,208,222	(\$1,893,050)	\$5,315,172
SELPA ADMIN UNIT (PASS-THROUGH)	\$0	\$0	\$0
CHILD DEVELOPMENT	\$49,502	(\$38,298)	\$11,204
FOOD SERVICE	\$92,760	(\$59,796)	\$32,964
DEFERRED MAINTENANCE	\$55,463	\$24,150	\$79,613
SPECIAL RESERVE	\$774,362	(\$54,500)	\$719,862
BUILDING FUND	\$12,771,115	(\$11,025,900)	\$1,745,215
CAPITAL FACILITIES	\$0	\$0	\$0
BOND INTEREST & REDEMPTION	\$4,093,684	\$0	\$4,093,684
TOTAL	\$25,045,108	(\$13,047,394)	\$11,997,714

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Assumptions: Subsequent Years

- ▶ Enrollment is projected to decrease for the current and two subsequent years. LCFF is adjusted per DOF's estimates of COLA and being funded at the District's LCFF Target.
- ▶ State revenue is expected to decline in 2019–20 due to the loss of one-time mandate funds and remain constant thereafter.
- ▶ Certificated step and column costs are expected to increase by approximately 2% each year.
 - Unrestricted certificated salaries for 2019–20 also include a reduction of positions due to eliminating 3.20 FTE Teacher-on-Assignment (TSA) positions.
- ▶ Classified step costs are expected to increase by approximately 1.8% each year.
- ▶ Adjustments to benefits reflect the effects of salary changes noted above, expected increases to employer pension costs, and projected H&W benefit costs of approximately 6%.
- ▶ Supplies and services are expected to remain relatively constant for subsequent years; the variance in services from year-to-year is due to election appropriations.
- ▶ Capital outlay activity for the current and subsequent years is based on estimated equipment needs relating to Career Technical Education (CTE) / Regional Occupational Programs (ROP).

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CalSTRS & CalPERS Rate Increases

Year	STRS	PERS
2017–18	14.43%	15.531%
2018–19	16.28%	18.062%
2019–20	18.13%	20.80%
2020–21	19.10%	23.50%
2021–22	20.10%	24.60%
2022–23	20.25%	25.30%
2023–24	20.25%	25.80%
2024–25	20.25%	26.00%

Despite significant increases, there are no extra funds provided to help offset the additional costs.

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2018-19 Proposed Three Year Budget Projection (Unrestricted)

Description	2018-19	2019-20	2020-21
Projected Deficit	(\$1,858,894)	(\$1,304,595)	(\$2,234,125)
Beginning Fund Balance	\$6,881,388	\$5,022,494	\$3,717,899
Ending Fund Balance	\$5,022,494	\$3,717,899	\$1,483,774
Nonspendables & Assignments	\$3,563,720	\$2,259,125	\$25,000
Unassigned <i>(Includes Minimum REU)</i>	\$1,458,774	\$1,458,774	\$1,458,774
Fund Balance Reserve Percentage	10.42%	7.89%	3.02%

The estimated ending fund balances and reserve percentages are dependent on the District implementing \$2.5 million of ongoing budget reductions for 2019-20.

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MYP Change in Fund Balance Reconciliation (Unrestricted)

Description	2019-20	2020-21
PRIOR YEAR SURPLUS (DEFICIT) SPENDING	(\$1,858,894)	(\$1,304,595)
REVENUE/SOURCE ADDITIONS (REDUCTIONS)		
Projected LCFF increases	616,107	349,220
Removal of one-time mandate revenue	(1,218,000)	
Increase (decrease) of transfers from Special Reserve Fund (Fund 17)	25,000	180,000
TOTAL - REVENUE / SOURCES CHANGE	(576,893)	529,220
EXPENDITURE/USE REDUCTIONS (ADDITIONS)		
Certificated & classified step costs and associated taxes	(657,028)	(676,862)
Projected health & welfare benefit increases	(407,348)	(431,789)
Estimated pension increases	(563,690)	(378,099)
Elimination of TSA positions	272,258	
Board election cost variance	12,000	(12,000)
Capital outlay cost variance for CTE & ROP	(25,000)	40,000
Unidentified <i>on-going</i> reductions	2,500,000	
TOTAL - EXPENDITURE / USES CHANGE	1,131,192	(1,458,750)
CURRENT YEAR SURPLUS (DEFICIT) SPENDING	(\$1,304,595)	(\$2,234,125)

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Fund Balance Disclosure (SB 858)

GENERAL FUND			
Description	2018-19	2019-20	2020-21
19-20 Projected Deficit	\$1,304,595		
20-21 Projected Deficit	\$2,234,125	\$2,234,125	
One-Time Instructional Supplies (Remainder)	\$20,574	\$54,474	\$10,674
Amount Disclosed per SB 858 Requirements	\$3,559,294	\$2,288,599	\$10,674
Nonspendable Reserves	\$25,000	\$25,000	\$25,000
State Reserve for Economic Uncertainty (REU) - 3%	\$1,438,200	\$1,404,300	\$1,448,100
Restricted Fund Balance	\$292,678	\$258,522	\$224,366
<i>Estimated Ending Fund Balance</i>	<i>\$5,315,172</i>	<i>\$3,976,421</i>	<i>\$1,708,140</i>

SPECIAL RESERVE FUND			
Description	2018-19	2019-20	2020-21
Career Technical Education Equipment	\$195,000	\$115,000	\$75,000
General Fund Educational Program Assistance	\$220,000	\$220,000	\$0
Facilities	\$304,862	\$305,362	\$305,862
Estimated Ending Fund Balance / SB 858 Disclosures	\$719,862	\$640,362	\$380,862

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Status

- ▶ Despite current year and future projected deficit spending, the projected budget and multi-year projections support that the District is projecting to be able to meet its financial obligations for the current and subsequent two years.
 - Assumes that the District implements \$2.5 million of on-going budget reductions beginning in 2019-20
 - If the District was providing a status certification, the District would be self-certifying as "Positive"
- ▶ The proposed budget is only an initial blueprint for revenues and expenditures.
 - Budget preparation occurs before the State's Budget
 - Actual revenues and expenditures are not known for the current year
 - H&W benefit rates are still preliminary
 - Enrollment and staffing are major variables until Fall

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Next Steps



- ▶ AUSD Governing Board is scheduled to adopt the District's budget on June 26, 2018
- ▶ State enacts its budget by June 30, 2018
- ▶ District revises its budget based on the State's enacted budget
 - Must occur no later than 45 days after the State's enacted budget
- ▶ Analyze class sizes and capacity to determine how many interdistrict transfers can be accepted:
 - Assuming an average attendance to enrollment rate of 95%, each new student would yield the following:
 - TK-3: \$8,200
 - 4-6: \$7,500
 - 7-8: \$7,800
 - 9-12: \$9,200

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Next Steps (Continued)



- ▶ Develop a list of expenditure reductions that identify and quantify reductions of \$2.5 million for 2019-20
 - The District has sufficient time to develop a meaningful list and tailor that list based on additional factors that become known (i.e. enrollment, H&W rates, staffing, State Budget)
- ▶ Complete the year-end closing of the 2017-18 financials
- ▶ Prepare for the 2018-19 First Interim Report
 - Reflect any changes in funding
 - Adjust staffing (within legal constraints) based on enrollment
 - Adjust H&W benefit costs based on known factors (i.e. rates, participation, retirees)
 - Adjust supplies, services, and other outgo as necessary
 - Include the identified reductions in the 2018-19 First Interim MYP

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Personnel Assignment Order: Pending Approval

BOE Meeting 6/26/2018

Class Certificated

Category: Leave

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher	Joffe, Stephany		MA	1.0	8/24/18	6/14/19	Approve	

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Substitute Teacher	Shure, Celia		AMS	\$140.00/day	5/30/18	6/15/19	Approve	GF
Teacher	Breining, Mackenzie		DO	1.0	8/24/18		Approve	SE
Teacher	Cajina, Jeannie		AHS	.6	8/24/18	6/15/19	Approve	GF
Teacher	Cohen, Aliza		AHS	1.0	8/24/18	6/15/19	Approve	GF
Teacher	Rhodes, Mary		DO	.7	8/24/18		Approve	SE
Teacher	Stensvold, Danielle		AHS	.2	8/24/18	6/15/19	Approve	GF

Class Classified

Monday, June 18, 2018

Page 1 of 3

BOE Meeting **6/26/2018*****Category: New Hire***

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Coach, Asst. PT Cross Country	Wallace, Jackson		AHS	\$1,669.43	18-19 season		Approve	GF
Coach, Head Cross Country	Stern, Craig		AHS	\$3,387.97	18-19 season		Approve	GF
Coach, JV Volleyball	Johnson, Cassie		AHS	\$2,946.06	18-19 season		Approve	GF
Coach, Varsity Girl's Tennis	Breland, Taylor		AHS	\$3,387.97	18-19 season		Approve	GF
Coach, Varsity Volleyball	Johnson, Manny		AHS	\$3,387.97	18-19 season		Approve	GF
Substitute Campus Supervisor	Muscardon, Antonio		AHS	\$17.61/hr	6/5/18	6/15/18	Approve	GF
Substitute Para- educator	Hami, Seyedeh		ACC	\$13.30/hr	4/27/18		Approve	ACC
Translator/Interpreter	Ghadimi, Afsaneh		DO	\$29.95/hr	6/5/18		Approve	GF

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Café Assistant I	Krigbaum, Dorothy		CK	.5	5/31/18		Approve	
Custodian	Vasquez Escobar, Maria		Pool	.25	6/1/18		Approve	
Lead Custodian	Mitchell, Kenny		AHS	1.0	6/8/18		Approve	

BOE Meeting 6/26/2018

Substitute Café Assistant	Maulana, Ratu	CK	6/15/18	Approve
Substitute Para-educator	Rabb-Roberson, Paris	DO	5/18/18	Approve
Substitute Para-educator	Tsai, Shufang	DO	6/15/18	Approve
Yard Aide	Said, Zahi	OV	6/15/18	Approve

Category: Status Change

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Account Clerk/Bookroom	Pope, Pat	Changed position from Clerk I	AHS	1.0	8/1/18		Approve	GF
Maintenance & Facilities Coordinator	Wilkes, Aliyya	Reclassification	DO	1.0	8/14/17		Approve	GF

Class Uncompensated Service**Category: Volunteer**

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
	Cohen, Amanda				6/27/18		Approve	
	Kersteins, Geri				6/27/18		Approve	
	Thulipala, Seshu				6/27/18		Approve	

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

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

PREPARED BY: **CYNTHIA ATTIYEH**

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, 2018-July 31, 2019

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: Cynthia Attiyeh
Address: 1051 Monroe St. Albany, CA 94706	Phone: 510-558-3757
	E-Mail: cattiyeh@ausdk12.org
Services: <i>ReadySub Substitute Management and Absenteeism Software and Support Services</i>	
Service Fees: 5-school rate of \$3,350/year Implementation Fees: \$0.00	Service Term: One Year: August 1st, 2018 – July 31 st , 2019 Launch Date: August 1st, 2018
Implementation Services: Company will prepare the Customer to effectively use the ReadySub platform including, but not limited to, account import and account parameter specification.	

SAAS SERVICES AGREEMENT

This SaaS Services Agreement (“Agreement”) is entered into on this 26th day of June, 2018 (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.

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. Any Contract renewal will require expressed written consent from 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. 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. ANTI-DISCRIMINATION

ReadySub and Customer prohibit any district employee from harassing or discriminating against any other district employee or job applicant on the basis of the 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

9. INDEMNIFICATION

ReadySub and Customer agree to defend, indemnify, and hold harmless each other against all claims, suits, liabilities and costs, including but not limited to, reasonable attorneys' fees for claims or suits arising out of or related to the negligence or intentional wrongful acts or omissions of the institutions or their employees.

10. 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.

ReqPay12c

Board Report

May 2018 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51064626	05/04/2018	ACHIEVERS, INC.	010-4300	AHS DIPLOMAS, CERTIFICATES, COVERS		3,210.85
51064627	05/04/2018	BOOKS, INC.	010-4300	AMS BOOKS	223.76	
				Unpaid Sales Tax	2.55-	221.21
51064628	05/04/2018	JOEL GILDERSLEEVE C/O CORNELL SCHOOL	010-4300	REIMB FOR CORNELL SUPPLIES		73.98
51064629	05/04/2018	PITNEY BOWES INC RESERVE ACCOUNT	010-5910	AHS POSTAGE		1,000.00
51064630	05/04/2018	CLAUDIA THIO	010-4315	TRAVEL EXPENSES		47.32
51064631	05/04/2018	YMCA CAMP CAMPBELL OUTDOOR SCIENCE SCHOOL	010-5810	18/19 OV DEPOSIT - BAL		728.00
51072538	05/02/2018	ACSIG - VISION INSURANCE	010-9534	05/18 VISION		11,395.30
51072539	05/02/2018	ALBANY TIRE SERVICE	010-5670	DISTRICT VEHICLE MAINT/SERVICE		76.73
51072540	05/02/2018	ALBANY VETERANS MEMORIAL BLDG	010-5800	FACILITY RENTAL FOR AP TESTING - BAL		6,328.80
51072541	05/02/2018	ALBANY VETERANS MEMORIAL BLDG	010-5800	FACILITY RENTAL FOR AP TESTING - DEPOSIT		250.00
51072542	05/02/2018	ANNE ALCOTT C/O CORNELL SCHOOL	010-4300	DONATION - REIMB FOR SUPPLIES	89.65	
			010-5200	MUSEUM OF TOLERANCE EXPENSES	49.78	139.43
51072543	05/02/2018	ALHAMBRA	010-4300	DISTRICT OFFICE WATER DELIVERY	168.77	
			130-4700	FOOD SERVICE WATER DELIVERY	35.46	204.23
51072544	05/02/2018	ALL CAL GOLF CART & INDUSTRIAL VEHICLE/EAST BAY GOLF CART	010-5800	SERVICE ATHELTIC GOLF CARTS		863.20
51072545	05/02/2018	ALLIED CONSTRUCTION	010-5670	DISTRICT ROOFING WORK		2,820.00
51072546	05/02/2018	ARBOR SCIENTIFIC	010-4300	AHS SCIENCE SUPPLIES		296.77
51072547	05/02/2018	AT&T	010-5930	03/07-04/06 SERVICE	95.11	
				03/19-04/18 SERVICE	1,810.02	
			120-5930	03/19-04/18 SERVICE	18.68	1,923.81
51072548	05/02/2018	ATTAINMENT COMPANY, INC	010-4300	GOTALK - SPED		226.06
51072549	05/02/2018	SHELLY BALL C/O ALBANY HIGH SCHOOL	010-5621	REIMB FOR PEER HELP RETREAT RENTAL		150.00
51072550	05/02/2018	BARNES & NOBLE INC	010-4300	DONATION - MARIN CLASSROOM BOOKS		201.57
51072551	05/02/2018	BATTALION ONE	010-5670	DISTRICT FIRE ALARM SERVICE & REPAIR		480.00
51072552	05/02/2018	BAY ALARM	010-5825	DISTRICT OFFICE ALARM MONITORING		429.00
51072553	05/02/2018	BEAR COM.	010-4300	RADIOS & BATTERIES FOR AMS		1,686.60
51072554	05/02/2018	BEYOND THE CLASSROOM	010-5825	SPECIALIZED ACADEMIC INSTRUCTION, AUDIOLOGY MAINT		971.50
51072555	05/02/2018	BLICK ART MATERIALS	010-4300	DONATION - CORNELL CLASSROOM SUPPLIES		31.14
51072556	05/02/2018	CAROLINA BIOLOGICAL SUPPLY CO	010-4300	AMS SCIENCE SUPPLIES		72.77
51072557	05/02/2018	CDW GOVERNMENT INC	010-4300	AMS PRINTER	139.81	
				TECH SUPPLIES	298.04	

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51072557	05/02/2018	CDW GOVERNMENT INC	010-5830	VEEAM PREMIUM SUPPORT	829.50	
			120-4300	PORTABLE PROJECTOR & SCREEN - MARIN TUPELO	140.64	1,407.99
51072558	05/02/2018	CENTER FOR THE COLLABORATIVE CLASSROOM	010-4300	SIPPS EXTENTION LEVEL, STORY BOOKS - OV		229.61
51072559	05/02/2018	CITY OF BERKELEY MARINA EXPERIENCE PROGRAM	010-5810	05/17 OV TRIP TO ADVENTURE PLAYGROUND		105.00
51072560	05/02/2018	CLARK PEST CONTROL	010-5800	PEST CONTROL - ACC PORTABLES		3,250.00
51072561	05/02/2018	ALIZA COHEN C/O ALBANY HIGH	010-4300	REIMB FOR ART SUPPLIES		200.00
51072562	05/02/2018	ISABEL COHEN C/O OCEAN VIEW	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		145.67
51072563	05/02/2018	COPY EXPRESS	010-5870	CIA PRINTING SERVICES		69.36
51072564	05/02/2018	KEVIN CORCORAN C/O OCEAN VIEW	010-5200	MUSEUM OF TOLERANCE EXPENSES		51.11
51072565	05/02/2018	ASHLEY DIEZ C/O OCEAN VIEW	010-4300	DONATION - REIMBURSEMENT FOR CLASSROOM SUPPLIES		200.00
51072566	05/02/2018	DISCOUNT SCHOOL SUPPLY	120-4300	ACC CLASSROOM SUPPLIES		418.56
51072567	05/02/2018	HEATHER DUNCAN C/O CORNELL	010-4300	DONATION - REIMB FOR SUPPLIES	57.52	
				REIMB FOR CORNELL BOOK ORDER	100.93	158.45
51072568	05/02/2018	EAST BAY PAINT & DECORATOR CTR	010-4300	DISTRICT PAINT SUPPLIES		250.63
51072569	05/02/2018	EBMUD	010-5555	02/05-04/09 SERVICE	458.56	
				02/05-04/09 SERVICE	2,015.98	2,474.54
51072570	05/02/2018	EDGES ELECTRICAL GROUP	010-4300	MAINT SHOP LIGHTS		411.56
51072571	05/02/2018	EUNICE GOURMET	010-4300	BAGELS FOR MAC HIGH	78.00	
			010-4305	04/18 LUNCH	60.00	138.00
51072572	05/02/2018	Christin Feuerstraeter C/O Cornell School	010-4300	DONATION - REIMB FOR SUPPLIES		25.50
51072573	05/02/2018	TERRY GEORGESON C/O OCEAN VIEW	010-5200	MUSEUM OF TOLERANCE EXPENSES		17.55
51072574	05/02/2018	GOLD STAR FOODS	130-4700	FOOD		63.20
51072575	05/02/2018	SUSAN GOOSE C/O OCEAN VIEW	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		129.00
51072576	05/02/2018	GREAT AMERICAN LEASING CORP.	010-5611	SELPA COPIER LEASE		211.83
51072577	05/02/2018	JENNIFER GRIPMAN C/O CORNELL	010-5200	MUSEUM OF TOLERANCE EXPENSES		45.17
51072578	05/02/2018	HEALTH EDUCATION SERVICES	010-4400	SITE AEDs		7,465.54
51072579	05/02/2018	WELLS FARGO EQUIPMENT FINANCE	010-6400	EQUIPMENT RENTAL		907.03
51072580	05/02/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		555.13
51072581	05/02/2018	ELLEN HOKE	010-5825	ORIENTATION & MOBILITY SERVICES		770.00
51072582	05/02/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		68.57
51072583	05/02/2018	HOME DEPOT SUPPLY	010-4300	MAINT SUPPLIES / HARDWARE		305.93

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51072584	05/02/2018	MIMI INGALLS C/O OCEAN VIEW	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		200.00
51072585	05/02/2018	HELEN JIANG C/O CENTRAL KITCHEN	130-4315	02/05-03/27 MILEAGE REIMB		30.75
51072586	05/02/2018	CATHY TRA KIM'S CAFE	010-5810	LUNCH - AMS MUSIC		565.79
51072587	05/02/2018	MAYA KIM C/O OCEAN VIEW	010-5200	MUSEUM OF TOLERANCE EXPENSES		156.19
51072588	05/02/2018	KENDRA KNOWLES C/O OCEAN VIEW	010-5200	MUSEUM OF TOLERANCE EXPENSES		56.54
51072589	05/02/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS ATHLETICS COPIER USAGE	13.65	
				AHS COPIER USAGE	658.49	
				CORNELL COPIER USAGE	139.56	
				OCEAN VIEW COPIER USAGE	181.12	
				SPECIAL EDUCATION COPIER USAGE	199.21	1,192.03
51072590	05/02/2018	LAKESHORE	010-4300	SPECIAL EDUCATION STACKING CHAIRS		149.65
51072591	05/02/2018	Michelle Lau-Seim C/O AHS	010-5200	CA NAME CONFERNCE EXPENSES		109.74
51072592	05/02/2018	LIGHTSPEED TECHNOLOGIES	010-4300	REDMIKE MICROPHONES - TECH		1,207.25
51072593	05/02/2018	PARENT	010-4300	* REIMB FOR HOTEL STAY / AMS FIELD TRIP		142.35
51072594	05/02/2018	LINCOLN AQUATICS	010-4300	AAC SUPPLIES		2,018.32
51072595	05/02/2018	LITTLE EXPLORERS MOBILE PETTING ZOO	120-4300	05/04 ACC PETTING ZOO		488.75
51072596	05/02/2018	SHAWN LUCAS C/O D.O. CUSTODIAL	010-4315	03/12-03/23 MILEAGE REIMB		3.92
51072597	05/02/2018	CAROLINE MACARAH C/O CORNELL SCHOOL	010-4300	DONATION - REIMB FOR SUPPLIES		197.50
51072598	05/02/2018	HOUGHTON MIFFLIN HARCOURT	010-4300	MATH INTERVENTION MATERIALS		94.70
51072599	05/02/2018	MHS INC	010-4300	SCORING PROGRAM - SPED		161.33
51072600	05/02/2018	MICHELE MOORE	010-5825	SERVICES & ASSESSMENTS FOR VISUALLY IMPAIRED		437.50
51072601	05/02/2018	OFFICE DEPOT	010-4300	AAC SUPPLIES		43.88
51072602	05/02/2018	OTIS ELEVATOR COMPANY	010-5610	AMS ELEVATOR SERVICE		156.28
51072603	05/02/2018	PBS DISTRIBUTION, LLC	010-4300	AHS HSS CLASSROOM BOOKS		148.16
51072604	05/02/2018	AMY PENNEY C/O ALBANY MIDDLE	010-5800	REIMBURSEMENT FOR DRAMA CLUB		200.00
51072605	05/02/2018	PG&E	010-5520	03/07-04/04 SERVICE	93.81	
				03/08-04/06 SERVICE	7,818.01	7,911.82
51072606	05/02/2018	VAN AHN PHAM C/O TECHNOLOGY	010-4315	03/18 MILEAGE REIMB		30.68
51072607	05/02/2018	PATRICIA POPE C/O CORNELL SCHOOL	010-4300	DONATION - REIMB FOR SUPPLIES		57.44
51072608	05/02/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		759.27
51072609	05/02/2018	JANET SCAGLIONE / SITE FUND	010-4300	DONATION - REIMB FOR SUPPLIES		68.42
51072610	05/02/2018	SOCIAL THINKING	010-4300	DONATION - CORNELL BOOK "NAVIGATING THE ZONES"		66.67
51072611	05/02/2018	SOUTHERN OREGON UNIVERSITY	010-5810	05/18-19 AHS SHAKESPEARE STUDIES WORKSHOPS		280.00

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51072612	05/02/2018	SPURR	010-5520	03/18 CHARGES	17,089.56	
			120-5520	03/18 CHARGES	105.60	17,195.16
51072613	05/02/2018	MARY STOCKER C/O AHS	010-5810	REIMB FOR AMS MUSIC TRIP EXPENSES		140.44
51072614	05/02/2018	SUNESYS, LLC	010-5800	05/18 SERVICE		1,724.86
51072615	05/02/2018	CARLA SWAN C/O ALBANY HIGH	010-4300	REIMB FOR BSU SUPPLIES		35.80
51072616	05/02/2018	THE DBQ COMPANY	010-4300	AHS HSS CLASSROOM MATERIALS		378.00
51072617	05/02/2018	RENEE THERIAULT C/O OCEAN VIEW SCHOOL	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		77.83
51072618	05/02/2018	DAVID TRACY C/O TECHNOLOGY	010-4315	03/18 MILEAGE REIMB		25.32
51072619	05/02/2018	PARENT	010-5827	* ACADEMIC SERVICES		12,900.00
51072620	05/02/2018	JOANNE RUTH WILE	010-5800	TRAUMA GRANT COORDINATOR		1,200.00
51072621	05/02/2018	WILLIAMS SCOTSMAN, INC.	250-5621	DISTRICT PORTABLE RENT		3,530.35
51072622	05/02/2018	CONNIE WUN	010-5825	AMS WORKSHOPS		1,300.00
51072623	05/02/2018	YMCA CAMP CAMPBELL OUTDOOR SCIENCE SCHOOL	010-5810	18/19 OCEAN VIEW DEPOSIT P19-00001		500.00
51073707	05/09/2018	#1 PARTY SUPPLIES	010-4300	DONATION - PLAY MONEY FOR CORNELL CLASSROOM	46.53	
				Unpaid Sales Tax	.61-	45.92
51073708	05/09/2018	ACHIEVERS, INC.	010-4300	AHS GRADUATION STOLE SARAPE		971.26
51073709	05/09/2018	ALBANY TIRE SERVICE	010-5670	DISTRICT VEHICLE MAINT/SERVICE		591.15
51073710	05/09/2018	ALHAMBRA	010-4300	AAC WATER DELIVERY		83.91
51073711	05/09/2018	AMERICAN MATH COMPETITIONS	010-4300	AHS MATH COMPETITION		281.00
51073712	05/09/2018	ANGEL ISLAND - TIBURON FERRY	010-5810	05/17/18 OV ANGEL ISLAND TRIP		670.00
51073713	05/09/2018	ANGEL ISLAND - TIBURON FERRY	010-5810	05/18/18 OV ANGEL ISLAND TRIP		670.00
51073714	05/09/2018	CA STATE PARKS ANGEL ISLAND STATE PARK	010-5810	05/17 & 05/18 OV ANGEL ISLAND TRIPS		384.00
51073715	05/09/2018	AUS WEST LOCKBOX	130-5800	MOP & TOWEL SERVICE		73.54
51073716	05/09/2018	AUTOMATIC RESPONSE SYSTEMS	010-4300	AHS SHREDDING SERVICE	65.00	
			010-5800	DISTRICT OFFICE SHREDDING SERVICE	225.00	290.00
51073717	05/09/2018	BERKELEY UNIFIED SCHOOL DISTRICT TRANSPORTATION	010-5810	02/07 OV TRANSPORTATION TO BERKELEY MARINA	250.00	
				02/14 OV TRANSPORTATION TO BERKELEY MARINA	250.00	
				02/16 OV SF SYMPHONY TRIP	621.50	
				02/16 OV TRANSPORTATION TO BERKELY MARINA	296.75	
				03/19/18 OV SF MOMA TRIP	306.50	
				03/27 OV TRANSPORTATION FOR SFMOMA TRIP	277.00	2,001.75
51073718	05/09/2018	BEYOND PLAY	010-4300	CORNELL CLASSROOM SUPPLIES		100.32

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51073719	05/09/2018	BONAMI BAKING	130-4700	BREAD		185.00
51073720	05/09/2018	KIRAH CAMINOS	120-5800	04/20 & 04/27 ACC DANCE CLASSES		225.00
51073721	05/09/2018	CAROLINA BIOLOGICAL SUPPLY CO	010-4300	AMS SCIENCE SUPPLIES		156.95
51073722	05/09/2018	CDW GOVERNMENT INC	010-4300	D.O. PRINTER		291.54
51073723	05/09/2018	YI-CHUN CHEN	130-8634	LUNCH REFUND		84.00
51073724	05/09/2018	CLARK PEST CONTROL	010-5800	MARIN PEST CONTROL		3,897.60
51073725	05/09/2018	SCHOOL SPECIALTY	010-4300	DONATION - CORNELL CLASSROOM SUPPLIES		106.09
51073726	05/09/2018	COMCAST	010-5930	04/18 CHARGES		980.55
51073727	05/09/2018	COMTEL SERVICE COMPANY	010-5670	DISTRICT CLOCK/PA REPAIRS		788.80
51073728	05/09/2018	CREST/GOOD MFG. CO.	010-4300	DISTRICT PLUMBING SUPPLIES		1,136.21
51073729	05/09/2018	CRYSTAL CREAMERY	130-4700	17/18 DAIRY		1,060.04
51073730	05/09/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		128.40
51073731	05/09/2018	DANIELSEN	130-4700	FOOD & SUPPLIES	2,829.98	
			130-4710	FOOD & SUPPLIES	85.31	2,915.29
51073732	05/09/2018	DESIGN SPACE MODULAR BUILDINGS	250-5621	DISTRICT OFFICE LEASE		4,561.56
51073733	05/09/2018	DISCOUNT SCHOOL SUPPLY	120-4300	SUPPLIES FOR OV CHINESE PROGRAM	309.97	
				TUPELO CLASSROOM SUPPLIES	650.45	960.42
51073734	05/09/2018	EBMUD	010-5555	02/27-04/27 SERVICE	1,845.21	
				03/22-04/23 SERVICE	1,918.57	3,763.78
51073735	05/09/2018	FALTZ ASSOCIATES INC.	010-5825	SPEECH THERAPY SERVICES		339.50
51073736	05/09/2018	FOOD 4 THOUGHT, LLC	130-4700	FOOD		399.75
51073737	05/09/2018	GOLD STAR FOODS	130-4700	FOOD		4,874.75
51073738	05/09/2018	GRANICUS, INC.	010-5825	MINUTES MAKER		280.00
51073739	05/09/2018	Hayes Distributing Inc.	130-4700	FOOD		3,972.76
51073740	05/09/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES	6,233.46	
			120-4300	ACC CUSTODIAL SUPPLIES	1,246.63	7,480.09
51073741	05/09/2018	HODGES BADGE CO., INC.	010-4300	SCIENCE FAIR AWARD RIBBONS	263.76	
				Unpaid Sales Tax	21.84-	241.92
51073742	05/09/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES	390.70	
			120-4300	ACC HARDWARE/SUPPLIES	139.84	530.54
51073743	05/09/2018	ANNE HSU WILLIE TANG	010-5810	REIMB FOR AMS MUSIC TRIP SUPPLIES		39.65
51073744	05/09/2018	JONES SCHOOL SUPPLY INC.	010-4300	CORNELL STUDENT COUNCIL MEDALS & CERTIFICATES	88.32	
				Unpaid Sales Tax	7.38-	80.94
51073745	05/09/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AMS COPIER USAGE	671.07	
				DISTRICT OFFICE COPIER USAGE	149.67	
				MARIN COPIER USAGE	420.08	

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51073745	05/09/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	OCEAN VIEW COPIER USAGE	354.98	
				SPECIAL EDUCATION COPIER USAGE	188.23	1,784.03
51073746	05/09/2018	LAKESHORE	010-4300	DONATION - CORNELL CLASSROOM SUPPLIES	112.18	
				TABLE - SPED	273.20	385.38
51073747	05/09/2018	LANER ELECTRIC SUPPLY CO INC	010-4300	DISTRICT ELECTRICAL SUPPLIES / HARDWARE		23.13
51073748	05/09/2018	JOHN J. LEONE	212-6289	ARBORIST TREE REPORT		1,500.00
51073749	05/09/2018	LINCOLN AQUATICS	010-4300	AAC SUPPLIES		358.46
51073750	05/09/2018	MAGGIORA BAKING CO	130-4700	FOOD		242.00
51073751	05/09/2018	MARINA MECHANICAL	010-5670	DISTRICT HVAC REPAIRS		683.00
51073752	05/09/2018	MOBILE MODULAR MGMT. CORP.	140-5621	AHS CONTAINER RENTALS		87.80
51073753	05/09/2018	STEPHEN NAIFF C/O MARIN ELEM	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		199.92
51073754	05/09/2018	O'CONNOR PEST CONTROL	010-5610	AHS & AMS PEST CONTROL		150.00
51073755	05/09/2018	OFFICE DEPOT	010-4300	AAC SUPPLIES	307.25	
				AMS SUPPLIES	767.10	
				CIA SUPPLIES	4.57	
				CORNELL SUPPLIES	67.36	
				DONATION - CORNELL SUPPLIES	536.77	
				DONATION - CORNELL SUPPLIES	114.27	1,797.32
51073756	05/09/2018	P & R PAPER SUPPLY COMPANY	130-4710	SUPPLIES		1,325.57
51073757	05/09/2018	PAR, INC.	010-4300	SPECIAL EDUCATION PARENT FORMS	172.44	
				Unpaid Sales Tax	14.04-	158.40
51073758	05/09/2018	PG&E	010-5520	03/21-04/19 SERVICE	282.17	
				03/22-04/22 SERVICE	11,795.92	
				03/29-04/29 SERVICE	8,233.42	
				04/02-05/01 SERVICE	685.00	
			120-5520	03/22-04/22 SERVICE	73.26	
				03/29-04/29 SERVICE	944.67	22,014.44
51073759	05/09/2018	PROFESSIONAL CHARTER SERVICE	010-5810	05/17 & 05/18 OV ANGEL ISLAND TRIPS		3,046.08
51073760	05/09/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		773.57
51073761	05/09/2018	RASKOB INSTITUTE	010-5825	Basic Education		1,884.48
51073762	05/09/2018	ROSS RECREATION EQUIPMENT	140-4400	CORNELL SLIDE		4,322.50
51073763	05/09/2018	PABLO E. SANCHEZ	010-5800	EXTRA LANDSCAPE WORK AT AMS		500.00
51073764	05/09/2018	SIMPLEXGRINNELL GRINNELL FIRE PROTECTION	010-5670	AHS ALARM REPAIR		1,874.00
51073765	05/09/2018	PARENT	010-5825	* TRANSPORTATION SERVICES		4,255.00
51073766	05/09/2018	STAR ELEVATOR INC	010-5610	AHS ELEVATOR SERVICE		380.68

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51073767	05/09/2018	MIKE SWEENEY	010-5800	RENTAL CHARGES FOR AMS PLAY EQUIPMENT		180.00
51073768	05/09/2018	SYSO - SAN FRANCISCO	130-4700	FOOD & SUPPLIES	2,302.46	
			130-4710	FOOD & SUPPLIES	305.41	2,607.87
51073769	05/09/2018	TEACHER SYNERGY, LLC	010-4300	AHS LITERATURE CURRICULUM		22.99
51073770	05/09/2018	ULINE	010-4300	DONATION - CLASSROOM SUPPLIES		222.25
51073771	05/09/2018	Verizon Wireless	010-5930	SELPA CELL PHONE SERVICE		113.10
51074336	05/11/2018	ALEX COMMERCIAL REFRIG.	130-5670	REFRIGERATION REPAIRS		377.17
51074337	05/11/2018	AMERICAN LOGISTICS COMPANY	010-5825	TRANSPORTATION SERVICES		1,089.92
51074338	05/11/2018	AQUA SOURCE	010-5670	AAC MONTHLY MAINT		1,163.00
51074339	05/11/2018	DEBORAH BRILL C/O ALBANY MIDDLE	010-4300	REIMBURSEMENT FOR SUPPLIES		154.56
51074340	05/11/2018	PARENT	010-5827	* ACADEMIC SERVICES		12,000.00
51074341	05/11/2018	BANKCARD CENTER	120-4300	ACC CREDIT CARD EXPENSES	317.09	
			120-5920	ACC CREDIT CARD EXPENSES	34.34	351.43
51074342	05/11/2018	ANNIEJAE FISCHBURG C/O ALBANY HIGH	010-4300	REIMBURSEMENT FOR CLASSROOM SUPPLIES		36.84
51074343	05/11/2018	GOLDEN RULE SIGNS LLC	140-5800	OCEAN VIEW SIGN		550.00
51074344	05/11/2018	KIMBERLY GRAY C/O AMS	010-4300	REIMBURSEMENT FOR CLASSROOM SUPPLIES		10.27
51074345	05/11/2018	Sam Haller C/O Albany Middle	010-4300	REIMB FOR CLASSROOM SUPPLIES		103.18
51074346	05/11/2018	HERITAGE SCHOOLS, INC.	010-5825	BASIC ED, RM & BOARD, RELATED SERVICES		12,360.00
51074347	05/11/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		52.82
51074348	05/11/2018	KNORR SYSTEMS INC.	010-5670	AAC REPAIRS		1,217.02
51074349	05/11/2018	LINCOLN AQUATICS	010-4300	AAC SUPPLIES		785.81
51074350	05/11/2018	PARENT	010-5827	* BASIC EDUCATION		4,080.00
51074351	05/11/2018	BRANDON MOHAN C/O ALBANY MIDDLE	010-4300	REIMB FOR SUPPLIES		45.88
51074352	05/11/2018	OFFICE DEPOT	010-4300	AMS SUPPLIES	1,248.66	
				DONATION - CORNELL SUPPLIES	691.85	
				MARIN SUPPLIES	2,098.65	
				OCEAN VIEW SUPPLIES	1,503.59	5,542.75
51074353	05/11/2018	JOANNA PACE ALBANY MIDDLE SCHOOL	010-4300	REIMBURSEMENT FOR CLASSROOM SUPPLIES		105.14
51074354	05/11/2018	PASTIME ACE HARDWARE	010-4300	DISTRICT MAINTENANCE SUPPLIES		1,641.26
51074355	05/11/2018	PLAY WELL TEKNOLOGIES	010-5825	OCEAN VIEW ENRICHMENT PROGRAM - LEGO		1,680.00
51074356	05/11/2018	PROCARE THERAPY, INC.	010-5800	DISTRICT NURSE		6,166.67
51074357	05/11/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		775.90

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51074358	05/11/2018	RYLAND SCHOOL BUSINESS CONSULTING	010-5800	GENERAL FINANCE SUPPORT		9,960.00
51074359	05/11/2018	STACY UYEDA C/O ALBANY MIDDLE	010-4300	REIMB FOR SAFE SCHOOL AMBASSADOR SUPPLIES	81.49	
				REIMBURSEMENT FOR CLASSROOM SUPPLIES	113.97	195.46
51074360	05/11/2018	JUSTIN WARREN	130-5800	ENHANCE AHS DINING EXPERIENCE		4,000.00
51074361	05/11/2018	JOANNE RUTH WILE	010-5800	TRAUMA GRANT COORDINATOR		600.00
51074611	05/14/2018	A3GEO, INC.	211-6262	GEOTECHNICAL ENGINEER OF RECORD - AMS ANNEX		5,381.25
51074612	05/14/2018	CAS Inspections, Inc. Neil Brodhead	211-6261	INSPECTOR OF RECORD SERVICES - AMS ANNEX PROJ		14,400.00
51074613	05/14/2018	CONSOLIDATED ENGINEERING LABS	211-6262	SPECIAL TESTING FOR AMS ANNEX		9,111.76
51074614	05/14/2018	DERIVI CASTELLANOS ARCHITECTS	140-6231	01/18 MARIN REPLACEMENT PROJECT (P15-01574)	1,905.00	
				01/18 OV SCHEMATIC DESIGN & DEVELOPMENT (P15-01573)	2,131.71	
				02/18 OV SCHEMATIC DESIGN & DEVELOPMENT (P15-01573)	2,100.04	
			212-6265	ARCHITECTURAL SERVICES - AMS	33,675.20	39,811.95
51074615	05/14/2018	GREENWOOD CONSULTING GROUP	212-6230	CHPS CONSULTING FOR AHS ADDITION		3,060.00
51074616	05/14/2018	HAINES EDUCATIONAL	010-4300	DONATION - AHS SCIENCE SUPPLIES	449.08	
				Unpaid Sales Tax	31.88-	417.20
51074617	05/14/2018	WLC ARCHITECTS, INC	140-6201	OV ARCHITECTURAL SERVICES		2,827.50
51079581	05/16/2018	A BETTER CHANCE SCHOOL	010-5825	BASIC EDUCATION AND RELATED SERVICES		18,803.67
51079582	05/16/2018	SHARIF AHMED	010-8699	CAMP CAMPBELL REFUND		300.00
51079583	05/16/2018	CAROL ANN NORDAHL ALDAPE	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		134.50
51079584	05/16/2018	ALLIANCE WELDING SUPPLIES	010-4300	AAC SUPPLIES		33.31
51079585	05/16/2018	APPLE COMPUTER INC.	010-4300	AHS USB SUPER DRIVE		86.70
51079586	05/16/2018	AUSD REVOLVING FUND	010-5838	LIVE SCAN FEES		400.00
51079587	05/16/2018	FRANCESCA BARTASLINI	010-5838	LIVE SCAN FEE		20.00
51079588	05/16/2018	BEAR COM.	010-4300	AHS & POOL BATTERIES		1,833.47
51079589	05/16/2018	TAYLOR BRELAND	010-5838	LIVE SCAN FEE		20.00
51079590	05/16/2018	BYU INDEPENDENT STUDY	010-5800	17/18 VARIOUS INDEPENDENT STUDY COURSES		192.00
51079591	05/16/2018	SHAWN M. BRYANT	120-5200	ACC CLASS TRAINING/SUPPORT		600.00
51079592	05/16/2018	PARENT	010-5827	* TRAVEL EXPENSES		652.00
51079593	05/16/2018	CHRISTY WHITE ASSOCIATES	010-5820	16/17 DISTRICT AUDIT		1,900.00

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51079594	05/16/2018	COCHLEAR AMERICAS	010-4300	MINI MIC - SPECIAL EDUCATION		338.76
51079595	05/16/2018	BETTY DEL RIO C/O ALBANY AQUATIC CENTER	010-4315	09/17-04/18 MILEAGE REIMB		42.31
51079596	05/16/2018	FERNANDO DIMAS	010-5838	LIVE SCAN FEE		20.00
51079597	05/16/2018	EBMUD	010-5555	03/05-05/04 SERVICE		1,147.44
51079598	05/16/2018	ENTERPRISE RENT-A-CAR	010-5600	DISTRICT RENTALS		488.07
51079599	05/16/2018	JOEL GILDERSLEEVE C/O CORNELL SCHOOL	010-4300	DONATION - REIMB FOR SUPPLIES		46.51
51079600	05/16/2018	TOMAS GOLD C/O DISTRICT	010-4300	REIMB FOR TK CLASSROOM SUPPLIES		198.56
51079601	05/16/2018	GOPHER SPORTS	010-4300	AMS FOOTBALLS		121.92
51079602	05/16/2018	KIMBERLY GRAY C/O AMS	010-4300	PARTICIPATION IN ELPAC SURVEY - SACRAMENTO COE		100.00
51079603	05/16/2018	HARRIS COMPUTER SYSTEMS	130-4300	02/18-01/19 ETRITION HOSTING		523.43
51079604	05/16/2018	HUNG-YUAN HSIEH	010-5838	LIVE SCAN FEE		20.00
51079605	05/16/2018	KEENAN & ASSOCIATES	010-8699	OVERPAYMENT		42.72
51079606	05/16/2018	WELLS FARGO VENDOR FIN SERV	010-5611	DISTRICT WIDE COPIER LEASE		3,273.42
51079607	05/16/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS COPIER USAGE	783.84	
				CORNELL COPIER USAGE	274.54	
				MAC HIGH COPIER USAGE	8.60	1,066.98
51079608	05/16/2018	LAKESHORE	010-4300	CORNELL CLASSROOM SUPPLIES	355.47	
				CORNELL KINDER CLASSROOM SUPPLIES	185.88	
				DONATION - BEAN BAG SEAT FOR CORNELL CLASSROOM	62.36	603.71
				CORNELL ENRICHMENT CLASSES - HIP		
51079609	05/16/2018	LEAP...IMAGINATION IN LEARNING	010-5825	HOP		3,378.00
				REIMB FOR WORK SHOES		
51079610	05/16/2018	SHAWN LUCAS C/O D.O. CUSTODIAL	010-4300	AMS MINUTE/MILE SHIRTS		71.33
51079611	05/16/2018	MARY & JOES SPORTING GOODS	010-4300	04/23 TRANSPORTATION FOR OV TRIP TO		493.88
51079612	05/16/2018	MICHAEL'S TRANSPORTATION SRV	010-5810	JOHN MUIR	734.50	
				AMS TRANSPORTATION FOR 05/05 GREAT AMERICA TRIP	3,829.00	4,563.50
				REIMB FOR WORK SHOES		
51079613	05/16/2018	KENNETH MITCHELL C/O ALBANY HIGH	010-4300	LIVE SCAN FEE		80.00
51079614	05/16/2018	SOULY NACHAMPHONE C/O DISTRICT OFFICE	010-5838	AMS POSTAGE MACHINE INK		20.00
51079615	05/16/2018	NEOFUNDS	010-4300	D.O. SUPPLIES		392.91
51079616	05/16/2018	OFFICE DEPOT	010-4300	04/05-05/06 SERVICE		222.18
51079617	05/16/2018	PG&E	010-5520	04/07-05/04 SERVICE	542.34	
				LIVE SCAN FEE	16,767.96	17,310.30
51079618	05/16/2018	RHINA PUNIANI	010-5838	DONATION - CORNELL SUPPLIES		20.00
51079619	05/16/2018	REALLY GOOD STUFF	010-4300		52.84	

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				Unpaid Sales Tax	3.90-	48.94
51079620	05/16/2018	PARENT	010-5827	* ACADEMIC & TRANSPORTATION SERVICES		3,673.02
51079621	05/16/2018	NICOLE RODRIGUEZ	010-5838	LIVE SCAN FEE		20.00
51079622	05/16/2018	JESUS SALCEDO	010-5838	LIVE SCAN FEE		20.00
51079623	05/16/2018	MAYA SIBAI	010-5838	LIVE SCAN FEE		20.00
51079624	05/16/2018	SUPER DUPER PUBLICATIONS	010-4300	CORNELL CLASSROOM SUPPLIES	353.02	
				Unpaid Sales Tax	31.36-	321.66
51079625	05/16/2018	MARGARET TANGHERLINI	010-8699	GREAT AMERICA REFUND		100.00
51079626	05/16/2018	TEACHER SYNERGY, LLC	010-4300	MAC HIGH SCIENCE BUNDLES		89.38
51079627	05/16/2018	THE PHILLIPS ACADEMY	010-5825	BASIC EDUCATION AND RELATED SERVICES		3,120.00
51079628	05/16/2018	TOSHIBA BUSINESS SOLUTIONS	010-5610	04/02-05/01 AMS COPIES		13.37
51079629	05/16/2018	SUSAN WEHR	010-5838	LIVE SCAN FEE		20.00
51079630	05/16/2018	WEST COAST LITERACY WORKSHOP	010-5825	ELEM PROFESSIONAL DEVELOPMENT		3,600.00
51079631	05/16/2018	FE YANG	010-5838	LIVE SCAN FEE		20.00
51079632	05/16/2018	KUNGA YANGZOM	010-5838	LIVE SCAN FEE		20.00
51079633	05/16/2018	YMCA CAMP CAMPBELL OUTDOOR SCIENCE SCHOOL	010-5810	18/19 CORNELL TRIP - DEPOSIT		1,332.00
51079634	05/16/2018	ROBERT YOUNG-JACKSON	010-5838	LIVE SCAN FEE		20.00
51080586	05/23/2018	ALPHA VISTA SERVICES, INC.	010-5825	PSYCHOLOGICAL SERVICES		22,420.00
51080587	05/23/2018	AMP Printing, Inc.	010-4300	PLAQUE - GARDE		116.69
51080588	05/23/2018	BIO-RAD LABORATORIES	010-4300	AHS SCIENCE SUPPLIES		1,754.36
51080589	05/23/2018	CDW GOVERNMENT INC	010-4300	AMS CLASSROOM SET OF CHROMEBOOKS	7,968.40	
				CORNELL HP PRINTERS	2,040.78	
				REPLACEMENT HD FOR AHS CAMERA SERVER	396.15	
				TECH EQUIPMENT FOR NEW D.O.	1,290.35	
				TECH SUPPLIES	225.00	
			010-5610	4 MONTH RUCKUS SUPPORT	700.00	12,620.68
51080590	05/23/2018	SCHOOL SPECIALTY	010-4300	CORNELL 3rd GRADE CLASSROOM SUPPLIES		16.66
51080591	05/23/2018	CYNMAR CORP.	010-4300	AHS SCIENCE SUPPLIES		96.29
51080592	05/23/2018	DEPARTMENT OF JUSTICE	010-5838	04/18 LIVE SCAN FEES		1,492.00
51080593	05/23/2018	DERIVI CASTELLANOS ARCHITECTS	211-6265	PROGRAM MGMT SERVS FOR AHS ADDITION	40,264.00	
			212-6237	AMS ANNEX COMMISSIONING AGENT SERVICES	3,000.00	43,264.00

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51080594	05/23/2018	BANKCARD CENTER	010-4300	8th GRADE HISTORY DEPT. SUPPLIES	200.72	
				AAC SUPPLIES	255.79	
				AHS BOOKS	102.64	
				AHS CABLES	19.74	
				AHS CABLES	20.07	
				AHS CLASSROOM SUPPLIES	208.38	
				AHS ENGLISH SUPPLIES	338.73	
				AHS MAILCHIMP, MAINT SUPPLIES	177.02	
				AHS REPLACEMENT PROJECTOR		
				REMOTE	15.76	
				AHS SCIENCE GLOVES		
				AHS SCIENCE POSTERS	92.66	
				AHS SCIENCE SUPPLIES	24.95	
				AHS TASSELS	2,428.23	
				AHS WATER DISTILLER MACHINE	217.95	
				AHS WATER FILTER	89.99	
				AIR PUMP GAUGE SET FOR AHS	99.25	
				SCIENCE	25.85	
				AMS ART SUPPLIES		
				AMS BINDERS	93.13	
				AMS BOOKS	177.63	
				AMS CERTIFICATE PAPER	36.88	
				AMS CLASSROOM MOVIES	49.35	
				AMS CLASSROOM POSTERS	20.24	
				AMS CLASSROOM SUPPLIES	29.98	
				AMS COBRA STUDY SUPPLIES	1,015.28	
				AMS COMBINATION LOCKS	48.67	
				AMS FLAG	614.56	
				AMS HEADPHONES	48.56	
				AMS KEYBOARDS	55.50	
				AMS PAPER PLATES	84.78	
				AMS POSTERS	16.77	
				AMS SCIENCE SUPPLIES	106.26	
				AMS SHELF UNITS	269.60	
				AMS SIGNATURE STAMP	242.98	
				BALANCE BIKES FOR CORNELL	35.85	
				CLASSROOM	438.98	

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51080594	05/23/2018	BANKCARD CENTER	010-4300	BLANK NOTE CARDS FOR MAC	24.82	
				BOOK - CORNELL TSA	33.37	
				CLASSROOM SUPPLIES - AMS FRENCH	100.35	
				CLASSROOM SUPPLIES - AMS MATH	571.15	
				CORNELL 1st GRADE CLASSROOM SUPPLIES	466.34	
				CORNELL 1st GRADE CLASSROOM SUPPLIES	554.28	
				CORNELL 2nd GRADE CLASSROOM SUPPLIES	1,110.82	
				CORNELL 3rd GRADE CLASSROOM SUPPLIES	147.82	
				CORNELL 4th GRADE CLASSROOM SUPPLIES	1,761.29	
				CORNELL 5th GRADE CLASSROOM SUPPLIES	1,356.32	
				CORNELL CLASSROOM SUPPLIES	392.42	
				CORNELL KINDER CLASSROOM SUPPLIES	1,232.41	
				CORNELL LUNCHTIME SUPPLIES (YMCA)	99.08	
				CORNELL TSA BOOKS	141.14	
				DONATION - CORNELL SUPPLIES	151.75	
				DONATION - AC FAN	25.84	
				DONATION - AMS SUPPLIES	216.17	
				DONATION - CORNELL AMPLIFIER	56.99	
				DONATION - CORNELL CLASSROOM CRAYONS	26.94	
				DONATION - CORNELL CLASSROOM SUPPLIES	552.99	
				DONATION - CORNELL SUPPLIES	108.32	
				DONATION - DISPLAY RACK FOR CORNELL CLASSROOM	38.21	
				DONATION - MARIN CLASSROOM BOOKS	140.96	
				DONATION - MARIN CLASSROOM SUPPLIES	31.41	
				DONATION - MINI FRIG FOR CORNELL CLASSROOM	120.71	
				DONATION - OCEAN VIEW CLASSROOM BOOKS	251.08	

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51080594	05/23/2018	BANKCARD CENTER	010-4300	DONATION - OCEAN VIEW CLASSROOM SUPPLIES	388.51	
				DONATION - OV CLASSROOM STORAGE UNIT	373.05	
				DONATION - PORTABLE BLUETOOTH SPEAKER FOR AMS PE	175.59	
				DONATION - RECHARGEABLE BATTERIES FOR OV CLASSROOM	27.18	
				DONATION - RULERS FOR CORNELL CLASSROOM	19.98	
				DVDS FOR AMS MANDARIN	49.34	
				ENGLISH ONLINE LEARNING	79.00	
				SUBSCRIPTION - AHS		
				EVERYDAY SPEECH RENEWAL	79.99	
				EXAM GLOVES FOR AHS SCIENCE	29.90	
				HEADPHONES FOR MARIN CLASSROOM	108.69	
				iPAD MINI FRONT GLASS - TECH	34.48	
				LAMINATOR & POUCHES FOR AMS CLASSROOM	70.22	
				MARIN ART SUPPLIES	57.88	
				MARIN FOLDING TABLES	755.30	
				OCEAN VIEW CERTIFICATE PAPER	29.95	
				OCEAN VIEW DUFFEL BAGS	119.94	
				OCEAN VIEW PYF CERTIFICATES	69.99	
				SHELF UNIT & LOVESEAT COVER FOR AMS	121.18	
				SITTING STOOLS FOR CORNELL CLASSROOM	228.22	
				SMORE.COM SUBSCRIPTION - CORNELL LIBRARY	79.00	
				STANDING DESKS FOR CORNELL CLASSROOM	691.38	
				STOOLS FOR AMS CLASSROOM	160.61	
				TABBED DIVIDERS FOR AMS	103.56	
				THE BRAIN GAME - CORNELL CLASSROOM	59.38	
			010-5800	WATER DELIVERY - AMS PORTABLES	225.64	
				PEST CONTROL	250.00	

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51080594	05/23/2018	BANKCARD CENTER	010-5800	AHS TRANSLATION SERVICES	110.60	
			010-5810	AHS FL LUNCH AT RENDEZ-VOUS BISTRO	559.72	
				EDSET REFUND	75.00-	
			120-4300	ACC CLASSROOM SUPPLIES	114.86	
				MAPLES CLASSROOM SUPPLIES	353.09	22,866.94
51080595	05/23/2018	ANTHONY DOUGLAS C/O ALBANY MIDDLE	010-4300	REIMB FOR WORK SHOES		80.00
51080596	05/23/2018	PARENT	010-5827	* TRAVEL EXPENSES		586.12
51080597	05/23/2018	ERIC ARMIN INC.	010-4300	AHS CALCULATORS & POCKET CHART	344.26	
				Unpaid Sales Tax	28.27-	315.99
51080598	05/23/2018	EBMUD	010-5555	03/08-05/08 SERVICE		727.32
51080599	05/23/2018	EDUCATIONAL INNOVATIONS	010-4300	AHS SCIENCE SUPPLIES		128.45
51080600	05/23/2018	GOOD DOCS	010-4300	DVD FOR AHS LIBRARY	161.58	
				Unpaid Sales Tax	3.23-	158.35
51080601	05/23/2018	LAKESHORE	010-4300	DONATION - CORNELL CLASSROOM SUPPLIES	102.92	
				DONATION - OCEAN VIEW CLASSROOM SUPPLIES	241.99	344.91
51080602	05/23/2018	JEFFREY LUNA-SPARKS C/O MARIN	010-4300	REIMB FOR CLASSROOM SUPPLIES		180.00
51080603	05/23/2018	PARENT	010-5827	* PT SERVICES		1,050.00
51080604	05/23/2018	PARENT	010-5827	* BASIC EDUCATION		1,360.00
51080605	05/23/2018	MICHAEL'S TRANSPORTATION SRV	010-5810	TRANSPORTATION FOR AHS ATHLETICS		1,398.00
51080606	05/23/2018	OFFICE DEPOT	010-4300	DONATION - CORNELL SUPPLIES		59.90
51080607	05/23/2018	VAN AHN PHAM C/O TECHNOLOGY	010-4315	04/18 MILEAGE REIMB		26.73
51080608	05/23/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		775.90
51080609	05/23/2018	SIMONE ROBINSON C/O DISTRICT OFFICE	010-4315	04/16-05/01 MILEAGE REIMB		73.47
51080610	05/23/2018	PABLO E. SANCHEZ	010-5800	DISTRICT LANDSCAPING		3,900.00
51080611	05/23/2018	DAVID TRACY C/O TECHNOLOGY	010-4315	04/18 MILEAGE REIMB		25.00
51080612	05/23/2018	MARIE WILLIAMS C/O DISTRICT OFFICE	010-4305	REIMB FOR TSA MEETING SUPPLIES		58.71
51080613	05/23/2018	WLC ARCHITECTS, INC	140-6201	05/17 MARIN SEISMIC MITIGATION DESIGN SERVICES		435.00
51080614	05/23/2018	WORTHINGTON DIRECT INC	010-4300	AHS LIBRARY TABLES & POPUP OUTLET/USB CHARGERS	881.00	
				Unpaid Sales Tax	60.82-	820.18
51081770	05/25/2018	ALHAMBRA	010-4300	DISTRICT OFFICE WATER DELIVERY		77.85
51081771	05/25/2018	ANGEL ISLAND - TIBURON FERRY	010-5810	06/06/18 CORNELL ANGEL ISLAND TRIP		774.00
51081772	05/25/2018	ANGEL ISLAND - TIBURON FERRY	010-5810	06/08/18 CORNELL ANGEL ISLAND TRIP		774.00

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Board Report

May 2018 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51081773	05/25/2018	CA STATE PARKS ANGEL ISLAND STATE PARK	010-5810	06/06 & 06/08 CORNELL TRIPS		396.00
51081774	05/25/2018	AUS WEST LOCKBOX	130-5800	MOP & TOWEL SERVICE		73.95
51081775	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		646.86
51081776	05/25/2018	ALBANY USD	010-3751	06/18 CALPERS	12,951.34	
			010-3752	06/18 BOE CALPERS	133.00	
				06/18 CALPERS	6,118.00	
			010-5800	06/18 BOE CALPERS	37.58	
				06/18 CALPERS	2,082.98	
			010-9534	06/18 BOE CALPERS	11,255.21	
				06/18 CALPERS	545,378.12	577,956.23
51081777	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,645.04
51081778	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,035.39
51081779	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		646.86
51081780	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,426.72
51081781	05/25/2018	CRYSTAL CREAMERY	130-4700	17/18 DAIRY		1,871.16
51081782	05/25/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		706.20
51081783	05/25/2018	BANKCARD CENTER	010-4100	CI&A CREIDT CARD EXPENSES	1,243.74	
			010-4300	AAC CREDIT CARD EXPENSES	388.43	
				CORNELL CREDIT CARD EXPENSES	256.52	
				HR CREDIT CARD EXPENSES	357.46	
				MARIN CREDIT CARD EXPENSES	153.19	
			010-4305	CI&A CREDIT CARD EXPENSES	116.20	
				SUPT. CREDIT CARD EXPENSES	414.75	
			010-5200	SUPT. CREDIT CARD EXPENSES	15.00	
			010-5812	HR CREDIT CARD EXPENSES	186.43	
			010-5830	AAC WHEN TO WORK SUBSCRIPTION	440.00	
				AAC WIX.COM SUBSCRIPTION	286.00	
			130-4300	FOOD SERVICE CREDIT CARD EXPENSES	84.47	
			130-4700	FOOD SERVICE CREDIT CARD EXPENSES	3,332.73	
			130-4710	FOOD SERVICE CREDIT CARD EXPENSES	635.17	
			130-5200	FOOD SERVICE CREDIT CARD EXPENSES	60.00	7,970.09
51081784	05/25/2018	EAST BAY RESTAURANT SUPPLY	130-4300	KITCHEN SUPPLIES & EQUIPMENT		513.97
51081785	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,426.72
51081786	05/25/2018	FOOD 4 THOUGHT, LLC	130-4700	FOOD		1,507.70

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

ESCAPE ONLINE

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ReqPay12c

Board Report

May 2018 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51081787	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,645.04
51081788	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,147.19
51081789	05/25/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		197.76
51081790	05/25/2018	GOLD STAR FOODS	130-4700	FOOD		9,905.02
51081791	05/25/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		895.24
51081792	05/25/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		756.02
51081793	05/25/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		1,189.90
51081794	05/25/2018	Hayes Distributing Inc.	130-4700	FOOD		5,258.07
51081795	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		490.89
51081796	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,569.60
51081797	05/25/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		1,645.04
51081798	05/25/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		1,426.72
51081799	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,116.23
51081800	05/25/2018	P & R PAPER SUPPLY COMPANY	130-4710	SUPPLIES		1,399.20
51081801	05/25/2018	PRIMIZIE FOODS	130-4700	FOOD		460.80
51081802	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,467.54
51081803	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		963.20
51081804	05/25/2018	RODAN BUILDERS	211-6201	AMS ANNEX PROJECT - PHASE II	15,355.61	
			211-6251	AMS ANNEX PROJECT - PHASE II	807,602.14	822,957.75
51081805	05/25/2018	BANNER BANK - RODAN RETENTION	211-6201	AMS ANNEX PROJECT - PHASE II	749.27	
			211-6251	AMS ANNEX PROJECT - PHASE II	39,406.40	40,155.67
51081806	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		756.02
51081807	05/25/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		249.30
51081808	05/25/2018	PARENT	010-5827	* ACADEMIC SERVICES		12,900.00
Total Number of Checks					312	2,043,589.12

Fund Summary

Fund	Description	Check Count	Expensed Amount
010	General Fund	264	992,949.06
120	Child Development Fund	13	6,181.43
130	Cafeteria Fund	28	48,707.42
140	Deferred Maintenance Fund	6	14,359.55
211	Measure B 2016A	6	932,270.43
212	Measure E 2016A	4	41,235.20
250	Capital Facilities Fund	2	8,091.91

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

ESCAPE ONLINE

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ReqPay12c

Board Report

May 2018 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	312	2,043,795.00	
			Less Unpaid Sales Tax Liability		205.88	
			Net (Check Amount)		2,043,589.12	

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

ESCAPE ONLINE

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ALBANY UNIFIED SCHOOL DISTRICT
Donations ♦ May 1 – May 31, 2018

S U M M A R Y

Site	Current	Previously Approved	Total Year-to-Date
Albany High School	\$ 262.00	\$ 11,354.16	\$ 11,616.16
Albany Middle School	140.00	47,458.38	47,598.38
ICEC: In Class Enrichment Campaign	100.00	9,032.46	9,132.46
Cornell Elementary	707.27	49,686.20	50,393.47
Marin Elementary	1,446.89	14,774.07	16,220.96
Ocean View Elementary	1,073.90	33,227.81	34,301.71
Transitional Kindergarten	0	1,174.00	1,174.00
Albany Children's Center	0	1,118.00	1,118.00
Multi-Site Donations	9,592.82	335,413.35	345,006.17
Total	\$13,322.88	\$514,840.97	\$528,163.85

ALBANY UNIFIED SCHOOL DISTRICT
May 1 – May 31, 2018

ALBANY HIGH SCHOOL	
\$ 200.00	Donation - Student Equity Advisory Council
\$ 2.00	YourCause, AT&T - Ritchie
\$ 60.00	YourCause, Wells Fargo - Ritchie
\$ 262.00	Current
\$ 212.00	Approved - 6/12/18 Board Meeting
\$ 1,868.60	Approved - 5/8/18 Board Meeting
\$ 17.00	Approved - 3/27/18 Board Meeting
\$ 104.00	Approved - 2/27/18 Board Meeting
\$ 1,471.26	Approved - 1/23/18 Board Meeting
\$ 4,823.90	Approved - 1/9/18 Board Meeting
\$ 1,669.00	Approved - 11/28/17 Board Meeting
\$ 144.40	Approved - 10/24/17 Board Meeting
\$ 594.00	Approved - 9/26/17 Board Meeting
\$ 450.00	Approved - 8/22/17 Board Meeting
\$ 11,616.16	Total YTD

ALBANY MIDDLE SCHOOL	
\$ 100.00	Donation via MySchoolBucks, 8th Grade
\$ 40.00	YourCause, Chevron - Brill
\$ 140.00	Current
\$ 571.02	Approved - 6/12/18 Board Meeting
\$ 19,485.00	Approved - 5/8/18 Board Meeting
\$ 267.08	Approved - 3/27/18 Board Meeting
\$ 679.40	Approved - 2/27/18 Board Meeting
\$ 1,053.39	Approved - 1/23/18 Board Meeting
\$ 3,769.00	Approved - 1/9/18 Board Meeting
\$ 7,712.50	Approved - 11/28/17 Board Meeting
\$ 2,834.89	Approved - 10/24/17 Board Meeting
\$ 11,086.10	Approved - 8/22/17 Board Meeting
\$ 47,598.38	Total YTD

ICEC - In Class Enrichment Campaign	
\$ 100.00	Online Donation via Benevity
\$ 100.00	Current
\$ 50.00	Approved - 6/12/18 Board Meeting
\$ 75.00	Approved - 5/8/18 Board Meeting
\$ 90.00	Approved - 3/27/18 Board Meeting
\$ 2,060.00	Approved - 2/27/18 Board Meeting
\$ 307.46	Approved - 1/23/18 Board Meeting
\$ 1,645.00	Approved - 1/9/18 Board Meeting
\$ 460.00	Approved - 11/28/17 Board Meeting
\$ 4,245.00	Approved - 10/24/17 Board Meeting
\$ 40.00	Approved - 9/26/17 Board Meeting
\$ 60.00	Approved - 8/22/17 Board Meeting
\$ 9,132.46	Total YTD

CORNELL ELEMENTARY	
\$ 707.27	Cornell PTA
\$ 707.27	Current
\$ 10,738.50	Approved - 6/12/18 Board Meeting
\$ 2,110.55	Approved - 5/8/18 Board Meeting
\$ 40.00	Approved - 3/27/18 Board Meeting
\$ 4,181.00	Approved - 2/27/18 Board Meeting
\$ 216.56	Approved - 1/23/18 Board Meeting
\$ 5,028.34	Approved - 1/9/18 Board Meeting
\$ 26,901.25	Approved - 11/28/17 Board Meeting
\$ 470.00	Approved - 10/24/17 Board Meeting
\$ 50,393.47	Total YTD

MARIN ELEMENTARY	
\$ 1,446.89	Marin PTA
\$ 1,446.89	Current
\$ 358.33	Approved - 5/8/18 Board Meeting
\$ 4,000.96	Approved - 3/27/18 Board Meeting
\$ 3,125.24	Approved - 2/27/18 Board Meeting
\$ 601.40	Approved - 1/23/18 Board Meeting
\$ 2,468.00	Approved - 1/9/18 Board Meeting
\$ 3,601.00	Approved - 11/28/17 Board Meeting
\$ 219.00	Approved - 10/24/17 Board Meeting
\$ 400.14	Approved - 9/26/17 Board Meeting
\$ 16,220.96	Total YTD

OCEAN VIEW ELEMENTARY	
\$ 80.00	Donation - Sprenger
\$ 83.37	Inter-State Studio - Georgeson
\$ 850.53	Ocean View PTA
\$ 60.00	YourCause, Wells Fargo - Georgeson
\$ 1,073.90	Current
\$ 671.02	Approved - 6/12/18 Board Meeting
\$ 100.00	Approved - 5/8/18 Board Meeting
\$ 12,646.68	Approved - 3/27/18 Board Meeting
\$ 3,177.65	Approved - 2/27/18 Board Meeting
\$ 608.00	Approved - 1/23/18 Board Meeting
\$ 12,035.43	Approved - 1/9/18 Board Meeting
\$ 725.00	Approved - 11/28/17 Board Meeting
\$ 969.89	Approved - 10/24/17 Board Meeting
\$ 2,294.14	Approved - 9/26/17 Board Meeting
\$ 34,301.71	Total YTD

TRANSITIONAL KINDERGARTEN	
\$ 454.00	Approved - 6/12/18 Board Meeting
\$ 136.00	Approved - 5/8/18 Board Meeting
\$ 210.00	Approved - 3/27/18 Board Meeting
\$ 374.00	Approved - 1/9/18 Board Meeting
\$ 1,174.00	Total YTD

ALBANY CHILDREN'S CENTER	
\$ 1,118.00	Approved - 2/27/18 Board Meeting
\$ 1,118.00	Total YTD

MULTI-SITE DONATIONS	
\$ 8,020.05	Albany Athletics Boosters
\$ 1,572.77	Albany Music Fund
\$ 9,592.82	Current
\$ 6,945.37	Approved - 6/12/18 Board Meeting
\$ 15,045.64	Approved - 2/27/18 Board Meeting
\$ 4,813.15	Approved - 1/23/18 Board Meeting
\$ 275,914.49	Approved - 1/9/18 Board Meeting
\$ 4,766.46	Approved - 11/28/17 Board Meeting
\$ 55.00	Approved - 10/24/17 Board Meeting
\$ 4,467.95	Approved - 9/26/17 Board Meeting
\$ 23,405.29	Approved - 8/22/17 Board Meeting
\$ 345,006.17	Total YTD

TOTAL	
\$ 13,322.88	Current
\$ 19,641.91	Approved - 6/12/18 Board Meeting
\$ 35,736.02	Approved - 5/8/18 Board Meeting
\$ 17,271.72	Approved - 3/27/18 Board Meeting
\$ 29,490.93	Approved - 2/27/18 Board Meeting
\$ 9,071.22	Approved - 1/23/18 Board Meeting
\$ 306,058.16	Approved - 1/9/18 Board Meeting
\$ 45,835.21	Approved - 11/28/17 Board Meeting
\$ 8,938.18	Approved - 10/24/17 Board Meeting
\$ 7,796.23	Approved - 9/26/17 Board Meeting
\$ 35,001.39	Approved - 8/22/17 Board Meeting
\$ 528,163.85	Total YTD

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: **CHILD DEVELOPMENT SERVICES CONTRACT FOR THE 2018-19 FISCAL YEAR (CCTR-8002) AND THE RESOLUTION FOR AUTHORIZED SIGNATORIES FOR THE CONTRACT**

PREPARED BY: **DOUG CRANCER, CHIEF BUSINESS OFFICIAL (INTERIM)**

TYPE OF ITEM: **CONSENT**

PURPOSE: To formally approve and accept the State estimated contract for the Before-and-After school child care programs for the 2018-19 fiscal year.

BACKGROUND INFORMATION: The Albany Children's Center operates the two child development programs funded by the State, which consist of a preschool program (Ages 2-4) and general child care & development programs (Ages 5-9).

DETAILS: To formally accept the estimated contract for the general child care & development programs we need to approve and complete the following:

- State Resolution Form
- California Civil Rights Laws Certifications Form
- Contractor Certification Clauses Form
- Federal Certification Form
- State agreements for Preschool and School-Age programs

KEY QUESTIONS/ANSWERS:

1. Should I be concerned that paragraph two of the agreement for both programs note the agreement can be terminated immediately?
 - a. No, this is a standard clause in State agreements. This is due to the agreements being initiated prior to the State formally adopting its budget. In many instances the amount of the agreement is adjusted lower or higher once the State adopts their budget, but not terminated completely.
2. Page 4 of the document notes public agencies can use a Board policy for authorizing the execution of the agreement instead of an annual resolution. Why not adopt a Board policy?
 - a. State representatives have been contacted regarding any required language needed for a Board policy. The representative was unfamiliar with any required language for a Board policy and recommended the safest approach of annually adopting the resolution to avoid any disqualification or delays in receiving funding.

FINANCIAL INFORMATION:

- CCTR-8002 - \$429,605 (Maximum)

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 Child Development Services Contract for the 2018-19 Fiscal Year (CCTR-8002) and the Resolution for Authorized Signatories for the Contracts.

California Department of Education (CDE)
DIRECTIONS AND FORMS
FOR
CHILD CARE AND DEVELOPMENT CONTRACTS

Please read the entire document carefully. This document contains the following:

- Directions for Contract Execution (page 2)
- Issues that will Delay Contract Execution (page 3)
- Resolution/Signature Authority (page 4)
- Sample Resolution (page 5)
- Frequently Asked Questions (pages 6-7)
- Checklist (page 8)
- California Civil Rights Laws Certification (CO-005) (page 9)
- Contractor Certification Clauses (CCC-4/2017) (pages 10-13)
- Federal Certifications (CO.8) (pages 14-15)
- Contract and encumbrance page (pages 16-17)

DIRECTIONS FOR CONTRACT EXECUTION

1. Review the Funding Terms and Conditions (FT&C), applicable Program Requirements, and the General Terms and Conditions (GTC 610). If you are a State Agency or University, review the General Interagency Agreement (GIA 610).

All of the above can be found on the CDE Web site at the following link:

<http://www.cde.ca.gov/fg/aa/cd/ftc2018.asp>

2. Print **two (2) copies of this document** beginning with the Checklist through the Contract and encumbrance (pages 8-17), **single-sided only**. Do not alter documents in any way.
 - a. Confirm that the printed pages are legible. If the contract language is cut off at the margin, follow the link below to correct the problem:
<http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
3. Have **both** copies of the contract and all required documents filled out completely and signed by the authorized official.
 - Sign documents in **blue ink** only;
 - **Contracts signed in black ink, stamped signatures, or copies will NOT be accepted.**
 - Print name, title, and address where requested.
 - Fill in place of performance on the Federal Certifications.
 - Do not sign the encumbrance page—it's for CDE use only.
4. **Public agencies only** - Attach a copy of a resolution by the local governing body authorizing the execution of **each** contract.
 - ***Contracts will not be executed prior to board approval.***
5. Mail (e-mail not accepted) signed contracts and all completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

ISSUES THAT DELAY CONTRACT EXECUTION

The following issues will delay contract execution and payment:

- Documents are unsigned, incomplete, or not returned.
- Contracts are mailed to the incorrect address.
- Contracts are e-mailed.
- The contract is not signed with original signatures in *blue ink*.
- The contract was printed illegibly, double-sided or formatting has been changed.
- The individual signing the contracts does not have signature authority to enter into contractual agreements with the CDE.

RESOLUTION/SIGNATURE AUTHORITY

PUBLIC AGENCIES

According to the *State Contracting Manual, Volume 1*, when one of the contracting parties is a county, city, district, or other local public body, the contract shall be accompanied by one of the following documents from the local governing body authorizing execution of the agreement:

- Board resolution; or
- Board minutes; or
- Board policy

Please submit one resolution per contract.

County Offices of Education

A resolution is not required ***IF*** the County Superintendent signs the contract. If anyone else signs, signature authority is required.

PRIVATE AGENCIES

Generally, the Executive Director, Owner, President, etc. are the authorized signers. *If an individual with a different title than above signs the contract*, provide one of the following indicating the signee has the authority to enter into and sign contractual agreements with the CDE:

- Letter on company letterhead;
- Board Resolution; or
- Board Minutes

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2018-19.

BE IT RESOLVED that the Governing Board of Albany Unified School District

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Valerie Williams	Superintendent	
Carrie Nerheim	Director of Student Services	
Anna Mansker	Albany Children's Center Director	

I, Valerie Williams, Clerk of the Governing Board of
Albany Unified School District, of Alameda County, in the
State of California, certify that the foregoing is a full, true and correct copy of a resolution
adopted by the said Board at a regular board meeting thereof held at a
regular public place of meeting and the resolution is on file in the office of said Board.

(Date)

FREQUENTLY ASKED QUESTIONS

BOARD RESOLUTIONS/SIGNATURE AUTHORITY

Do I need to provide a resolution and signature authority for an original contract?

Public Agency

Yes, you need a resolution authorizing the contract. You also need to provide signature authority for the person signing the contract, if someone other than the Superintendent signs. See the sample provided on the previous page.

Private Agency

The CDE does not require a resolution from a private agency. However, if an employee who is not the Executive Director, Owner, or President, etc. has signed the contract, signature authority is required. This can be provided by a resolution or letter on letterhead from the Executive Officer.

Do I need a resolution for an amendment?

If the resolution for the original contract specified the contract amount, a resolution containing the amended contract amount is required.

In addition, signature authority will be required if the person signing the amendment was not included as an authorized signer on the original resolution.

I work for a County Superintendent of Schools. Does my contract need a resolution?

A resolution is not required *IF* the County Superintendent signs the contract.

If someone other than the County Superintendent signs the contract, signature authority is required. This can be provided by a resolution or letter on letterhead signed by the County Superintendent.

CONTRACT COPIES

Can we e-mail copies of the signed contract?

No. CDE can only accept contracts containing original signatures.

FEDERAL ID NUMBER

What is my Federal ID number?

An Employer Identification Number (EIN) is also known as a Federal Tax Identification Number, and is used to identify a business entity. Use this number to fill in the CCC-307 form.

PRINTING ERRORS

What is a misprint?

A misprint occurs when the contract is printed illegibly, double-sided, or a change has been made to the formatting. Common examples are:

- The text on the left margin of the contract has been cut off. Fix problem here:
<http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
- Toner issues cause the print to be illegible.
- The contract has been printed double-sided.
- Space has been added or deleted.

If this occurs, and the contract is sent to CDE, you will receive an e-mail asking you to re-print, re-sign and return a correctly printed contract. Contracts that have been altered in any way are unacceptable.

CONTACT INFORMATION

When should I contact the Contracts Office?

If you have a question regarding the status of the contract or questions about any of the attached documents, please contact the following:

Counties A-N Gabrielle Gonzales GGonzales@cde.ca.gov

Counties O-Y Favio Flores fflores@cde.ca.gov

For questions regarding contract terms such as MDO, MRA, etc., contact the assigned Fiscal Analyst or EESD Consultant.

Direct all contract correspondence to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

CONTRACT CHECKLIST

Please note that every form in your package is required.

Contractor name Albany Unified School District Contract # CCTR-8002-00

Place a check mark next to each item being returned.

- ☐ Checklist
- ☐ **Two (2)** signed California Civil Rights Laws Certifications (CO-005)
- ☐ **Two (2)** signed Contractor Certification Clauses (CCC-4/2017)
 - **Did you fill in ALL spaces including Federal ID Number?**
- ☐ **Two (2)** signed Federal Certifications (CO.8)
 - **Did you fill in the place of performance?**
- ☐ **Two (2)** signed (in **blue ink**) child care contracts with original signatures
 - **Did you include your printed name, title, and address?**
 - **Is all of the contract language visible?**
- ☐ **Two (2)** Encumbrance pages
 - **Informational only; do not sign.**
- ☐ Board resolution or minutes authorizing execution of contract (if applicable)
- ☐ Board resolution or minutes, authorizing delegation of authority (if applicable)

Mail all signed contracts and completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference Services California
Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.		<i>Federal ID Number</i>
<i>Proposer/Bidder Firm Name (Printed)</i> Albany Unified School District		94-6002064
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i> Valerie Williams, Superintendent		
<i>Date Executed</i> June 26, 2018	<i>Executed in the County and State of</i> Alameda	

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Albany Unified School District		<i>Federal ID Number</i> 94-6002064
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Valerie Williams, Superintendent		
<i>Date Executed</i> June 26, 2018	<i>Executed in the County of</i> Alameda	

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO

REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized

officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CO.8 (REV. 5/07)

FEDERAL CERTIFICATIONS

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Albany Children's Center

720 Jackson Street

Albany, CA 94706

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR)
Albany Unified School District

CONTRACT # CCTR-7002-00

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Valerie Williams, Superintendent

SIGNATURE

DATE



DATE: July 01, 2018

CONTRACT NUMBER: CCTR-8002

PROGRAM TYPE: GENERAL CHILD CARE &
DEV PROGRAMS

PROJECT NUMBER: 01-6112-00-8

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: ALBANY CITY UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 18-19, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the GENERAL CHILDCARE AND DEVELOPMENT PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2018 through June 30, 2019. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$48.51 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$429,605.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 8,856.0

Minimum Days of Operation (MDO) Requirement 182

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2018.asp>

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Valerie Williams, Superintendent	
TITLE Contract Manager		ADDRESS 904 Talbot Street, Albany, CA 94706	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 429,605	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Department of General Services use only	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) See Attached		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 429,605	ITEM See Attached	CHAPTER	STATUTE FISCAL YEAR
OBJECT OF EXPENDITURE (CODE AND TITLE) 702			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE	

CONTRACT NUMBER: CCTR-8002

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 110,688	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 13609-6112	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 110,688	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2018	FISCAL YEAR 2018-2019
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 50,882	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 15136-6112	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 50,882	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2018	FISCAL YEAR 2018-2019
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 268,035	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23254-6112			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 268,035	ITEM 30.10.020.001 6100-194-0001	CHAPTER B/A	STATUTE 2018	FISCAL YEAR 2018-2019
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: **CHILD DEVELOPMENT SERVICES CONTRACT FOR THE 2018-19 FISCAL YEAR (CSPP-8002) AND THE RESOLUTION FOR AUTHORIZED SIGNATORIES FOR THE CONTRACT**

PREPARED BY: **DOUG CRANCER, CHIEF BUSINESS OFFICIAL (INTERIM)**

TYPE OF ITEM: **CONSENT**

PURPOSE: To formally approve and accept the State estimated contract for the Preschool program for the 2018-19 fiscal year.

BACKGROUND INFORMATION: The Albany Children's Center operates the two child development programs funded by the State, which consist of a preschool program (Ages 2-4) and general child care & development programs (Ages 5-9).

DETAILS: To formally accept the estimated contract for the preschool program we need to approve and complete the following:

- State Resolution Form
- California Civil Rights Laws Certifications Form
- Contractor Certification Clauses Form
- State agreements for Preschool and School-Age programs

KEY QUESTIONS/ANSWERS:

1. Should I be concerned that paragraph two of the agreement for both programs note the agreement can be terminated immediately?
 - a. No, this is a standard clause in State agreements. This is due to the agreements being initiated prior to the State formally adopting their budget. In many instances the amount of the agreement is adjusted lower or higher once the State adopts their budget, but not terminated completely.
2. Page four of the document notes public agencies can use a Board policy for authorizing the execution of the agreement instead of an annual resolution. Why not adopt a Board policy?
 - a. State representatives have been contacted regarding any required language needed for a Board policy. The representative was unfamiliar with any required language for a Board policy and recommended the safest approach of annually adopting the resolution to avoid any disqualification or delays in receiving funding.

FINANCIAL INFORMATION:

- CSPP-8002 - \$664,470 (Maximum)

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 Child Development Services Contract for the 2018-19 Fiscal Year (CSPP-8002) and the Resolution for Authorized Signatories for the Contracts.

**California Department of Education (CDE)
DIRECTIONS AND FORMS
FOR
CHILD CARE AND DEVELOPMENT CONTRACTS**

Please read the entire document carefully. This document contains:

- Directions for Contract Execution (page 2)
- Issues that will Delay Contract Execution (page 3)
- Resolution/Signature Authority (page 4)
- Sample Resolution (page 5)
- Frequently Asked Questions (pages 6-7)
- Checklist (page 8)
- Contractor Certification Clauses (CCC-04-2017) (pages 9-12)
- California Civil Rights Laws Certification (CO-005) (page 13)
- Contract (page 14)

DIRECTIONS FOR CONTRACT EXECUTION

1. Review the Funding Terms and Conditions (FT&C), applicable Program Requirements, and the General Terms and Conditions (GTC 04/2017). If you are a State Agency or University, review the General Terms and Conditions for Interagency Agreements (GIA 610).

All of the above can be found at the following link:

<http://www.cde.ca.gov/fg/aa/cd/ftc2018.asp>

2. Print **two (2) copies of this document** beginning with the Checklist through the Contract (pages 8-14), ***single-sided only***. Do not alter documents in any way.
 - a. Confirm that the printed pages are legible. If the contract language is cut off at the margin, follow the link below to correct the problem:
<http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
3. Have **both** copies of the contract and all required documents filled out completely and signed by the authorized official.
 - Sign documents in ***blue ink*** only;
 - **Contracts signed in black ink, stamped signatures, or copies will NOT be accepted.**
 - Print name, title, and address where requested.
4. **Public agencies only** - Attach a copy of a resolution by the local governing body authorizing the execution of **each** contract.
 - ***Contracts will not be executed prior to board approval.***
5. Mail (e-mail not accepted) signed contracts and all completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

ISSUES THAT DELAY CONTRACT EXECUTION

The following issues will delay contract execution and payment:

- Documents are unsigned, incomplete, or not returned.
- Contracts are mailed to the incorrect address.
- Contracts are e-mailed.
- The contract is not signed with original signatures in *blue ink*.
- The contract was printed illegibly, double-sided, or formatting has been changed.
- The individual signing the contracts does not have signature authority to enter into contractual agreements with the CDE.

RESOLUTION/SIGNATURE AUTHORITY

PUBLIC AGENCIES

According to the *State Contracting Manual, Volume 1*, when one of the contracting parties is a county, city, district, or other local public body, the contract shall be accompanied by one of the following documents from the local governing body authorizing execution of the agreement:

- Board resolution; or
- Board minutes; or
- Board policy

Please submit one resolution per contract type.

County Offices of Education

A resolution is not required ***IF*** the County Superintendent signs the contract. If anyone else signs, signature authority is required.

If someone other than the County Superintendent signs the contract, signature authority is required. This can be provided by a resolution or letter on letterhead signed by the County Superintendent.

PRIVATE AGENCIES

Generally, the Executive Director, Owner, President, etc. are the authorized signers. *If an individual with a different title than above signs the contract*, provide one of the following indicating the signee has the authority to enter into and sign contractual agreements with the CDE:

- Letter on company letterhead;
- Board Resolution; or
- Board Minutes

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2018-19.

BE IT RESOLVED that the Governing Board of Albany Unified School District

authorizes entering into local agreement number CSPP-8002-00 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Valerie Williams	Superintendent	
Carrie Nerheim	Director of Student Services	
Anna Mansker	Albany Children's Center Director	

PASSED AND ADOPTED THIS 26th day of June 2018, by the

Governing Board of Albany Unified School District

of Alameda County, in the State of California.

I, Valerie Williams, Clerk of the Governing Board of

Albany Unified School District, of Alameda, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

FREQUENTLY ASKED QUESTIONS

BOARD RESOLUTIONS/SIGNATURE AUTHORITY

Do I need to provide a resolution and signature authority for an original contract?

Public Agency

Yes, you need a resolution authorizing the contract. You also need to provide signature authority for the person signing the contract, if someone other than the Superintendent signs. See the sample provided on the previous page.

Private Agency

The CDE does not require a resolution from a private agency. However, if an employee who is not the Executive Director, Owner, or President, etc. has signed the contract, signature authority is required. This can be provided by a resolution or letter on letterhead from the Executive Officer.

Do I need a resolution for an amendment?

If the resolution for the original contract specified the contract amount, a resolution containing the amended contract amount is required.

In addition, signature authority will be required if the person signing the amendment was not included as an authorized signer on the original resolution.

I work for a County Superintendent of Schools. Does my contract need a resolution?

Because County Superintendents have the authority to enter into contracts without board approval, a resolution is not required *IF* the County Superintendent signs the contract.

If someone other than the County Superintendent signs the contract, signature authority is required. This can be provided by a resolution or letter on letterhead signed by the County Superintendent.

CONTRACT COPIES

Can we e-mail copies of the signed contract?

No. CDE can only accept contracts with original signatures at this time.

Why do I have to make two copies of the contract?

So that once the contract is executed, CDE can send you a signed original.

FEDERAL ID NUMBER

What is my Federal ID number?

An Employer Identification Number (EIN) is also known as a Federal Tax Identification

Number, and is used to identify a business entity. Use this number to fill in the CCC-4/2017 form.

PRINTING ERRORS

What is a misprint?

A misprint occurs when the contract is printed illegibly, double-sided, or a change has been made to the formatting. Common examples are:

- The text on the left margin of the contract has been cut off. Fix problem here:
<http://helpx.adobe.com/acrobat/kb/scale-or-resize-printed-pages.html>
- Toner issues cause the print to be illegible.
- The contract has been printed double-sided.
- Space has been added or deleted.

If this occurs, and the contract is sent to CDE, you will receive an e-mail asking you to re-print, re-sign and return a correctly printed contract. Contracts that have been altered in any way are unacceptable.

CONTACT INFORMATION

When should I contact the Contracts Office?

If you have a question regarding the status of the contract or questions about any of the attached documents, please contact the following:

Counties A-N Gabrielle Gonzales GGonzales@cde.ca.gov

Counties O-Y Favio Flores fflores@cde.ca.gov

For questions regarding contract terms such as MDO, MRA, etc., contact the assigned Fiscal Analyst or EESD Consultant.

Direct all contract correspondence to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

CONTRACT CHECKLIST

Please note that every form is required.

Contractor name Albany Unified School District Contract # CSPP-8002-00

Place a check mark next to each item being returned.

- ☐ Checklist
- ☐ **Two (2)** signed (in **blue ink**) child care contracts with original signatures
 - **Did you include your printed name, title, and address?**
 - **Is all of the contract language visible?**
- ☐ **Two (2)** signed Contractor Certification Clauses (CCC-4/2017)
 - **Did you fill in ALL spaces including Federal ID Number?**
- ☐ **Two (2)** signed California Civil Rights Laws Certifications (CO-005)
- ☐ Board resolution or minutes authorizing execution of contract and/or authorizing delegation of authority (if applicable)

Mail all signed contracts and completed documents *as soon as possible* to:

**Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901**

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Albany Unified School District		<i>Federal ID Number</i> 94-6002064
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Valerie Williams, Superintendent		
<i>Date Executed</i> June 26, 2018	<i>Executed in the County of</i> Alameda	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works on the proposed Agreement will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. <i>Proposer/Bidder Firm Name (Printed)</i> Albany Unified School District		<i>Federal ID Number</i> 94-6002064
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Valerie Williams, Superintendent		
<i>Date Executed</i> June 26, 2018	<i>Executed in the County and State of</i> Alameda County in the State of California	



DATE: July 01, 2018

CONTRACT NUMBER: CSPP-8002

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 01-6112-00-8

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: ALBANY CITY UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 18-19, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2018 through June 30, 2019. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$49.10 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$664,470.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 13,533.0

Minimum Days of Operation (MDO) Requirement 245

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2018.asp>

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Valerie Williams, Superintendent	
TITLE Contract Manager		ADDRESS 904 Talbot Street, Albany, CA 94706	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 664,470	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23038-6112		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 664,470	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2018 FISCAL YEAR 2018-2019
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER		DATE	

Department of General Services
use only

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: APPROVE DISPOSAL OF SURPLUS E-WASTE

PREPARED BY: DAX KAJIWARA, TECHNOLOGY DIRECTOR

TYPE OF ITEM: CONSENT

PURPOSE:

The Board of Trustees to approve the disposal of obsolete and/or non-functioning technology items to an authorized E-Waste vendor

BACKGROUND INFORMATION:

E-Waste Disposal Protocols:

As a public institution service department, AUSD Technology Services Department has been charged with and is required to dispose of electronic waste in accordance with current local, state and federal regulations.

These are the procedures we follow with regards to E-Waste.

- 1) E-Waste systems are those that have been discarded from a school site. Each Principal collects and stores E-waste based on the needs of their school. The E-Waste is then audited by the IT Department for anything that could be refurbished and redistributed and removed from the E-Waste list. After approval of the Board of Education the remaining E-Waste (a listing is included as an attachment to this memo) will be scheduled for pickup by an authorized E-Waste vendor at no cost to the District.
- 2) Systems that are considered serviceable are retained either for spare parts or for redeployment at another site upon request. Our team has established a set of internal guidelines for determining the serviceability of computing systems discarded by our school sites. These guidelines include the age of the systems, the availability of and or cost of replacement components, as well as time considerations and cost effectiveness of repair and maintenance.
- 3) To provide extended service to existing legacy systems (those being near or beyond the serviceability age but are still in use at the school sites), we keep a set of replacement parts available. This is done by scavenging usable components from discarded systems that are no longer in service and beyond the serviceability standards.

DETAILS:

AUSD Technology Services schedules periodic E-waste disposal pickups by an authorized vendor. This is normally done at least once a year, at the end of the school year, as storage space at school sites is limited. This is the expected time to schedule a disposal pickup at the end of the 2017-18 school year.

KEY QUESTIONS/ANSWERS:

1. Q: What vendor does AUSD use to dispose of E-waste?

A: Y2K Electronics Recycling, LLC
44875 Industrial Drive, Suite C
Fremont, CA 94538

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 the disposal of the e-waste items on the attached list.

Type	Manufacturer	Model	Asset ID	Serial Number	Quantity
Bill Counter	Royal Sovereign	RBC-1003BK			1
Chromebook	Samsung	Chromebook 303C	2153		1
Chromebook	Samsung	Chromebook 303C	2398		1
Chromebook					70
COPIER	SHARP	AR-M257			1
CRT monitor	Impression	5VX			1
Desktop	Apple		683		1
Desktop	Apple		2815		1
Desktop	APPLE	E-MAC			1
Desktop	Apple	iMac	0789		1
Desktop	Apple	iMac	0795		1
Desktop	Apple	iMac	0796		1
Desktop	Apple	iMac	0799		1
Desktop	Apple	iMac	0800		1
Desktop	Apple	iMac	0779		1
Desktop	Apple	iMac	0780		1
Desktop	Apple	iMac	0781		1
Desktop	Apple	iMac	0806		1
Desktop	Apple	iMac	0807		1
Desktop	Apple	iMac	0809		1
Desktop	Apple	iMac	0808		1
Desktop	APPLE	iMac	0280		1
Desktop	APPLE	iMac	0277		1
Desktop	Apple	IMAC		W8733ap2x86	1
Desktop	Dell	Optiplex 620	0230	4N1WQB1	1
Desktop	Dell	Optiplex 7010	1627	383355550221	1
Desktop	Dell	Optiplex 620	0158	9M1WQ81	1
Desktop	Dell	Optiplex GX620	0408	2FQGS91	1
Desktop	Dell	Optiplex GX621	2769	G6XGY91	1
Desktop	Dell	Optiplex GX622	2771	F9QGS91	1
Desktop	Dell	Optiplex GX623	2768	HCF4Y91	1
Desktop	Dell	MMP		18ket	1
Desktop	Dell			FNGBQL1	1
Desktop	Dell	Optiplex GX620	3204	70HFFC1	1

Type	Manufacturer	Model	Asset ID	Serial Number	Quantity
Desktop	Dell Inc.	OptiPlex 7010	1627	HLZZVV1	1
Desktop	Dell Inc.	OptiPlex GX620		G6XGY91	1
Desktop	Dell Inc.	OptiPlex GX620		F9QGS91	1
Desktop	Dell Inc.	OptiPlex GX620		HCF4Y91	1
Desktop	Dell Inc.	OptiPlex GX620	3204	70HFFC1	1
Desktop	Gateway	E-6100	42	33046013	1
Desktop	Hewlett-Packard	HP Compaq 4000 Pro SFF PC		MXL12906XX	1
Desktop	Hewlett-Packard	HP Compaq dc5800 Microtower		MXL8340TFD	1
Desktop	Hewlett-Packard	HP Compaq dc5800 Microtower		MXL8340RWP	1
Desktop	Hewlett-Packard	HP Pro 3005 Microtower PC		MXL02122QS	1
Desktop	Hewlett-Packard	HP Pro 3005 Microtower PC		MXL02122QV	1
Desktop	HP	3005	2774	MXL02122QV	1
Desktop	HP	COMPAQ 4000	0672	MXL12906XX	1
Desktop	HP	DC5800	0641	MXL8340RXH	1
Desktop	HP	DC5800	0639	MXL8340TFD	1
Desktop	HP	DC5800	0642	MXL8340RWP	1
Desktop	HP	Pavilion A700Y		MXP44904GX	1
Desktop	HP	Compaq 6000	0619	MXL1041B88	1
Desktop	HP	Compaq 6005	0624	MXL0371Q8W	1
Desktop	SOYO				1
Doc Camera	Elmo	TT-02RX	1304		1
Document Camera	Smart	SDC-330	0967	E01B016615	1
Document Camera	Smart	SDC-331		E01B083524	1
document camera	Smart	SDC-330	1024	E01B016198	1
document camera	Smart	SDC-330	0961	E01B016225	1
DVD Player	LG	BD570		011NSE496622	1
DVD Player	Sony	DVP-NS57P		5202332	1
electronic free standing piano	Kurzweil	Mark 5		13200407	1
ELECTRONIC KEYBOARD	YAMAHA	P-45B		UBVL04774	1
keyboard					5
Keyboards					7
keyboards					10

Type	Manufacturer	Model	Asset ID	Serial Number	Quantity
Laptop	Apple	Macbook Air	1935		1
laptop	Apple	Macbook Air	0389		1
laptop	Apple	Macbook Air	1413		1
laptop	Apple Inc	MacBookPro8,2		C02H918PDV7N	1
laptop	Apple Inc	MacBookAir7,2	4860	C1MRXD9QH3QD	1
laptop	Apple Inc	MacBookAir4,2	1413	C02H509XF14V	1
laptop	Dell	PP04X		cn-oxm006-48643-77s-6316	1
laptop	Dell	Probook 4520s		2CE0330745	1
laptop	Dell	Probook 4520s		2CE033074L	1
laptop	Dell	Latitude E5500	1361	29610039313	
laptop	Dell Inc.	Vostro 3350	481	GRC5WP1	1
laptop	Dell Inc.	Latitude E5540	2830	FVF6J12	1
laptop	Dell Inc.	Latitude E5530 non-vPro		DKM1PX1	1
laptop	Dell Inc.	Vostro 3350	466	CRC5WP1	1
laptop	Dell Inc.	Vostro 3555	1183	JXRDLR1	1
laptop	Dell Inc.	Latitude E5500		DLP1WK1	1
laptop	Hewlett-Packard	HP ProBook 4520s		2CE0310WXV	1
Laptop	HP	HP 4520s	3528		1
Laser Disc	Pioneer				1
learn to type	AlphaWorld	NEO2			50
learn to type	AlphaSmart 2000				4
Location Tag					90
metal cart					1
monitor	Acer	V193L			1
Monitor	Dell	15"			5
monitor	Dell	E178FP			1
Monitor	Samsung	SyncMater 930a			1
monitor	Samsung	2033SW		CM20H9LS808261M	1
MONITOR	VIEWSONIC	VA721		P37042201622	1
Mouse	Mouse				1
overhead projector	3M				1
overhead projector	3M				1
overhead projector					1

Type	Manufacturer	Model	Asset ID	Serial Number	Quantity
plastic cart					4
PRINTER	EPSON	XP310		S56P310273	1
Printer	HP	LaserJet 4200	3301		1
printer	HP	Designjet 130	0097	MY73LD804Q	1
printer	HP	1012			1
PRINTER	HP	LASERJET 1320N	0707		1
PRINTER	HP	7660			1
PRINTER	HP	PSC 2210			
PRINTER	HP	LASERJET 4000		USQC003090	1
printer	HP	Laserjet 1020		CNB0324384	1
printer	HP	P1606dn		vnd3f86248	1
printer	HP	Laserjet 1606dn		VNB3G53411	1
printer	HP	Laserjet P1606dn	2762	VND3G48065	1
Projector	Epson	PowerLite 83+	0424		1
Projector	EPSON	85+	0958		1
Projector	EPSON	POWERLITE 85+	0962		1
Projector	Epson	H309A	1108	M4KF9Z3594L	1
Projector	Hitachi	CP-X2514WN	1294		1
Projector	Hitachi	CP-X2514WN	1351		1
Projector	Hitachi	CP-X2514WN	1351	F1HU03227	1
Projector	Mitsubishi	XD250U	1265		1
Projector	Mitsubishi	XD250U	1234		1
Projector	Mitsubishi	XD250U	1235		1
Projector	Mitsubishi	XD250U	1248		1
Radio	Motorola	CP200XLS			1
Security Camera DVR	Bosch Divar	DVR9E2162		862278031661	
smartboard overlay	SMART	PX350			1
TV	DYNEX	26"			1
TV	toshiba	CE19G10		78944275	1
	AlphaSmart 2000				3
	AlphaSmart Pro				3

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

**Regular Board Meeting
June 26, 2018**

**ITEM: SINGLE PLANS FOR STUDENT ACHIEVEMENT: CORNELL
ELEMENTARY SCHOOL, MARIN ELEMENTARY SCHOOL,
AND OCEAN VIEW ELEMENTARY SCHOOL**

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

TYPE OF ITEM: CONSENT

PURPOSE:

Single Plans for Student Achievement are developed at each school site and include an assessment of student needs, goals to improve student performance, and specific actions to achieve those goals. Single Plans for Student Achievement are a required part of school planning and must be approved on an annual basis by the District's Governing Board.

BACKGROUND INFORMATION:

Pursuant to California Education Code Section 64001 and the federal Elementary and Secondary Education Act (ESEA), schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans in the Single Plan for Student Achievement (SPSA).

These plans need to include the following components:

1. An analysis of student needs, as measured by student achievement data.
2. A measurement of the effectiveness of the current programs and improvement strategies, including an analysis of the causes of student underachievement.
3. The identification of goals and improvement strategies that align with the District Local Control Accountability Plans.
4. A set of timelines, responsible personnel, proposed expenditures, and funding sources to implement the plan.
5. A School Site Council, comprised of an equal number of parents and staff, who meet regularly to identify student needs, discuss current programs, plan for improvements, and ultimately vote to approve a plan that is then presented to the local governing board of education.

In preparing the Single Plans for Student Achievement, each principal works diligently to gather information about their students, collaborate with staff about students' needs, and articulate a set of goals, outcomes, and programs that will support those needs.

FINANCIAL INFORMATION:

Each School site is allocated a set of discretionary funds and restricted state lottery funds. Discretionary funds can be used for any educational purpose. Lottery Funds must be used only for instructional materials and supplies. Funds are allocated based on a projected student enrollment at each school site.

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 SINGLE PLANS FOR STUDENT ACHIEVEMENT FOR CORNELL ELEMENTARY, MARIN ELEMENTARY, AND OCEAN VIEW ELEMENTARY SCHOOL

The Single Plan for Student Achievement

School: Cornell Elementary School
CDS Code: 01-61127-6090161
District: Albany Unified School District
Principal: Heather Duncan
Revision Date: April 19, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Heather Duncan
Position: Principal
Phone Number: 510-558-3700
Address: 920 Talbot Avenue
 Albany, CA 94706
E-mail Address: hduncan@ausdk12.org

The District Governing Board approved this revision of the SPSA on .

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Single Plan for Student Achievement Executive Summary

1. How well did we do implementing this year's plan?

The 2017-18 school plan emphasized supporting students with at-risk needs by providing a more comprehensive ELD, math, and reading intervention program and implementing a new writing curriculum. Additionally the staff continued professional development on how to deliver designated ELD for second language learners as we move towards full implementation of a whole school delivery model for English Language Development (ELD) instruction by 2019-2020.

In these strategic areas of focus we made progress in areas below:

1. Academic Intervention: This is the second year in which Cornell staff supported students with math intervention during the school day for targeted grades that were identified to have the highest need. Cornell increased service this year to all six grade levels, up from three served in 2016-17.

2. English-Language Development Program: Throughout the year, bi-weekly ELD team meetings were held with the Principal, ELD teachers, and the Cornell Teacher on Special Assignment to plan and deliver staff meetings trainings on ELD Standards, CA State English Language Arts Standards, integrated ELD lesson planning, and designated ELD lesson planning. Training and support was provided throughout the year, with teacher coaching, push-in modeling, pull-out support, and professional development. Additionally, we continue our commitment of providing GLAD (Guided Language Acquisition Design) training for all new teachers to Cornell. All second language learners were provided with ELD instruction this year through push-in, pull-out or direct in-class instruction.

3. Climate of Safety and Kindness: Cornell has identified empathy and 'ally' behavior as a target learning goal for 2017-18. We designed three school-wide activities, as a school, to support the instruction of this competency. One activity was delivered through the library targeting common language development around "ally" behavior and empathy. Next, teachers worked on an in-class lesson designed to culminate in students identifying their own interpretation of an "ally" behavior. The year will culminate with a whole school activity where students and staff develop identity statements to display on campus.

2. How do we know if we were successful or were not successful?

1. Academic Intervention: Student data has been gathered on individual progress and is continually reviewed at our bi-weekly intervention meetings. We have a specific schedule whereby each intervention teacher presents to our team for focal student and small group analysis. When, and if, a student continues to display at-risk needs, we target discussion on explicit next steps for that child. Additionally, we continually review new student needs for intervention and reallocate scheduled time to meet needs. Classroom teacher input is gathered and incorporated into our meetings and flexible groups are redesigned as appropriate based on collective student performance data.

2. English-Language Development Program: In large part, our success is based on Cornell classroom teacher buy-in and commitment. As a professional development team, we targeted writing instruction as the area to teach and follow-up with staff development. As teachers were committed to the recent adoption of new writing curriculum and due to the fact the second language learners struggle greatly and often in writing, this was a focal content area for our work. ELD and intervention teachers, TSA, and the site principal reinforced training in various ways through individualized instruction, whole staff meetings, and an expectation that teachers would target small 'strategy' group instruction on ELD groups weekly with follow up student work brought to regular meetings for review.

3. No Place for Hate and Climate of Safety and Kindness: Review of student discipline data gathered through Aeries, anecdotal classroom teacher data, yard supervisor data, Student Success Team, and Safety Net data gathered on individual students guided the bulk of data for reflection on our growth. Additionally, Community Time meetings focused on a small topic monthly to share school wide. Overall, discipline referrals were reduced significantly in 2017-18. Restorative strategies were incorporated into student problem solving and resolution meetings.

3. How has this knowledge influenced your plans for next year?

Next year, we will continue the every other week intervention meetings and we look forward to what we've learned this year to hone the strength of our team. Service to all six grades will continue for math, reading, and English Language Development (ELD). We plan to continue professional development on ELD and designated instruction with a growth goal of having ELD students receiving designated instruction daily by 2019-20. As a staff member moves into a coming reading intervention vacancy, we are looking forward to a fresh perspective added to reading intervention along with continuing the well-established strengths of Cornell's reading intervention program.

As the elementary sites and the district continue supporting the new reading curriculum adoption with any resources available, both time and funds, to be dedicated to emerging needs related to adoption. The Intervention Team will be focusing on how to support classroom teachers as they utilize Units of Study with at-risk readers.

Culture and climate will continue to be an area of focus as we grow student, staff, and community mindset around equitable practices and behaviors for students from various backgrounds and perspectives. The recently developed AUSD Social Justice/Social Emotional standards will be a guide to this work.

School Vision and Mission

Cornell Elementary School's Vision and Mission Statements

School Mission Statement

At Cornell Elementary School, our mission is to create a community of self-sufficient life-long learners who are cooperative, respectful, and responsible.

School Vision Statement

We support the district's mission, values and beliefs by:

- Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social-emotional growth
- Valuing the diversity of our population, embracing the unique qualities of each student, and building students' understanding and acceptance of these differences between one another
- Targeting our work to ensure that our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community

School Profile

Cornell Elementary School is part of the Albany Unified School District in Albany, California, a small community located in the San Francisco East Bay Area. Albany schools serve a large number of families from all over the world, many through their connection to University of California, Berkeley.

The strength of our school lies with our staff and parent community. Our teaching faculty is comprised of highly qualified, fully credentialed teachers who offer focused instruction and design rigorous academic curricula based on the California State Standards. The partnership between our school, Cornell families, and our community allows us to effectively support our students, staff, and instructional programs. Parent support at Cornell is remarkable. Our school community benefits greatly from the volunteer and financial support provided by our parents and local community.

There are approximately 550 students currently enrolled at Cornell School. The school serves students in kindergarten through 5th grade, with 23 general education and 2 special education classrooms on campus. The general education classrooms have a student range of 21 to 28 students. Additional teachers and staff serve students in need of reading and math Intervention, English Language Development Instruction, Speech and Language Therapy, Special Education Resource Instruction, Adapted Physical Education, Occupational Therapy, and Mental Health Counseling Services. The intervention specialist teachers offer support comprised of ELD Specialists (1.2 FTE), and Reading Intervention (1.4 FTE).

Students at Cornell School receive a core academic curriculum based on California State Standards. To develop focus on the whole child, our faculty provides learning experiences to foster students' social and emotional growth. Cornell teachers differentiate their instruction to meet the individual learning needs of their students, thereby helping all students to make progress towards mastery of learning goals. Kindergarten students participate in library and physical education each week. 1st-5th grade students participate in library, physical education and music classes each week, and 4th-5th grade students also participate in science classes each week, all of which are taught by credentialed teachers. Through the Albany Elementary Giving Campaign, K-5 students are offered additional enrichment activities, such as dance, music, performing arts, chess, and poetry during the school day. Additionally, both before and after-school enrichment opportunities are provided on-site to those families that enroll.

Nearly 30% of our students are English learners and about 14% of our students participate in the Free or Reduced Lunch program. With close to 30 different languages spoken, our students are provided wonderful opportunities for cultural dialogue with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. Cornell is proud to be an inclusive and welcoming school.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2015-16 California Healthy Kids Survey 5th grade results.

I feel close to people at school.

7% No, never
28% Yes, some of the time
42% Yes, most of the time
22% Yes, all of the time

I am happy to be at this school.

1% No, never
18% Yes, some of the time
35% Yes, most of the time
46% Yes, all of the time

I feel like I am part of this school.

3% No, never
16% Yes, some of the time
28% Yes, most of the time
54% Yes, all of the time

Teachers treat students fairly at school.

0% No, never
10% Yes, some of the time
40% Yes, most of the time
50% Yes, all of the time

I feel safe at school.

0% No, never
8% Yes, some of the time
33% Yes, most of the time
59% Yes, all of the time

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

The following assessment programs and tools are used by Cornell staff to measure student achievement and respond to student needs by modifying instruction accordingly:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math in grades 3-5
- California English Language Development Test (retired in 2017-2018) and English Learner Proficiency Assessments (fully operational in 2018-2019)
- District Writing Assessments (K-5)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Scholastic Reading Inventory grade 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Albany First Grade Word List (grade 1)
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- Consonant - Vowel - Consonant (CVC) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Curriculum-embedded assessments
- Teacher created assessments

2. Availability of standards-based instructional materials appropriate to all student groups

All students have access to standards-based instructional materials in our general education, special education, English Language Development, and intervention programs.

3. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All staff use CA State Board of Education-adopted and other local supplemental materials to provide students access to CA standards-aligned core content.

Parental Involvement

4. Family, School, District, and Community resources available to assist students

The following groups and agencies provide the families at Cornell Elementary School with opportunities to engage with others in support of student success:

- English Learner Advisory Council (ELAC) and the District English Learner Advisory Council (DELAC)
- School Site Council (SSC)
- Cornell Parent Teacher Association (PTA)
- Albany Education Foundation (AEF) Grants
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign
- School Attendance Review Team (SART)/School Attendance Review Board (SARB)
- Special Education Local Plan Area (SELPA)

Description of Barriers and Related School Goals

School, district, and community barriers to improvements in student achievement include but may not be limited to:

- Teacher access to timely and formative benchmark and test data
- Alignment of District Benchmark Assessments to Smarter Balanced assessments and using this to guide formative decisions.
- The need for data analysis services, and ongoing assessment data training for teachers.
- Limited language skills for some parents
- Student mobility of English learners
- Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
- Absences/Tardy rates for 3-5% of students at Cornell
- Limited pool of qualified classified or certificated personnel to provide math support during or after the school day
- Limited access to available technology has improved but as hardware ages out or breaks down the use of technology available is limited, along with the need for more training for staff

Other Limitations of the current program to enable all students to meet standards:

- Master scheduling of interventions is very challenging because of classroom teacher prep.
- All teachers need additional training to address the growing social-emotional needs of our students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	97	90	74	94	90	74	94	90	92.5	96.9	100
Grade 4	102	81	104	96	72	99	96	71	99	94.1	88.9	95.2
Grade 5	106	99	77	95	93	76	95	93	76	89.6	93.9	98.7
All Grades	288	277	271	265	259	265	265	258	265	92.0	93.5	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2469.2	2484.1	2488.2	39	50	52.22	35	31	22.22	20	11	21.11	5	9	4.44
Grade 4	2507.2	2524.3	2521.9	41	52	45.45	27	28	33.33	18	10	11.11	15	10	10.10
Grade 5	2560.1	2570.3	2551.4	40	51	42.11	40	25	34.21	14	17	13.16	6	8	10.53
All Grades	N/A	N/A	N/A	40	51	46.79	34	28	29.81	17	13	15.09	9	9	8.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	50	57.78	43	43	33.33	12	7	8.89
Grade 4	30	51	47.47	51	35	46.46	19	14	6.06
Grade 5	41	55	43.42	49	37	47.37	9	9	9.21
All Grades	38	52	49.81	48	38	42.26	14	10	7.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	36	52.22	53	54	38.89	12	10	8.89
Grade 4	35	44	48.48	54	48	43.43	10	8	8.08
Grade 5	46	44	56.58	47	46	31.58	6	10	11.84
All Grades	39	41	52.08	51	50	38.49	9	9	9.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	39	36.67	61	56	57.78	4	4	5.56
Grade 4	29	32	29.29	58	61	59.60	13	7	11.11
Grade 5	34	44	36.84	61	52	55.26	5	4	7.89
All Grades	32	39	33.96	60	56	57.74	8	5	8.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	45	48.89	57	44	46.67	11	12	4.44
Grade 4	42	37	43.43	50	56	48.48	8	7	8.08
Grade 5	55	58	46.05	42	37	46.05	3	5	7.89
All Grades	44	47	46.04	49	45	47.17	7	8	6.79

Conclusions based on this data:

1. Overall, student performance in English-language arts is high. In the 2017 administration of the Smarter Balanced Assessments in English, 77% of Cornell students met or exceeded standards. 23% are approaching standards or not meeting standards. A review of the sub-tests shows that performance on every sub-test for every grade is also relatively high, with insignificant changes in performance from 2015-2016 school year.
2. In spring and fall of 2018, we will review the scores from the 2017 administration to identify students who need intervention and support in targeted areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	97	90	75	94	90	75	94	90	93.8	96.9	100
Grade 4	102	81	104	100	73	101	100	71	101	98.0	90.1	97.1
Grade 5	106	99	77	96	94	76	95	94	76	90.6	94.9	98.7
All Grades	288	277	271	271	261	267	270	259	267	94.1	94.2	98.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2454.7	2475.0	2484.5	25	33	42.22	33	44	40.00	25	17	11.11	16	6	6.67
Grade 4	2517.6	2523.6	2526.7	34	37	40.59	39	35	34.65	21	24	18.81	6	4	5.94
Grade 5	2567.8	2554.7	2558.1	48	45	52.63	26	22	14.47	20	21	18.42	5	12	14.47
All Grades	N/A	N/A	N/A	37	38	44.57	33	34	30.71	22	20	16.10	8	8	8.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	49	60.00	32	36	33.33	24	15	6.67
Grade 4	49	54	55.45	35	34	31.68	16	13	12.87
Grade 5	65	47	63.16	25	38	15.79	9	15	21.05
All Grades	53	49	59.18	31	36	27.72	16	14	13.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	52	54.44	55	40	38.89	8	7	6.67
Grade 4	40	44	43.56	44	48	44.55	16	8	11.88
Grade 5	40	49	40.79	51	34	46.05	9	17	13.16
All Grades	39	49	46.44	49	40	43.07	11	11	10.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	38	46.67	49	55	42.22	13	6	11.11
Grade 4	43	49	46.53	41	41	39.60	16	10	13.86
Grade 5	43	48	40.79	43	33	43.42	14	19	15.79
All Grades	41	45	44.94	44	43	41.57	14	12	13.48

Conclusions based on this data:

1. Overall, student performance in math is high. 45% of students in grades 3-5 are at above standard and 47% performed at or near standard. 8% of students did not meet standards.
2. Significant gains were made for students performing above standard, with no specific math strand showing more or less strength. However, there was an increase of students performing at standard exceed from 2015-2017, with an increase in this band of approximately 10%. With that said, there are areas of growth for our students displayed in the strands of Problem Solving & Modeling/Data Analysis and Communicating Reasoning. Math intervention within and outside of the classroom will be more targeted to these areas after review of 2018 data along with comparisons being made for adjustment to instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	20	13		40	50		40	38	***			***			
1	41	26	57	41	58	30	18	11	9		5				4
2	29	32	57	55	50	24	13	18	10	3		5			5
3	40	33	29	33	44	38	20	17	19			5	7	6	10
4	54	45	50	21	45	42	13					8	13	9	
5	37	48	44	47	14	33	11	14	11				5	24	11
Total	39	34	46	41	42	31	16	15	12	1	1	4	4	7	6

Conclusions based on this data:

1. The percentage of students scoring at intermediate has gone consistently down since 2014-15.
2. While we have fewer numbers of kindergarteners coming in at the beginning level, there continues to be a small number of students performing at beginning in 1st grade and this reflects newcomers arriving in 1st grade to Cornell.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGLISH-LANGUAGE ARTS
LEA/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.
SCHOOL GOAL #1:
<p>All students will demonstrate growth.</p> <ol style="list-style-type: none"> 1. The number of students exceeding or meeting standards will remain the same or increase. 2. We will maintain or increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are under-performing these levels, targeted and explicit instruction will be designed for in or out-of-class intervention.
Data Used to Form this Goal:
1. CA Assessment of Student Performance and Progress 2016-2017 English-language Arts data
Findings from the Analysis of this Data:
Overall, student performance in English-language arts is high and student progress reflects 92% of our students ranging from at or near meeting standards to exceeding standards, with an increase of 1% from 2015-16. All areas of literacy reflected these strengths which indicates an improvement in the area of Research/Inquiry from 2015-16 to 2016-17.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced formative and summative assessments, Common Core State Standards aligned assessments, District writing assessment, Developmental Reading Assessment (grades 1-3), Gates-MacGinitie Reading Test (grades 4), Scholastic Reading Inventory (SRI) (grade 5), CELDT, other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Alignment of Instruction with Language Arts Content Standards (CCSS)</p> <p>We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.</p> <p>1. Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will use lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted intervention support.</p>	Ongoing	Teachers, Site Administrator		
<p>2. Provide professional development and implementation of CCSS curriculum materials as curriculum and trainings pertain to individual, site, and district needs.</p> <p>Staff will utilize the District Language Arts Committee agendas and meeting notes, cross-site collaboration agendas and notes, CCSS-aligned lessons/units.</p>	Ongoing	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Evaluate and prioritize our Language Arts curriculum needs to determine what additional materials should be considered for purchase in order to further align classroom materials with CCSS. Staff will utilize grade level meeting notes, student achievement data, and resources related to CCSS curriculum materials.	Ongoing	Grade Level Teams, TSA, Site Administrator		
4. Teacher on Special Assignment (TSA) will assist with CCSS implementation through professional development and ongoing support to individual teachers and grade level teams. Focus will be placed on support for developing units/lessons that are CCSS aligned. Staff will utilize professional development plans, classroom observations, grade level Cycle of Inquiry plans and notes	Thru 2018-19	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Instructional Strategies and Materials in Language Arts</p> <p>We will evaluate and improve our instructional strategies and curricular materials for Language Arts through professional development, reflection, and administrative feedback, which will facilitate the transition to the California Common Core State Standards.</p> <p>1. Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team.</p> <p>Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in increasing student proficiency levels</p>	Ongoing	Grade Level Teams, Site Administrators		
<p>2. Provide regular professional development opportunities for teachers with the implementation of CCSS in Language Arts. We may use a professional text, areas of staff interest or student need, district-wide focus, whole group, or small group to guide site-based professional development</p>	Ongoing	Teachers, TSA, Site Administrators		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CA State Standards in Language Arts. Staff will monitor the calendar for planned and executed professional development during weekly meetings, Cross-Site meeting agendas, and release professional days, changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-through, meeting notes resulting in increasing student proficiency levels	Ongoing	Teachers, TSA, Site Administrator		
4. Offer two release collaboration days to grade level teams to collaborate, plan instruction, discuss common instructional practices and assessments, and align their work across the grade level to the state standards. Two collaboration days offered for intervention staff to meet. (26 teachers) Staff will utilize grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments.	Ongoing	Grade level teams, Site Administrator, TSA	Salaries & Benefits, Site Funds	9100
5. Offer one release day during the school year to grade level teams to focus on assessment. Teachers will work with students to assess their skills as well as analyze student work. Kindergarten teachers will be offered two days and SPED classroom teachers three.	Ongoing	Grade Level Teachers Site Administrator	Salaries & Benefits Site Fund	5775

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
6. Provide regular professional development opportunities for teachers with the implementation of CCSS and provide opportunities for teachers to develop their leadership capacity in helping to plan and facilitate these sessions. Staff will monitor the calendar for planned sessions.	Ongoing	Teachers, TSA, Site Administrators		
8. Provide systems, structures, and funds for purchase of identified materials needed for differentiated instruction. 1. Classroom Subscriptions 2. New teacher set up 3. Classroom supplies for K-5 (allotment) 4. Instructional supplies (general supplies)	Ongoing	Principal	Materials & Supplies PTA: Materials purchased for differentiated instruction Materials & Supplies PTA: Materials purchased for differentiated instruction Materials & Supplies PTA: Materials purchased for differentiated instruction Materials & Supplies PTA: Materials purchased for differentiated instruction	3,500 250 10,050 10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Language Arts Intervention</p> <p>We will ensure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective language arts interventions to reach target students at each grade level and determine next steps for implementation</p> <p>1. Monitor and track at-risk students through implementation of Safety Net Model in the Fall. Analysis of multiple measures will be used to identify target students for available interventions onsite. These students will be monitored for progress while participating in interventions throughout the year. (full day, 26 teachers)</p> <p>Staff will utilize lists of Identified Target Students (names, needs, skills, assessment results).</p> <p>Spring meetings to occur for class placement</p>	November-January	Teachers, Specialists, Site Administrator	Salaries & Benefits Site Funds	4,550
<p>2. Provide reading intervention service for our students that qualify for additional support in reading and written language.</p> <p>Staff will utilize lists of students served by interventions, Reading Specialist's schedule, lesson plans, pre/post assessment results.</p>	Ongoing	Reading and Intervention Specialist, Teachers, Site Administrator	LCFF Supplemental (Salary and Benefits) 1.4 FTE Reading Specialists	134,798

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Support our Beginner and Early Intermediate EL students through pullout support from our ELD Specialist. Support Intermediate students with push-in/co-teaching support.</p> <p>Staff will utilize class placements, lists of students served by ELD services, ELD Specialists' schedule, lesson plans, pre/post assessment results, & ELPAC data results.</p>	Ongoing	ELD Specialists, Teachers, Site Administrator	LCFF Supplemental (Salary and Benefits) 1.2 FTE ELD Specialists	138,842
<p>4. Continue to integrate GLAD strategies into our practice. We will plan a site-based professional development opportunities focused on GLAD.</p> <p>1. New staff members will be offered initial training opportunities.</p> <p>2. Refresher training will be provided to staff that have previously been trained (every 3-4 years).</p> <p>3. Grade level collaboration days continue to allow for unit planning.</p>	Ongoing	Teachers, ELD Specialists, Site Administrator	Salaries & Benefits Site Fund: Integration of GLAD strategies in classroom instruction	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>5. Provide continued training model to support designated ELD model for 2018-19 implementation for ELD instruction within classrooms to include:</p> <ul style="list-style-type: none"> Professional development to ELD teachers and site TSA CCSS ELD Standards (2012) Integrated and Designated Instruction Teaching Models for Designated Instruction delivery in classrooms Release time to classroom teachers for planning Other areas as flexibly determined through planning <p>Staff will utilize training agendas, meeting minutes, demonstration lesson videos, and staff reflections/surveys</p>	Ongoing	Teachers, ELD Specialists, TSA, Site Administrator		
<p>STRATEGY IV: Family Involvement and Communication</p> <p>We will offer opportunities for families to participate in and become better informed about the educational process of their children.</p> <p>1. Provide parent education events through coordination with the PTA for topics related to supporting students', parent, and child development.</p> <p>Staff will utilize PTA event calendar, event agendas and notes, and school newsletters</p>	Spring 2017 and Ongoing	PTA Representatives, Site Administrator (advises)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Provide opportunities for parents of English Language Learners to build their skills in assisting their children at home in reading/writing with the support of the English Language Advisory Committee (ELAC). Staff will utilize ELAC meeting agendas and notes.	Ongoing	ELD Specialists, ELAC Representatives, Site Administrator		
3. Provide translators as often as possible for school meetings. 4. Provide translations of documents in as many languages as possible, with the priority on translating into Chinese (Mandarin), Korean, and Japanese, and Spanish.	Ongoing	District and Site Administrators, Volunteers/District Staff	Salaries & Benefits Site Funds: ELD Specialists,	200
5. Target families new to the country and/or second language learner families to foster an environment that welcomes and supports them as they transition to Cornell.	Ongoing	Principal		

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: MATH
LEA/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.
SCHOOL GOAL #2:
<p>All students will demonstrate growth.</p> <ol style="list-style-type: none"> 1. The number of students exceeding or meeting standards will remain the same or increase. 2. We will maintain or increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are under-performing these levels, targeted and explicit instruction will be designed for in or out-of-class intervention.
Data Used to Form this Goal:
1. CAASPP 2016-17 Math data
Findings from the Analysis of this Data:
Overall, student performance in Mathematics is high and student progress reflects 92% of our students ranging from at or near meeting standards to exceeding standards, maintaining our level of performance with students at or above standard from 2015-16. Concepts & Procedures and Communicating Reasoning continue to be relative weaknesses, with slighter higher % of students not meeting standards in this area. Focused intervention for in and out of the classroom will be targeted towards these areas after 2018 data is compared and analyzed.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced summative assessments, CA State Standards-based assessments, District Benchmark Assessments (DBA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Alignment of Instruction with Math Content Standards (CCSS) We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.</p> <p>1. Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will utilize lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted math intervention support</p>	Ongoing	Teachers, Site Administrator		
<p>2. Evaluate and prioritize our math curriculum needs to determine what additional materials should be considered for purchase in order to refine classroom materials that align with CCCS. Staff will utilize grade level meeting notes, student achievement data, resources related to CCSS curriculum materials</p>	Ongoing	Grade Level Teams, TSA, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. The Teacher on Special Assignment (TSA) will assist with CCSS implementation through professional development and ongoing support to individual teachers and grade level teams. Focus will be placed on support for developing units/lessons that are CCSS aligned. Staff will utilize professional development plans, classroom observations, grade level Cycle of Inquiry plans and notes.	Thru 2018-19	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Instructional Strategies and Materials in Math</p> <p>We will evaluate and improve our instructional strategies and curricular materials for math through professional development, reflection, and administrative feedback, which will facilitate the transition to the California Common Core State Standards.</p> <p>1. Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team.</p> <p>Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in rising student proficiency levels.</p>	Ongoing	Grade Level Teams, Site Administrator		
<p>2. Provide regular professional development opportunities for teachers to enhance their skills with the implementation of the District-adopted, CCSS-aligned math programs, Investigations (grades K-3) and Math Expressions (grades 4-5). Staff will monitor calendar for planned and executed professional development.</p>	Ongoing	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CCSS in Math. Staff will monitor changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels</p> <p>4. Administer local math assessments each trimester. Assessment results will support progress on report cards. Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans.</p>	Ongoing	Teachers, TSA, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Math Intervention We will insure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective math interventions to reach target students at each grade level and determine next steps for implementation.</p> <p>Students will be provided with a balanced instructional program where students increase their proficiency in basic computational skills and procedures, develop conceptual understanding, and become adept at problem solving.</p> <p>1. Provide intervention programs and supports for students in classes grades K-5. *Use of online and adaptive software programs to support at-risk learners needing extension and extra support in K-5 classrooms. *Explicit instruction provided to students identified through data-based system to target highest level of need for small flexible group instruction.</p>	Ongoing	Teachers/Staff Site Administrator	Salaries & Benefits Site Fund (0001): Benchmark assessments; curriculum tests	4,500
			Materials & Supplies Site Fund (0001): Benchmark assessments; curriculum tests	8,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: TECHNOLOGY
LEA/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.
SCHOOL GOAL #3:
Students need to gain the skills and comfort level to receive instruction and participate in learning that incorporates technology. Students need to be adept at using technology and the Internet to safely and efficiently gather information. Students need to be able to create documents and make presentations using this content. Students need skill with using technology for communication purposes, think critically, and communicate collaboratively while interacting technology within the learning environment. With the development of these skills and competencies, our students will be better prepared for college and/or career.
Data Used to Form this Goal:
<p>In winter of 2016, the District administered a survey related to technology use. The title of the survey is "Speak Up." The survey was administered to students, parents, and staff. More than 90% of elementary students completed this survey. 100% of teachers and 54% of Cornell families also completed the survey. We are pleased to have data to support our technology goals for the 2018-19 school year.</p> <p>Among many other data points, the survey showed that 75% of students and staff value the need for laptop devices or other technology devices to be accessible for students at school. The survey showed that 70% of those teachers and parents surveyed emphasized the importance of instructional technology as important to student success.</p>
Findings from the Analysis of this Data:
Review of the district-wide 2016 Speak Up Survey data confirms the value of access to technology hardware and the integration of technology as we prepare students for college and career readiness.

How the School will Evaluate the Progress of this Goal:

Students will be able to use and demonstrate age appropriate skills as recommended by the AUSD Technology Skills Scope and Sequence. Some examples of ways this would be illustrated are shown below. This list is not exhaustive.

- Use of iPads to use educational applications and websites - K-2nd grade students
- Use of computers to develop keyboarding skills - 3rd grade students
- Use of computers to develop word processing skills - 4th grade students
- Use of computers to develop Internet researching skills - 5th grade students

Teachers will be able to effectively use technology to enhance their instruction and increase student engagement. This list is not exhaustive.

- Use of document cameras and LCD projectors
- Use of classroom amplification systems
- Use of Internet sites for instruction
- Use of educational websites, applications, and software
- Use of GAFE (Google apps for education) for communication, collaboration, and instruction

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Instructional Technologies</p> <p>Teachers will use technology standards to help guide teacher and student use of technology for enhancing teaching and learning in our classrooms.</p> <p>1. Continue use of iPads and Chromebooks on campus K-5 to give students access to 21st century technology skills.</p> <ul style="list-style-type: none"> • iPads apps in K-2 • Web 2.0 applications in 3rd-5th • GAFE (Google apps for education) • Digital citizenship K-5 • Chromebook use in 3rd-5th 	Ongoing	Staff, TSA, Site Administrator	AUSD technology standards	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Purchase Raz-Kids accounts for K-3rd grade students and 4th-5th grade students participating in our Reading Intervention/ELD program.	Ongoing	K-3rd grade teachers, ELD/Reading Intervention Specialists, Parents, Site Administrator	PTA Funds Other Services	1900
3. Teach identified Digital Citizenship curriculum in K-5. Coordinate with teachers and educate parents so there is common language around digital and internet safety literacy.	Ongoing	Librarian, Site Administrator	Lessons	0
4. Provide professional development in technology instruction on content and skills to staff based on needs and interest. As we implement the AUSD Technology Scope and Sequence, PD surveys will consider this new area of work.	Ongoing	Teachers, TSA, Site Administrator	District General Fund / PTA Fund Other Services	
5. Purchase DreamBox software to support math intervention and enrichment program for students K-6. Professional development offered on in-class support on implementation.	Ongoing	Teachers, TSA, Site Administrator	Site Funds Other Services	7500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: CLIMATE
LEA/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.
SCHOOL GOAL #4:
<p>CORNELL SCHOOL GOAL: CLIMATE</p> <p>We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.</p> <ul style="list-style-type: none"> • 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. <p>If students feel emotionally and physically safe, are connected to school, feel supported by their teachers and staff, are accepted and respected for who they are, have positive interactions with others every day, and have a welcoming climate in which to learn, then they will learn more and be more likely to demonstrate positive behavioral choices.</p>
Data Used to Form this Goal:
CA Healthy Kids Survey results, School wide discipline data
Findings from the Analysis of this Data:
Increased use of appropriate and respectful behavior by students in the classroom, reduced referrals for discipline and incidents related to bullying or harassment or poor behavior in general, reduced suspensions on campus
How the School will Evaluate the Progress of this Goal:
Ongoing discussions and reflections about student behavior, analysis of student discipline data (referrals to the office and suspensions)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Instructional Strategies and Materials</p> <p>Staff will be given the tools to provide instruction in the areas positive behavioral support of safe, respectful and responsible behaviors, anti-bias instruction, and physical fitness.</p> <p>1. Continue to implement and investigate anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, name calling, and racial and cultural prejudice to address targeted bullying. Adopted curricula such as Welcoming Schools, Second Step, and Speak Up Be Safe will be continued, along with other thoughtfully considered supplements.</p> <p>Extend implementation of No Place for Hate designated lessons, activities, and community engagement as a means to teach social justice competencies and social learning standards.</p> <p>Staff will utilize lesson plans, faculty meeting agendas and notes</p>	Ongoing	Teachers, Site Administrator, Librarian		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Teach Second Step, a social skills curriculum that aims to enhance students' social-emotional competence. Training will updated for new staff to Cornell. Staff will utilize the staff development schedule, Second Step Lesson Plans	Ongoing	Teachers, Site Administrator		
3. Integrate BEST program practices to systematically teach school-wide expectations for being safe, respectful, and responsible in all areas of the school. Include practices and policies around behavior, social/emotional support, and discipline in the school handbook to provide opportunities for transparency and collaboration between staff and families. Staff will utilize school-wide expectations, positive behavior recognition systems, restorative circles, school wide consequences, social/emotional support systems.	Ongoing	Teachers, Specialists, Noon Supervision Staff, Site Administrator		
4. Maintain site Leadership Team to meet and discuss and collaborate on school-wide needs and issues. A group of teacher representatives from all grade levels, a specialist and principal, who will meet up to 4 hours/month with other duties outside of the meeting to represent the group. Staff will monitor Leadership Team schedule and agendas.	Ongoing	Leadership Team Members, Site Administrator	District General Fund Salaries & Benefits	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
4. Continue Noontime Activities program for variety of choice on the yard and in the library at lunch. Staff will utilize schedule of weekly noontime activities.	Ongoing, daily	Noontime Activities Coordinator	District General Fund	4,000
5. Continue Bike Safety Week program for grades 4th/5th. Staff will utilize the schedule of Bike Safety Week		PE teacher	Site General Fund	325
5. Continue use of Mindfulness techniques in our classrooms. Provide refresher trainer for new staff. Staff will monitor the use of mindfulness practices in classrooms	Ongoing	K-5th grade teachers, Site Administrator	PTA/General/ or Site Funds Other Services	1000
7. Maintain Emergency Preparedness Supplies on campus: <ul style="list-style-type: none"> Emergency Backpacks/Folders updated annually Emergency Preparedness Container supplies updated through as needed Emergency release lanyards updated annually Emergency Drill Schedule and Safety Plan updated annually		Site Administrator, PTA Leadership	PTA/Parent Support	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Intervention Services will be provided to assist staff and students.</p> <p>1. Utilize Student Study Team process to help evaluate our at-risk students using SST tracking sheets, supporting documentation, and team meeting suggestions. Staff will monitor the schedule of SST meetings, the SST meeting notes, assessment results.</p>	Ongoing	SST members (classroom teacher, Reading Specialist, Psychologist, Speech Therapist, Resource Specialist, ELD Specialist, Site Administrator)		
<p>2. Provide mental health counseling for at-risk students in individual and group settings. Staff will monitor the list of students served by counselors, counseling schedule, assessment of behavior change as noted by teacher/counselor.</p>	Ongoing	Counseling Supervisors and Interns, Site Administrator		
<p>STRATEGY III: Involvement and Communication Staff will offer opportunities for parents and the community to participate in the educational process</p> <p>1. Students, parents, and the community will be informed about school attendance policies and procedures related to a positive school climate and student success. Staff will monitor the agreements signed by parents and students, communication through Parent & Student Handbook, weekly school-wide newsletters, and on Cornell website.</p>	Ongoing	Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Continue Student Leadership opportunities <ul style="list-style-type: none"> • Student Council – 3rd, 4th & 5th graders • Conflict Managers – 3rd, 4th & 5th graders • Compost Helpers – 2nd graders • Clean Team – 1st graders 	Ongoing	Staff, Parents, Site Administrator	Conflict Manager 200 Student Council 200	
3. Schedule Community Time to offer monthly school-wide Community Time gatherings. Staff will monitor the Schedule of Community Time gatherings.	Student Council, Teachers, Site Administrator			

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Caron Lee				X	
Jen Badde				X	
Joan Wickstrom		X			
Miesje Child		X			
Heather Duncan	X				
Adrienne Kohn		X			
Sara Serin-Christ				X	
Natasha Khokhar				X	
Beth Shepard		X			
Numbers of members of each category:	1	4	0	4	0

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Heather Duncan

Typed Name of School Principal

Signature of School Principal

Date

Sara Serin-Christ

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Marin Elementary School
CDS Code: 01-61127-6095376
District: Albany Unified School District
Principal: Melisa Pfohl
Revision Date: 4/27/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Melisa Pfohl
Position: Principal
Phone Number: (510) 558-4740
Address: 1001 Santa Fe Ave.
 Albany CA 94706
E-mail Address: mpfohl@ausdk12.org

The District Governing Board approved this revision of the SPSA on .

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Single Plan for Student Achievement Executive Summary

1. How well did we do implementing this year's plan?

Marin school worked very hard and cohesively to implement the plan for student achievement this year. We implemented our new writing curriculum "Units of Study," and provided high-quality professional development training throughout the school year. Our intervention program prioritized meeting the needs of at-risk students in reading, English Language Development (ELD), and mathematics.

Mathematics: Marin provided math intervention services to students in grades K-1 with "math camp" which emphasized short term, target skill building for students using highly qualified personnel. In addition, we provided targeted, small-group support in grades 2-3 for students with the greatest need.

English Language Arts: Marin provided reading intervention to students with the greatest need in grades K-5. This intervention was a combination of push in and pull out support. A wide variety of data was used to identify students, which included formal and informal classroom assessments and state test scores.

English Language Development: Using funds and highly qualified personnel, we targeted beginners/intermediate students in grades K-2, offered push in and pull out services and followed the cohort of students who are at risk of becoming Long Term English Learners (LTELs) over a period of time to provide instruction that aligned with best classroom practices.

Climate: Marin identified 3 school-wide activities to earn our No Place For Hate Designation. School-wide conversations and lessons about empathy, kindness and ally and upstander behavior were delivered in classrooms and through our Marin Morning community time. Marin supported working collaboratively with parents across the district in organizing 3 parent education workshops to discuss race and bias. Marin coordinated a 2-day, fully grant-funded professional development workshop at the Museum of Tolerance in LA for 42 PreK-5th grade educators and support staff, and district office administrators. In addition, the Conflict Manager program was continued this year in order to support students with handling conflict constructively and working together to find peaceful resolution.

2. How do we know if we were successful or were not successful?

Mathematics is formally assessed in grades K-5 three times a year using teacher developed and CCSS aligned benchmarks as well as on the CA State standardized tests (Smarter Balanced Assessments) for grades 3-5.

Reading and writing skills are formally assessed using CA State standardized tests (Smarter Balanced Assessments) and local measures such as reading inventories for vocabulary and comprehension, writing samples and informal teacher feedback.

All academic indicators, including CA State standardized tests (Smarter Balanced Assessments), local math benchmark results, and teacher-created assessments, indicate that a majority of students at Marin are making adequate or above standard progress. One of the benefits of the state testing system is the ability to track and monitor results over time for individual students, cohorts and other target groups that historically may have challenges demonstrating progress. When comparing 2016 Smarter Balanced results to 2017 Smarter Balanced results, overall performance for English Language Arts increased by 2.6 percentage points and overall performance for Math increased by +3.8 percentage points.

There is still much work to do with our English language learners and students with special needs as the achievement data indicates gaps. CELDT data, however, does reflect strong growth in reclassifying students based on multiple indicators.

Climate: Review of student discipline data, anecdotal classroom teacher data, and Student Success Team data gathered on individual students guided the bulk of data for reflection on our growth. Additionally, Marin Morning meetings focused on a climate topic to share school wide. Restorative strategies were incorporated into student problem solving and resolution meetings.

3. How has this knowledge influenced your plans for next year?

As the elementary sites and the district continue supporting the new reading curriculum adoption, we plan to dedicate both funding and time to the emerging needs related to the adoption. The Intervention Team will be focusing on how to support classroom teachers as they utilize Units of Study with at-risk readers.

We look forward to gaining a diversified perspective as we shift .2 FTE of our Intervention Team to focus on math. Our Intervention Team will then have the ability to look at school-wide needs in the areas of reading, math and ELD. Using classroom assessments and state testing data, student needs will be determined and the team will work collaboratively meet those needs.

School culture and climate will continue to be an area of focus as we grow our student, staff and community mindset around equitable practices and behaviors for students from various backgrounds and perspectives. The recently developed AUSD Social Justice/Social Emotional standards will be a guide for this work.

School Vision and Mission

Marin Elementary School's Vision and Mission Statements

The vision and mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding, and challenging them to learn and reach out to the world with compassion, integrity and courage.

School Profile

Marin Elementary School is one of three elementary schools in the Albany Unified School District. The school is located in Albany, California, approximately 15 miles northeast of San Francisco. Albany schools serve families from all over the world, many of them connected to the University of California-Berkeley. Parent support at the school has been remarkable. The PTA provides volunteers for many school events, classroom assistance, and fundraising activities.

Currently there are approximately 500 students enrolled at Marin Elementary School. The school serves students in grades Kindergarten through 5th, with 20 general education classrooms, and 1 Special Day Class. The general education classrooms have a student range of 20-28 students depending on grade level. Additionally, several teachers are outside of the self-contained classroom setting in the areas of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of a 1.2 Intervention Specialist Teachers, a full-time English Language Learner Specialist Teacher, a part-time Speech and Language Specialist, one part-time Psychologist, a part-time Resource Teacher (.80 FTE), a part-time Occupational Therapist, 2 part-time Counseling Interns, and a .2 Teacher on Special Assignment for California State Standards Implementation.

Approximately 120 children participate in the Albany Children Center's Tupelo program, which provides on-site childcare in grades 1 through 3, before school and after school, until 6:00 p.m. daily, with a separate Kindergarten program. Currently, fee based enrichment classes are offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1 through 3. Chess is currently offered as a before and after school enrichment option paid for by families. Enrichment offerings are currently undergoing review and Marin hopes to expand current offerings to STEAM related classes.

Students at Marin Elementary School receive a core academic curriculum based on CA Common Core State Standards in mathematics & English Language Arts. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, lunch time activities, and a bond with their school community. All classroom enrichment activities during the school day offer students the opportunity to pursue interests in vocal/instrumental music, art, chess and poetry. The physical education, music instruction and media/library curriculum embedded in the regular school day, provides each K-3 grade teacher 120 minutes of preparation per week and with the addition of science, 4th-5th grade teachers receive 235 minutes of preparation per week.

Over 21 different languages are spoken on campus. This not only provides wonderful opportunities for cultural dialogue, but also provides our students with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. 23% of our students are English Language Learners and 15% of our students participate in the free or reduced lunch program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2015-2016 CA Healthy Kids Survey results for 5th grade.

School Connectedness Scale Questions

I feel close to people at school.

No, never 7%
 Yes, some of the time 28%
 Yes, most of the time 42%
 Yes, all of the time 22%

I am happy to be at this school.
 No, never 1%
 Yes, some of the time 18%
 Yes, most of the time 35%
 Yes, all of the time 46%

I feel like I am part of this school.
 No, never 3%
 Yes, some of the time 16%
 Yes, most of the time 28%
 Yes, all of the time 54%

Teachers treat students fairly at school.
 No, never 0%
 Yes, some of the time 10%
 Yes, most of the time 40%
 Yes, all of the time 50%

I feel safe at school.
 No, never 0%
 Yes, some of the time 8%
 Yes, most of the time 33%
 Yes, all of the time 59%

Looking at this snapshot for the 5th grade responses on the California Healthy Kids Survey, a majority of students responded that they feel connected to school and feel safe. There is still a need to address issues that affect those students that struggle with adult and peer connections including bullying, attendance barriers and mental health supports.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

Marin School Staff and School Site Council (SSC) used the following data to create school-wide goals for the 2018-2019 academic year:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math, grades 3-5
- CA State Tests in Science (5th grade)
- District Math Benchmark Assessments
- CA English Language Development Test data (retired in 2017-2018) and English Learner Proficiency Assessments for California (fully operational in 2018-2019)
- District Writing Assessments (K-5)
- Gates-MacGinitie Reading Test Grades 4 & 5
- Developmental Reading Assessment (DRA) Grades K-3
- Slosson Oral Reading Test (SORT) Grades 2 & 3
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- CVC (Consonant Vowel Consonant) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)

Albany First Grade Word List (grade 1)

- Curriculum-embedded assessments
- Elementary standards-based report cards
- Teacher created assessments
- The CA Healthy Kids Survey Results (The extensive survey data can be found at <http://chks.wested.org/reports/results/>).

2. Availability of standards-based instructional materials appropriate to all student groups

All students have access to standards-based instructional materials in our general, special education, ELD and intervention classrooms.

3. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All staff uses School Board of Education-adopted and local supplemental materials to provide student access to CA standards-aligned curriculum.

Parental Involvement

4. Family, School, District, and Community resources available to assist students
 - English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC)
 - School Site Council (SSC)
 - Parent Teacher Association (PTA)
 - Albany Education Foundation (AEF) Grants
 - SchoolCARE
 - Albany Music Fund
 - Albany Elementary Giving Campaign (Enrichment)
 - Student Attendance Review Team/Student Attendance Review Board
 - Special Education Local Plan Area (SELPA)
 - Counseling services
 - District Nurse

Description of Barriers and Related School Goals

1. School, District and Community barriers to improvements in student achievement
 - Teacher access to timely and formative benchmark and test data
 - Alignment of District Benchmark Assessments to Smarter Balanced assessments and using this to guide formative decisions.
 - The need for data analysis services and ongoing assessment data training for teachers
 - Limited language skills for some parents
 - Student mobility of English learners
 - Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
 - Absences/Tardy rates for 3-5% of students at Marin
 - Limited pool of qualified classified or certificated personnel to provide math support during or after the school day.

1. Limitations of the current program to enable under performing-students to meet standards
 - Master scheduling of interventions is very challenging because of classroom teacher prep.
 - Limited teacher training in Next Generation Science Standards for grades K-3.
 - Limited teacher training on addressing the growing social-emotional needs of our students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	78	83	82	78	81	82	78	81	97.6	100	97.6
Grade 4	81	83	81	80	82	80	80	82	79	98.8	98.8	98.8
Grade 5	105	83	83	102	81	83	102	81	83	97.1	97.6	100
All Grades	270	244	247	264	241	244	264	241	243	97.8	98.8	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2465.2	2489.4	2488.8	44	50	58.02	24	27	24.69	22	15	6.17	10	8	11.11
Grade 4	2533.2	2528.3	2541.9	48	46	58.23	35	33	27.85	15	15	3.80	3	6	10.13
Grade 5	2592.7	2587.7	2574.2	63	56	54.22	26	35	31.33	9	9	6.02	2	1	8.43
All Grades	N/A	N/A	N/A	52	51	56.79	28	32	27.98	15	13	5.35	5	5	9.88

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	48	44	55.56	39	44	33.33	13	13	11.11	
Grade 4	46	51	48.10	46	45	45.57	8	4	6.33	
Grade 5	66	62	51.81	31	35	38.55	3	4	9.64	
All Grades	54	52	51.85	38	41	39.09	8	7	9.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	44	50.62	56	45	35.80	15	12	13.58
Grade 4	44	39	49.37	49	54	40.51	8	7	10.13
Grade 5	63	59	57.83	35	33	32.53	2	7	9.64
All Grades	47	47	52.67	46	44	36.21	8	9	11.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	47	38.27	56	47	55.56	5	5	6.17
Grade 4	44	34	53.16	56	61	44.30	0	5	2.53
Grade 5	39	40	42.17	56	57	55.42	5	4	2.41
All Grades	41	40	44.44	56	55	51.85	3	5	3.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	51	50.62	66	41	43.21	9	8	6.17
Grade 4	43	41	51.90	54	50	44.30	4	9	3.80
Grade 5	68	65	59.04	31	33	32.53	1	1	8.43
All Grades	47	53	53.91	49	41	39.92	4	6	6.17

Conclusions based on this data:

1. 90% of all students at Marin, as measured by 2017 SBAC, met, nearly met, or exceeded standards for English Language Arts achievement. While this is down 5% from the previous year, overall student performance in ELA is high.
2. The number of students who score below standard tend to be in grade 3. This would indicate that early intervention strategies in grades K-3 are essential.
3. In the 2018-19 school year, we will review scores from the 2018 administration to identify students who need intervention and support in targeted areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	78	83	82	78	82	82	78	82	97.6	100	98.8
Grade 4	81	83	81	80	81	79	80	81	79	98.8	97.6	97.5
Grade 5	105	83	83	104	81	83	104	80	83	99.0	97.6	100
All Grades	270	244	247	266	240	244	266	239	244	98.5	98.4	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2467.7	2485.2	2492.7	32	42	46.34	37	36	31.71	28	18	13.41	4	4	8.54
Grade 4	2534.7	2535.0	2551.4	39	40	58.23	45	37	22.78	14	21	15.19	3	2	3.80
Grade 5	2585.9	2583.5	2566.5	58	56	46.99	25	18	28.92	16	21	14.46	1	5	9.64
All Grades	N/A	N/A	N/A	44	46	50.41	35	30	27.87	19	20	14.34	2	4	7.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	52	56	63.41	34	33	25.61	13	10	10.98
Grade 4	49	62	63.29	40	32	27.85	11	6	8.86
Grade 5	62	60	50.60	31	28	36.14	8	13	13.25
All Grades	55	59	59.02	35	31	29.92	11	10	11.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	46	56	56.10	45	40	36.59	9	4	7.32
Grade 4	46	49	62.03	51	47	29.11	3	4	8.86
Grade 5	51	55	50.60	44	38	34.94	5	8	14.46
All Grades	48	54	56.15	47	41	33.61	5	5	10.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	50	51.22	55	46	36.59	13	4	12.20
Grade 4	55	54	62.03	40	40	30.38	5	6	7.59
Grade 5	54	48	43.37	39	44	48.19	7	9	8.43
All Grades	47	51	52.05	44	43	38.52	8	6	9.43

Conclusions based on this data:

1. Overall, 92% of all students at Marin, as measured by 2017 SBAC, met, nearly met, or exceeded standards in math which is down 4% from the previous year.
2. An analysis of strands indicates that Marin students overall perform highest in Communicating Reasoning, with only 9% below standard in this area. This may relate to our high scores in the ELA portion of the test. Intervention efforts have focused on building math vocabulary, and performance in the Communicating Reasoning strand supports the effectiveness of our work in this area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			29	***	***	57			14	***					
1	26	17	53	42	56	33	32	11	13		6			11	
2	29	11	23	57	67	41	14	22	23			14			
3	67	17	18	33	50	64		33	9						9
4	43	40	14	29	40	57	29	20	29						
5	25	38	86	75	38	14		25							
Total	39	21	35	42	54	43	17	20	16	1	2	4		3	1

Conclusions based on this data:

1. The percentage of students scoring in the Advanced and Early Advanced categories of English proficiency as measured by CA English Language Development Test continues to remain high. 75% scored in this range in 2015-16, and 78% scored in this range in 2016-17.
2. The number of students scoring Advanced, Early Advanced, and Intermediate remains relatively steady over this three-year comparison.
3. Factors that contribute to a students scoring in the beginning and early intermediate categories vary and can be linked to students who enter the district either at the beginning or after the school year starts. The data that reflects the rates for "reclassification as fluent English proficient (RFEP)" indicates that Marin's model of English Language Development services continues to benefit a majority of students. Targeted supports for students in the earlier grades is essential to maintain.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
AUSD STRATEGIC Plan & Local Control Accountability Plan Goal #1 “Assessing and Increasing 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.
SCHOOL GOAL #1:
MARIN SCHOOL GOALS: English-Language Arts 1. All students will demonstrate growth. 2. The number of students exceeding or meeting standards will remain the same or increase. 2. We will maintain or increase the percentage of students scoring at grade level. 90% of all students, including all subgroups will be expected to perform at grade level. In the cases where student groups are under-performing, targeted and explicit instruction will be designed for an in or out-of-class intervention.
Data Used to Form this Goal:
2018 AUSD Local Writing Assessments 2017-18 Gates-MacGinitie/SRI Reading Tests 2017-18 Fountas-Pinnell Reading Assessment 2017-18 Smarter Balanced Assessments in English Language Arts
Findings from the Analysis of this Data:
School-wide achievement in ELA is high. On the 2016-17 SBAC and local assessments, 90% of all students scored at the 'nearly met,' 'met,' and 'exceeded' standards for English Language Arts. However, we still recognize an achievement gap for students of various sub-groups, in particular English Language Learners.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced formative and summative assessments, CCSS-based assessments, District writing assessment, DRA Assessment levels (1st – 3rd grades), Gates-MacGinitie/SRI Reading Test (3rd – 5th grades), Scholastic Reading Inventory (SRI) (grade 5), CELDT, and other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Support English Language Arts Curriculum Practices – Teachers will build upon their pedagogical content knowledge, including understanding how students develop reading and writing skills, increasing content specific expertise, opportunities to collaborate with research- based instructional strategies through coaching opportunities, and reflecting both individually and collectively on their own learning experiences.</p> <p>1. Review every student’s current performance levels using local and Smarter Balanced assessments. We will identify those who need additional support and the level of intervention each student needs. Review former student's performance to reflect on past practices related to student achievement.</p>	August 2018-June 2019	Teachers Site Administrator		
<p>2. Begin implementing our newly adopted reading and word work programs and regularly review needs related to the implementation. Provide support at each grade level with ongoing professional development.</p>	August 2018-June 2019	Teachers Site Administrator	LCFF Supplemental Materials & Supplies	5,000
<p>3. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development.</p>	August 2018-June 2019	Teacher on Special Assignment Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
4. Utilize the three staff development days during the school year for grade level teams to collaborate, develop common assessments and align work across grade levels with the newly adopted reading programs.	August 2018-June 2019	Teacher on Special Assignment Classroom Teachers Site Administrator	LCFF Supplemental Materials & Supplies	2,000
5. Offer two release days for grades 1-5 during the school year for grade level teams to focus on common assessments. Teachers will work with students to assess their skills as well as to analyze student work. Teachers will focus on planning and implementing curriculum with results in mind. Kindergarten teachers will be offered three days.	August 2018-June 2019	Grade Level Teachers Site Administrator	Substitute Teachers (Site Funds)	3,000
STRATEGY: Improvement of Instructional Strategies and Materials – Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback. 1. Provide professional development opportunities for teachers to learn more about the Units of Study reading and writing curriculum, correlating assessments and revisions to the report card.	August 2018-June 2019	Grade Level Teachers Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 2 above	
2. Provide time for teachers to collaborate during Wednesday early release days in grade level teams to plan lessons and share instructional strategies aligned with California Common Core Standards (CCCS)	August 2018-June 2019	Grade Level Teachers Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Provide teachers the opportunity to gain additional strategies for grammar, vocabulary and other word work instruction; when to teach it, how to teach it and how to integrate those areas throughout all four language strands: Listening and Speaking, Reading, Writing, and Language	August 2018-June 2019	Grade Level Teachers Site Administrator TSA	Professional Development (Site Funds)	1,000
4. Provide teacher support for the Units of Study reading and writing programs including: workshops, subscription memberships, materials (i.e. trade books)	August 2018-June 2019	Grade Level Teachers Intervention Teacher ELL Teacher Site Administrator	Professional Development (Site Funds)	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs</p> <p>1. Identify and provide targeted instruction to students both with a “push-in” and “pull-out” model for classroom support/small groups and monitor student progress.</p> <ul style="list-style-type: none"> By 9/30/18, identify students not meeting grade level standards by using local and state assessments. By 10/01/18, begin intervention services using in-class, small-group pull out or specific specialist services depending on student needs. By 11/30/18, 3/30/19 and 5/30/19, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed. 	September 2018-May 2019	Grade Level Teachers Intervention Teacher Site Administrators	LCFF Supplemental 1.3 FTE Reading Specialists	170,272
2. Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners.	September 2018-June 2019	English Language Development (ELD) Teacher and Site Administrator	LCFF Supplemental 1.0 FTE ELD Specialist	123,198

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Involvement and Communication – Staff will offer and increase opportunities for students, parents and our community of English Language Learners to participate in the educational process</p> <p>AUSD STRATEGIC Plan and Local Control Accountability Plan Goal #3 “Communicating and Leading Together”</p> <p>We will offer opportunities for families to participate in, and become better informed about, the educational process of their children.</p> <p>1. During English Language Advisory Council (ELAC) meetings, provide parents with information regarding the classroom programs, curriculum and ways to participate in their student’s learning. Provide an overview of the instructional program to parents at “Back-to-School Night”</p>	September 2018-June 2019	ELL Teacher and Site Administrator		
<p>2. Provide targeted classified support for students in the ELD program both in class and in small groups to increase both English Language Arts and Math proficiencies.</p>	September 2018-June 2019	ELL Teacher and Site Administrator	Salary & Benefits (Site Funds)	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Provide release time for the ELD teacher to implement outreach services to new and returning families, to increase engagement at the site level, clarify ELPAC procedures and share strategies for positive school-home connections that are culturally sensitive and student centered.	September 2018-June 2019	ELD Teacher Site Administrator	Materials & Supplies (Site Funds)	750

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/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.
SCHOOL GOAL #2:
<p>All Students will demonstrate growth.</p> <ol style="list-style-type: none"> 1. The number of students exceeding or meeting standards will remain the same or increase. 2. We will maintain or increase the percentage of students scoring at grade level performance. 90% of all students, including subgroups, will be expected to perform at grade level. In cases where students are under-performing these levels, targeted and explicit instruction will be designed for in or out-of-class intervention.
Data Used to Form this Goal:
<p>2018 Trimester 2 District Benchmark Assessments 2017-18 Smarter Balanced Assessment in Math</p>
Findings from the Analysis of this Data:
School-wide achievement in Math is high. 92% of all students scored at the nearly met, met and exceeded standards on the 2017 SBAC.
How the School will Evaluate the Progress of this Goal:
District Benchmark Assessments, Chapter and teacher developed Assessments, 2017 SBAC results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Provide additional time to analyze math assessments and math curriculum. – Teachers will build upon their pedagogical content knowledge including, understanding of how students learn math and science, increase content specific expertise, opportunities to collaborate with research based instructional strategies, through coaching opportunities and reflect both individually and collectively on their own learning experiences.</p> <p>1. Provide targeted training for teachers with district math curriculum, assessments and support alignment of science instruction and PD with the Next Generation Science Standards.</p>	August 2018-May 2019	Teachers Teacher on Special Assignment Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 2 above	
2. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation, help develop math literacy and provide leadership through staff development.	August 2018-June 2019	Teachers Teacher on Special Assignment Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 3 above	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Intervention – Staff will provide high quality instruction and intervention accessible to all students and matched to their needs</p> <p>1. Review every student’s current performance levels on local and state assessments. Review former student scores to reflect on trends and past practices as it relates to student achievement.</p> <p>By 9/30/18, identify students not meeting grade level standards by using local assessments.</p> <p>By 10/01/18, begin intervention services using in-class or small group pull-out, depending on student needs.</p> <p>By 11/30/18, 3/30/19 and 5/30/19, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.</p>	September 2018-May 2019	Teachers Site Administrators		
2. Continue to utilize our "Math Camp" program with a more narrowed focus on math topics.	August 2018-July 2019	Teachers Site Administrators	Contracted Service (Site Funds)	2,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
AUSD Strategic Plan and LCAP Goal #2: "Supporting the Whole Child" We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.
SCHOOL GOAL #3:
MARIN SCHOOL GOALS: School Climate and Student Well-Being: If students feel emotionally and physically safe, are connected to school, feel supported by their teacher sand staff, are accepted and respected for who they are, have positive interactions with others every day, and have a welcoming climate in which to learn, then they will learn more and be more likely to demonstrate positive behavior choices.
Data Used to Form this Goal:
Student referral data, staff surveys, CA Healthy Kids Survey results
Findings from the Analysis of this Data:
Students who are safe, respectful and responsible in school enhance the learning process for themselves and others.
How the School will Evaluate the Progress of this Goal:
Ongoing discussions and reflections about student behavior, analysis of student discipline data (referrals to the office and suspensions)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
1. Continue to implement the concepts and strategies outlined in the "Second Step", "Speak Up Be Safe" and the Conflict Manager program	August 2018-June 2019	Principal, Teachers & Site Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Students, Parents and the Community will be informed about school attendance policies and procedures related to a positive campus climate and student achievement, including Second Step home links and internet safety.	August 2018-June 2019	Site Administrator		
3. Provide structured noontime activities open to all students, using site and YMCA personnel.	August 2018-June 2019	Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers	Salary & Benefits; Contracted Service (General Fund)	22,000
4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals.	August 2018-June 2019	Site Administrator Mental Health Intern		
5. Provide mental health counseling for at-risk students in individual and group settings	October 2018-June 2019	Site Administrator Mental Health Interns	Mental Health Interns (Parcel Tax)	7,500
6. Provide additional training for teachers in mindfulness techniques for classroom and student behavior management.	August 2018-June 2019	Site Administrators Teachers	Professional Development (Site Funds)	750
7. Provide additional training and tools for teachers in using effective sensory motor applications such as S'cool Moves	August 2018-June 2019	Site Administrator Teachers Occupational Therapist	Professional Development (PTA)	1,000
8. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings and Respect My Spirit days.	September 2018-June 2019	Site Administrator Teachers		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>9. Continue to implement and investigate anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, name calling and racial and cultural prejudice to address targeted bullying.</p> <p>Extend implementation of No Place for Hate designated lessons, activities, and community engagement as a means to teach social justice competencies and social learning standards.</p>	August 2018-June 2019	Site Administrator Teachers	Professional Development (Site Funds)	1,000
<p>10. Maintain Instructional Leadership Team to meet and discuss and collaborate on school-wide needs and issues. A group of teacher representatives from all grade levels, a specialist, and the principal, who will meet monthly with other duties outside of the meeting to represent the group.</p>	August 2018-June 2019	Instructional Leadership Team Members, Site Administrator	Site Funds Salaries and Benefits	7,000
<p>11. Maintain Emergency Preparedness Supplies on campus:</p> <ul style="list-style-type: none"> * Emergency Backpacks/Folders updated annually * Emergency Preparedness Container supplies updated as needed * Emergency drill schedule and Safety Plan updated annually 	August 2018-June 2019	Site Administrator, PTA Leadership	PTA/Parent Support	750

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Janinis		X			
Charles Medved		X			
Adele King		X			
Amy Paulsen				X	
Jeanne Cajina				X	
Fiona Rhea				X	
Melisa Pfohl	X				
Doris Mitchel-Flores				X	
Nichols, Janet			X		
Brian Doss				X	
Numbers of members of each category:	1	3	1	5	0

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Melisa Pfohl

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Ocean View Elementary School
CDS Code: 01-61127-6090161
District: Albany Unified School District
Principal: Terry Georgeson
Revision Date: MAY 1, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Terry Georgeson
Position: Principal
Phone Number: 510-558-4800
Address: 1000 Jackson
 Albany CA 94706
E-mail Address: tgeorgeson@ausdk12.org

The District Governing Board approved this revision of the SPSA on .

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Single Plan for Student Achievement Executive Summary

1. How well did we do implementing this year's plan?

EXECUTIVE SUMMARY

This summary is written in support of the 2018-2019 Single Plan for Student Achievement at Ocean View Elementary School. It includes a reflection of our progress towards our 2017-2018 SPSA goals, including indicators that support those conclusions and descriptions of how this review has influenced our action steps for next year.

How well did we do implementing this year's plan?

Our plan for 2017-2018 included maintaining and expanding services for students in need of academic, behavioral and emotional supports. In addition, resources focused on our English language learners and students from low-socioeconomic backgrounds, particularly in the area of writing. Time was allocated throughout the year for teachers to analyze assessment data in math and language arts and to practice using a protocol for analyzing student writing as we continue to implement the Units of Study in Writing curriculum. We believe our implementation of the writing program over two years has had a significant impact on student success, in part from specific support for our ELD students through classroom support from our ELD teachers. Additionally, our Teacher Coach provided support as a writing coach, and responded to requests for teacher instructional improvement support, site based and cross-site professional development, and Smarter Balanced annual summative assessment training and logistics.

Ocean View continues to provide targeted online supports such as the A-Z reading program, Raz-kids and Headspouts supports which contain hundreds of interactive, level ebooks, and Read Naturally, a teacher-directed reading intervention tool. We also continued to use Dreambox and "IXL" for math intervention/extension. These programs are used in the classroom, at home with parent support, and are embedded within our after school interventions. In the area of school culture and environment, we found that our continued use of the Second Step, Speak Up-Be Safe, and S'cool Moves made an important impact in increasing student problem solving strategies, improving peer relationships, and supporting student focus in the classroom. In addition, this year Ocean View staff continued to expand opportunities for students to practice these social-emotional skills by joining the No Place for Hate program designed to enhance school climate looking to build inclusive and safe communities where all students can thrive. Another addition this year included a visit to our 5th grade classrooms from a Albany High School Student group called Students Speak. The focuses of these presentations included Racism - Then and Now, Understanding Privilege, Digital Citizenship, and Making Change Within Your Community.

Teachers felt particularly proud of the following areas this year:

- a) Growth in teacher leadership and collaboration through the district curriculum council, site based Instructional leadership Team (ILT) and ILT participation in the county Social Justice Math workshops
- b) A second year with site teaching labs for observing each writing genre at each grade level, as well as professional growth opportunities for developing writing strategies and coaching skills
- c) The adoption of our new English/Language Arts Units of Study Reading curriculum
- d) Emergency Planning Team's work towards updating site emergency protocols
- e) Expansion of the use of technology and software programs to support the implementation of the new California state standards, such as online content subscriptions for math, reading, and Mystery Science. The addition of more hardware to provide learning opportunities, and the targeted examination of useful apps and websites.

2. How do we know if we were successful or were not successful?

Ocean View teachers, Site Council and the Instructional Leadership Team analyzed Smarter Balanced (SBAC) results, local math, English Language Arts, and English Language Learner data to identify those students meeting standards and those who did not. We were able to dedicate time for staff for this analysis and to meet the desired timelines so that intervention plans could be implemented for identified students.

Mathematics is formally assessed using the SBAC for grades 3-5 and with local, standards-aligned, trimester benchmark assessments in grades K-5. Spring 2017 overall SBAC results indicated that 69% met or exceeded standards in Math. Local Benchmark Assessment data is comparable and indicates that a majority of students are making progress in mathematics. However, students not making grade level progress are supported with intervention systems such as English Language Development, Special Education, after school math club, Guided Language Acquisition Design (GLAD) and online supports to provide target services.

Reading and written language is assessed in the primary grades with the Fountas and Pinnell benchmark assessment, and in 4th/5th grades with the Gates-MacGinitie and the Scholastic Reading Inventory for vocabulary and comprehension skills. In addition, grades 3-5 are given the SBAC which assesses the areas of reading (literature and informational texts), writing, speaking/listening and language. Spring 2017 overall SBAC results indicated that 67% of students in grades 3-5 met or exceeded standards in English. When comparing this with our CELDT data, we saw that many students who did not meet standards were also English Language Learners. We continue to address this need in our Site Plan goals by committing resources needed for additional student and class supports.

Our professional development actions included the second year implementation of our Units of Study writing program, and a Systems Thinking review to address the needs of school-wide student behaviors. Our site leadership team dedicated half our meeting time to participate in the Alameda County Office of Education Social Justice Math workshop bring back to staff strategies and methods of thinking about how social justice and math work together. Staff also demonstrated a commitment to collaboration during scheduled times affording them opportunities to plan instruction, discuss common assessments, and to align their work across grade levels and across elementary sites.

3. How has this knowledge influenced your plans for next year?

These achievements have influenced our goals this year by helping us identify and better serve students who are not meeting standards in math and language arts, as well as those students who are challenged by social/emotional and behavior factors. Given that students identified as English Language Learners are a primary focus of the Albany USD Local Control Accountability Plan, prioritizing strategies to support this student population will remain in the Ocean Views plan as well.

As the CA state standards in math and English Language Arts have become fully implemented, it will be important to continue professional development, coaching and provide resources to support our curriculum adoption in English Language Arts that will best serve the needs of our student population. We continue to grow in our understanding and implementation of the new English Language Development standards and to continue supporting Next Generation Science Standards awareness and instructional practices.

In addition, Ocean View is committed to bringing our ideologies, our successes, and our vision of the future to our stakeholders. We continue to enhance communication with our parent community so that they are aware and have a better understanding of 1) CA state standards, 2) how we will create a social and academic environment that will empower students to be successful, and 3) how parents can be more engaged in their child's education, as well as their social-emotional well-being.

As the Principal of Ocean View Elementary School, I am proud to offer this Single Plan for Student Achievement for Albany USD Board of Education approval. Please contact me with any questions or requests you have for more information.

Terry Georgeson, Principal

School Vision and Mission

Ocean View Elementary School's Vision and Mission Statements

Albany Unified School District Mission: The mission of AUSD 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 individual social and emotional needs as well as social justice competencies. Together these are foundational skills necessary for children and adults to connect across race, class, culture, ethnicity, language, gender identity, gender expression, sexual orientation, differing abilities, faith and religion, learning needs, age, and all other identities represented among our diverse community. These competencies deepen our awareness, knowledge, social skills, and strengthen our relationships in our community.

School Mission Statement At Ocean View Elementary School: Our mission is to educate and inspire students. We strive to provide a rich and rigorous Common Core Standards-based curriculum within a school community that embraces diversity and honors the differences of others.

School Vision Statement: We support the district's mission, values and beliefs by creating a safe, inclusive, and engaging environment for students to thrive in their academic achievement and social-emotional growth.

By honoring the diversity of our community, embracing the unique qualities of each student, and building an understanding and appreciation of these differences, we work to ensure that our students receive a high quality education.

School Profile

Albany's schools are the focal point of its community. Families choose to locate here because of the schools. Ocean View Elementary School is a unique school with a community, rich in its economic, ethnic and racial diversity. Our teachers and staff work to support our commitment to high expectations through a dynamic blend of collaboration, professionalism and a dedication to a rigorous, common core standards-based curriculum.

Ocean View School is one of three elementary schools serving the Albany community, Ocean View guides approximately 530 Transitional Kindergarten to Fifth grade students from early childhood to early adolescence. The Ocean View parent community is largely college-educated, economically diverse, and socially active. There is no single majority racial-ethnic group in Albany. We have approximately 41% white, 42% Asian-Pacific Islander, 7% African American and of these racial-ethnic groups 20% also identify as Hispanic or Latino. 40% of Ocean View students are identified as having a language other than English at home. This offers our students and community with a rich multi-cultural foundation on which to build a deep appreciation for our diversity. 30% of Ocean View students participate in the Federal Free or Reduced Lunch Program.

During the 2017-2018 school year we accommodated 22 general education classrooms, one self-contained classroom (SDC), two reading labs equipped with online access for 12 computers, a library media center, and a large multi purpose room. Adjacent to our school is the Ocean View City Park that offers our students access to a large field and baseball diamond for play during lunch and the school day. The general education classrooms have an average student to teacher ratio of 23: 1 in Kindergarten through 3rd grade and 26:1 for 4-5th grade. Additionally, we have single subject teachers in the subjects of Physical Education, Music, Science and Media/Library. Ocean View Elementary has a support staff composed of 1.4 FTE Intervention Specialists, 2.2 FTE English Language Learners Specialist Teachers, 1.0 FTE - Speech and Language Specialist, a part-time Psychologist, 1.0 FTE Resource Teacher, .4 FTE Occupational Therapist, and three part-time counseling interns. Each classroom is equipped with a LCD projector, amplification system, and access to Chromebook laptops and iPads.

Students at Ocean View Elementary School receive a core academic curriculum based on the Common Core State Standards. The educational program is rigorous, meaningful, relevant, and allows students to develop their critical thinking skills. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster students' social/emotional growth with skills in communication and collaboration. Ocean View teachers differentiate their instruction to meet the individual learning needs of their students, thereby helping all students to make progress towards mastery of learning goals. K-5th grade students participate in library, physical education and music classes each week, and 4th-5th grade students also participate in science in 60 minute classes twice weekly. Through the combined fundraising efforts of all three elementary PTA's students are offered additional

enrichment activities, such as dance, performing arts, visual arts, chess, and Lego - Engineering during the school day.

The Albany Children's Center, Chinese School, the Albany YMCA, and Berkeley Chess offer onsite before and after school childcare and Early Bird/Late Bird enrichment programs for TK- 5th grades.

One of the primary shared-decision making groups at Ocean View is our Instructional Leadership Team (ILT), which is composed of the principal, a classroom teacher from each grade level, one specialist and our Teacher Coach. The roles and responsibilities of the group are to:

- Serve as instructional leaders to teachers and students
- Determine the priority list for improvements in instructional practices
- Bring issues from staff for discussion
- Integrate the site plan and strategic plan into our work
- Provide direction on site-based professional development

We value and enjoy a growing level of parent and community involvement at Ocean View School. This partnership between the school and Ocean View families, allows us to effectively support our students, staff, and instructional programs. Two key decision-making groups comprised of parents are the Parent Teacher Association (PTA) and School Site Council.

Another important opportunity for parental and community involvement is the Ocean View English Learner Advisory Committee. Our school community benefits greatly from the support and assistance provided by community volunteers. Our school mascot is the Sea Otter and our school motto is Celebrate Community – Honor Diversity.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Ocean View staff and site council reviewed the 2015-16 California Healthy Kids Survey for Albany Elementary Schools. We looked to the district survey to provide insight for supports to school improvement efforts, school performance, engagement, and climate. Data for school connectedness; The level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and perceived safety and frequency of, and reasons for, harassment and bullying at school.

2015-16 California Healthy Kids Survey 5th grade results.

I feel close to people at school.

7% No, never

28% Yes, some of the time

42% Yes, most of the time

22%, Yes, all of the time

I am happy to be at this school.

1%, No, never

18% Yes, some of the time

35% Yes, most of the time

46% Yes, all of the time

I feel like I am part of this school.

3% No, never

16% Yes, some of the time

28% Yes, most of the time

54% Yes, all of the time

Teachers treat students fairly at school.

0% No, never

10% Yes, some of the time

40% Yes, most of the time

50% Yes, all of the time

I feel safe at school.

0% No, never

8% Yes, some of the time

33% Yes, most of the time

59% Yes, all of the time

We were particularly interested in the data related to student responses to harassment and bullying. While 91% reported teachers and grown-ups make it clear that bullying is not allowed and 87% reported that teachers will do something when told of being bullied. Staff believe that this data reflects the many supports and curriculum we have for students such as, Second Step curriculum, Conflict Managers, Unity Day, BEST, S'Cool Moves, and our noontime games and sports programs. However, we noticed that 29% of 5th grade students reported being teased about their body while at school and 40% of both boys and girls reported being called bad names or being hit or pushed at school. We recognize that while the data is generally positive, we strongly believe students need additional strategies for calming down, to self regulate, and guidance when dealing with conflict with peers. We are hoping that professional development opportunities will be made available for staff to help address these needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

The following assessment programs and tools are used by Ocean View staff to measure student achievement and respond to student

needs by modifying instruction accordingly:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math in grades 3-5.
- California English Language Development Test (CELDT) for English Learners (retired in 2017-2018) and English Learner Proficiency Assessments for California (fully operational in 2018-2019)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Scholastic Reading Inventory grade 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Albany First Grade Word List (grade 1)
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- Consonant - Vowel - Consonant (CVC) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Curriculum-embedded assessments
- Teacher created assessments

All students in grades 3rd- 5th are given the Smarter Balanced Assessment (SBAC). The Smarter Balanced Assessment Consortium (SBAC) is comprised of claims and targets that together can be used to make statements about student achievement.

Math:

Claim #1- Concepts and Procedures: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2- Problem Solving: Students can solve a range of complex well posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim #3- Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim #4- Modeling and Data Analysis: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

English Language Arts:

CLAIM #1: Reading: (LITERARY & INFORMATIONAL TEXTS) Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

CLAIM #2: Writing: Students can produce effective writing for a range of purposes and audiences.

CLAIM #3: Speaking and Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

CLAIM #4: Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Below is a comparison of Ocean View Elementary School's Smarter Balanced Assessment Data for Mathematics and English Language Arts compared with the rest of the state of California:

We are proud of our performances on the SBAC tests, which is well beyond the state average. Each year that our students in grades 3- 5 take the SBAC, we see stronger performances, both from one year to the next, and also within a grade level. We attribute our gains 1) to an increase in hardware availability so that students have greater access, 2) to the targeted use of online programs, like Typing Club, Raz-Kids, IXL, Dreambox, and Google Docs to increase computer skills and 3) to the classroom and intervention teachers adjusting teaching strategies to include more problem solving opportunities, more opportunities to work with nonfiction materials, and to consistent opportunities for deeper explorations in writing presented to student through our Units of Study Curriculum.

2. Availability of standards-based instructional materials appropriate to all student groups

All students have access to standards-based instructional materials in our general, special education, English Language Development, and intervention programs.

3. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All staff use CA State Board of Education-adopted and other local supplemental materials to provide students access to CA standards-aligned core content.

Parental Involvement

4. Family, School, District, and Community resources available to assist students

Ocean View School encourages the participation of our parents and community through school, district, and community resources such as the English Learner Advisory Council (ELAC)/District English Learner Advisory Council (DELAC). Families who are English Learners are invited and encouraged to attend evening meetings throughout the year. Attendees are supported through childcare and offered resources that address their unique needs. The Ocean View School Site Council (SSC) is made up of a group of stakeholders including parents, staff, teachers and administration. The School Site Council is responsible for the review of our site plan. Our Parent Teacher Association (PTA) offers parents opportunities to contribute and support the school community through fundraisers, social events and school wide activities. In addition to supporting the Ocean View community our PTA is committed to fundraise with the two other Albany Elementary PTA's in a collaborative fundraising for enrichment during the instructional day. Other district wide fundraising organizations in Albany include Albany Education Foundation (AEF), SchoolCARE funded programs, and the Albany Music Fund.

The Albany Unified School District, along with Ocean View School, recognizes the need to support students who demonstrate poor attendance with our Student Attendance Review Team (SART)/Student Attendance Review Board (SARB). These review teams meet as needed with families whose children demonstrate difficulty attending school. These families may require access to additional resources to assure students regular attendance. Special Education guided through the Special Education Local Plan Area (SELPA) offers students who qualify, supports that assure engagement and access to an appropriate curriculum. Ocean View School also provides students who demonstrate a need, counseling services through individual and/or small group settings throughout the school year. These services are welcomed by many families and assist students to maintain a positive outlook as well as help maintain regular attendance at school. Finally, through the appointment of our district nurse, students with specific medical needs are supported and staff trained to address their health and safety requirements.

Current practices to support parent involvement:

1. Parent Directory (school or classroom)
2. informed of when Social Emotional Instruction is presented in classrooms
3. Early interventions provided to students with disruptive behaviors
4. Address race and culture with students and parents more frequently
5. Parent Ed nights reflecting needs for person safety, race and culture
6. Student Success Team invitation to parents for students with behavioral and academic concerns

Description of Barriers and Related School Goals

School, district, and community barriers to improvements in student achievement include but may not be limited to:

- Student need for counseling continues to outweigh our available services.
- A drop in our African American student population of over 3% from last year has created a concern for how to better support these students.
- Additional professional development for our para-support staff targeting specific learning needs of our special education students.

- Early Bird/Late Bird schedule continues to limit master schedule by limiting the opportunities for co-teaching, Just Right Grouping or Response to Interventions, and other creative models.
- Limited language skills of English Language students who enroll midyear continue to impact current programs for our ELD students..
- Limited access to available technology has improved, but as hardware age out or breakdown the use of technology available is limited
- Student mobility throughout the year is a constant challenge for staff. New students mid year require assessments for delivering needed programs such as ELD or reading lab.
- Limited access by families to outside resources (e.g. health, mental health, eye and dental care) can add stress and limit the opportunities for relationship building.
- AUSD calendar is out of alignment with U.C calendar impacting student attendance. Families enter and take vacations that correspond to the U.C. school calendar.
- Communication with parents and with those with home languages other than English requires teachers and staff to reach out to families multiple times through texting, email, phone calls and newsletters.
- The ongoing need for training to address the social-emotional and social justice needs of our students.
- The need for data analysis services to provide an accurate picture of student achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	116	116	102	103	101	95	103	100	95	88.8	87.1	93.1
Grade 4	113	108	109	106	98	97	104	98	97	93.8	90.7	89
Grade 5	107	103	102	98	96	96	96	96	96	91.6	93.2	94.1
All Grades	336	327	313	307	295	288	303	294	288	91.4	90.2	92

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2434.7	2487.9	2484.0	31	55	45.26	24	20	31.58	18	14	15.79	26	11	7.37
Grade 4	2486.7	2491.9	2524.9	30	37	47.42	26	16	27.84	25	27	10.31	16	20	14.43
Grade 5	2555.9	2553.0	2537.0	37	41	31.25	42	33	37.50	13	13	15.63	6	14	15.63
All Grades	N/A	N/A	N/A	33	44	41.32	31	23	32.29	19	18	13.89	16	15	12.50

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	36	55	45.26	36	33	41.05	28	12	13.68	
Grade 4	29	37	46.39	49	33	43.30	22	31	10.31	
Grade 5	33	45	42.71	55	39	39.58	11	17	17.71	
All Grades	33	46	44.79	47	35	41.32	21	20	13.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	48	44.21	46	37	47.37	29	15	8.42
Grade 4	30	31	45.36	56	48	42.27	13	21	12.37
Grade 5	53	53	44.79	38	30	41.67	9	17	13.54
All Grades	36	44	44.79	47	38	43.75	17	18	11.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	36	38.95	56	59	57.89	15	5	3.16
Grade 4	21	28	42.27	63	62	48.45	15	10	9.28
Grade 5	30	30	28.13	63	60	60.42	7	9	11.46
All Grades	27	31	36.46	61	61	55.56	13	8	7.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	50	48.42	59	44	45.26	17	6	6.32
Grade 4	21	38	36.08	65	47	55.67	13	15	8.25
Grade 5	53	47	36.46	43	46	50.00	4	7	13.54
All Grades	32	45	40.28	56	46	50.35	12	10	9.38

Conclusions based on this data:

1. We are proud of our performances on the Smarter Balanced Assessment Consortium (SBAC) tests, which is well beyond the state average. Each year that our students take the SBAC, student performance improves, both from one year to the next, and also within a grade level. We attribute our gains to 1) an increase in hardware availability so that students have greater access, 2) the targeted use of online programs, like Typing Club, Raz-Kids, and Google Docs to increase computer skills and 3) the classroom and intervention teachers adjusting teaching strategies to address the common core standards.
2. Conclusions based on this data:
 - 1) In the 2017 administration of the Smarter Balanced Assessments 74% of all students at Ocean View met or exceeded standards for English Language Arts.
 - 2) 23% are approaching standards or not meeting standards. A review of the sub-tests shows that performance on every sub-test for every grade is also relatively high, with insignificant changes in performance from 2016-17 school year with a 9% increase in Standard Met in overall achievement compared with 2015-16.
3. In spring and fall of 2018, we will review the scores from the 2017 administration to identify students who need reading intervention and support in targeted areas such as writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	116	116	102	107	108	96	107	108	96	92.2	93.1	94.1
Grade 4	113	109	109	106	104	103	106	103	103	93.8	95.4	94.5
Grade 5	107	103	102	99	97	96	99	97	96	92.5	94.2	94.1
All Grades	336	328	313	312	309	295	312	308	295	92.9	94.2	94.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2442.4	2478.8	2482.1	23	39	40.63	32	35	29.17	22	15	19.79	22	11	10.42
Grade 4	2504.1	2514.7	2538.7	25	34	49.51	34	31	24.27	31	22	16.50	9	13	9.71
Grade 5	2560.5	2559.9	2539.4	47	46	41.67	26	21	20.83	13	21	13.54	13	12	23.96
All Grades	N/A	N/A	N/A	32	40	44.07	31	29	24.75	22	19	16.61	15	12	14.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	53	56.25	36	29	29.17	26	19	14.58
Grade 4	36	50	64.08	43	27	18.45	21	23	17.48
Grade 5	54	46	43.75	30	31	27.08	16	23	29.17
All Grades	42	50	54.92	37	29	24.75	21	21	20.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	49	44.79	43	39	41.67	20	12	13.54
Grade 4	34	35	51.46	50	50	31.07	16	16	17.48
Grade 5	39	46	36.46	46	40	40.63	14	13	22.92
All Grades	37	44	44.41	46	43	37.63	17	14	17.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	52	47.92	59	39	43.75	17	9	8.33
Grade 4	36	45	53.40	45	41	32.04	19	15	14.56
Grade 5	39	46	35.42	45	40	44.79	15	13	19.79
All Grades	33	48	45.76	50	40	40.00	17	12	14.24

Conclusions based on this data:

1. 69% of all students at Ocean View, as measured by SBAC, meet or exceed standards in overall achievement. 16.61% performed near standard. 14.58% of students did not meet standards.
2. Conclusions based on this data: We are proud of our math performance on the Smarter Balanced Assessment Consortium (SBAC) tests, which overall, student performance is high and is well above the state average. We attribute our gains to 1) an increase in hardware availability so that students have greater access, 2) the targeted use of online programs, like IXL, Dreambox, and Google Docs to increase math and computer skills 3) the classroom teachers are including more real world problem solving opportunities and 4) our intervention teachers are able to individualize instruction based on student need.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	10	10	33		30	33	50	30	17	30			10	30	17
1	22	17	29	35	43	42	20	26	17	7	4	4	17	9	8
2	35	20	19	32	32	33	15	23	33	6	9	14	12	16	
3	22	16	28	28	16	31	28	24	28	17	40	6	6	4	6
4	56	31	30	15	38	17	21	24	35	3	3	13	5	3	4
5	42	54	32	29	18	39	21	18	21		4	4	8	7	4
Total	33	26	28	26	30	33	22	23	26	8	11	7	10	10	5

Conclusions based on this data:

1. The percent of students by proficiency level on CA English Language Development Tests (CELDT) indicates that Ocean View students continue to perform well on these annual language development assessments with the data reflecting a proficiency level increase for students who remain with us over time. The percent of students scoring early advanced and advance remains high at 56%. and students scoring intermediate showing insignificant change over time 21- 23% since 2013-14

Students entering our school in the K-2 grades make up the majority of the Ocean View ELD direct pull out programs. We have a higher number of kindergarteners coming in at the beginning level, a 15% increase over a three year period. Students entering Ocean View school at the beginning levels in grades 1 -5th reflects a decrease of student enrollment.

Services provided in 2017-2018:

Kindergarten- Designated ELD Pull-out for Emergent ELs for two 30-minute sessions per week.

Push-in support for Expanding-Bridging ELs for two 30-minute sessions per week.

Grade 1- Emergent EL's receive 4 hours of Designated ELD per week (Mon, Tues, Thurs, Fri.)

Push-in for Expanding-Bridging ELs provided to Ms. Briones class for two 30-minute sessions per week.

Grade 2- Emergent EL's receive 4 hours of Designated ELD per week (Mon, Tues, Thurs, Fri.)

Push-in for Expanding-Bridging ELs provided 3 times per week for 45 minutes to all three 2nd grade classes during Writing Workshop.

Grade 3- Emergent EL's receive 4 hours of Designated ELD/week (Mon, Tues, Thurs, Fri.)

Push-in for Expanding-Bridging ELs provided 2 times per week for 45 minutes during Writing Workshop.

3rd Grade Writing Club- Expanding-Bridging ELs are being supported with Writing for 2 additional hours each week. These students have an extended day two days a week, either in the morning or afternoon. (19-21 students)

Grade 4- Emerging ELs have received Designated ELD 4 hours per week (Mon-Thurs) during their identified reading hour. Two classrooms receive push-in support for Expanding-Bridging ELs a total of 6 ½ hours per week

Grade 5- Emerging ELs have received Designated ELD 4 hours per week (Mon-Thurs) during their identified reading hour.

Expanding-Bridging ELs receive a combination of pull-out/push-in support 4 hours per week during the designated reading hour.

In addition to supporting ELs, we continued this year to support the Ocean View Language Ambassador (OLA) program.

Participating OLA students meet regularly (at least once a month) with the ELD staff and have played games, planned and promoted spirit days around the school. OLA have also begun doing Wednesday announcements and will be helping run games during our annual Eat on the Field Day in May. More importantly, OLA students have given tours, acted as translators and helped newly enrolled students become acquainted with Ocean View and our community.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/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.
SCHOOL GOAL #1:
English-Language Arts 1. All students will demonstrate growth in reading and written language as compared to previous years and/or grade level assessments. 2. We will provide supports within the school day for students who perform below grade level in reading and written language.
Data Used to Form this Goal:
SBAC and Local Benchmarks for ELA and writing, 2017-18
Findings from the Analysis of this Data:
School-wide achievement in ELA is high. 80% of our students perform at or above grade level. We made more than 10% growth in Socio-economically Disadvantaged groups. However, we still recognize an achievement gap for students of various sub-groups.
How the School will Evaluate the Progress of this Goal:
Gates-MacGinitie Reading Test (grades 3-5), Fountas & Pinnell Reading Assessments, Smarter Balanced Assessment Consortium, English Language Proficiency Assessments for California, and intervention assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I - Alignment of Instruction with California Content Standards – English Language Arts</p> <p>Assessment Review and Analysis: We will review and analyze district and local reading and writing assessment data to identify every student's performance level. This analysis will allow us to determine the achievement gaps within groups of students and develop plans to better meet the instructional needs of all students.</p> <p>Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress.</p>	<p>Fall and winter of 2018 -19</p> <p>1. Reading assessment data of students identified for additional targeted intervention supports.</p> <p>2. Review English Language Proficiency Assessments for California (ELPAC) data to determine designated ELD services of students and all additional supports that can be provided.</p>	Teachers, ELD specialist TSA, and Site Admin	Time for staff to review data and determine services within school day	0
<p>Teacher on Special Assignment Support</p> <p>The Teacher on Special Assignment (TSA) will assist with continued CCSS implementation by providing elementary wide professional development, ongoing support to individual teachers and through conferencing, lesson observations, classroom demonstrations and supporting grade level team meetings.</p>	Throughout the 2018-19 school year, teachers will work weekly with our site Teach-Coach	Teacher on Special Assignment and Site Administrators		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II ~ Improvement of Instructional Strategies and Materials – English Language Arts: We will evaluate and improve our instructional strategies and curricular materials for Language Arts through professional development, reflection, and administrative feedback, which will facilitate the continued implementation to the California Common Core State Standards.</p> <p>Grade Level Collaboration We will provide regular opportunities for teacher collaboration to plan lesson delivery, discuss student learning and make decisions.</p>	During 2018-19 Bi-monthly grade level meeting time will be dedicated to grade levels to discuss improvements in instructional strategies lesson plans and in pacing guides.	Site Admin, and Teachers, TSA	Weekly meeting time	0
Professional Development: We will provide continued professional development opportunities for school wide implementation of Units of Study reading program, the use of direct/explicit language instruction.	Professional Development days calendared in Oct 2018 and March 2019, Cross-site staff wide and Curriculum Council meetings scheduled during the fall, winter and spring.	Site Admin, TSA, Professional Consultant and Teachers	No additional site costs	0
Teacher Leadership Team: Bi-monthly meetings to support teacher leadership capacity through collective decision making, school wide planning and providing professional development to staff focused on CCSS in Language Arts during weekly meeting times.	Bi-Monthly site leadership meetings designed to improve instructional pedagogy	Site Admin, TSA and Teachers	<p>District General Fund Salaries & Benefits</p> <p>Site Funds - Salaries & Benefits Other planning and workshops</p>	<p>5,600</p> <p>600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>Analysis of Student Work and Progress: We will provide regular opportunities for teachers to analyze student work in reading and writing, through structures designed to discuss student progress, and plan for next steps.</p> <p>One such next step: 2nd grade teacher team periodically regroups grade level students for a weekly vocabulary focus.</p>	<p>During 2018-19 each trimester grade level teams will review and analyze student outcome data in writing and or reading</p> <p>2nd grade team periodically meets to regroup student vocabulary groups.</p>	Site Admin, TSA and Teachers	<p>Staff and Grade level meeting times on Wednesdays</p> <p>No additional costs</p>	0
<p>Grade Level Collaboration Days: Grade level teams are offered two release days during the school year to collaborate, plan instruction, discuss common instructional practices, pacing guides, develop and analyze assessments.</p>	<p>During 2018-19 one day in the Fall and Winter .</p>	Site Admin, TSA and Teachers	<p>Site Funds Salaries & Benefits</p>	7,400
<p>Curricular Materials We will analyze and evaluate our Language Arts curriculum needs to determine what additional resources should be considered for purchase in library, classroom ie. books to support the new adoption of Lucy Calkin's Units of Study Reading and Writing for -STEAM.</p>	<p>Fall 2018 and spring 2019: Staff will inventory current resources for purchase to support writing and reading program.</p>	Site Admin, TSA and Teachers	<p>District and Site funds Materials & Supplies</p>	8,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III ~ Language Arts Intervention</p> <p>We will insure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective language arts interventions to reach target students at each grade level and determine next steps for implementation.</p> <p>Identify Target Students: We will analyze fall diagnostic assessments and classroom evidence to identify target students who will benefit from additional reading and writing support. Throughout the school year, we will monitor the progress of target students and respond with appropriate interventions.</p>	<p>Fall of 2018 students will be identified through assessments for additional reading intervention, progress measured through student reading scores, district and other benchmark assessments, ELPAC scores, grades.</p>	<p>Site Admin, TSA, Classroom Teachers and ELD, Reading Specialist</p>	<p>Title I- Salaries and Benefits</p>	<p>48,631</p>
<p>Reading Intervention Support</p> <p>We will offer reading intervention in grades 1-5 through pullout and push in support for students needing targeted reading and written language instruction.</p> <p>The annual subscription to ELA online supports such as Read Naturally, Raz-kids, Head Sprouts and Rewards.</p>	<p>Fall of 2018 students will be identified for additional interventions, Reading Specialists' schedule, lesson plans, pre/post assessment results and Read Naturally data.</p>	<p>Site Admin, Classroom Teachers and Reading Specialists</p>	<p>LCFF Supplemental Funds (Salary and Benefits) 1.0 FTE Reading Specialist</p> <p>PTA and Site Funds for purchase of Head sprouts, Raz-Kids yearly online subscription for K-3rd grades. Read Naturally yearly online subscription 50 student seats.</p> <p>Site Funds for targeted afterschool vocabulary intervention 4th/5th grade students.</p>	<p>110,852</p> <p>4,600</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>English Learner Placement & ELD Program</p> <p>We offer support for our Emergent Level EL Designated ELD Specialists. We will continue to look to support students who score at the expanding and bridging level of English Language Proficiency Assessments for California (ELPAC) in targeted classrooms to provide support as a means of better targeting their English Language Development needs.</p>	In the Winter/Spring of 2018 students will be ELPAC tested, and served through English Language Development (ELD) supports	Site Admin, ELD Specialists, Teachers,	LCFF Supplemental Funds (Salary and Benefits 2.2 FTE ELD Specialists	268,540
<p>STRATEGY IV ~ Family Involvement and Communication - English Language Arts: Staff will offer opportunities for parents and community members to participate in the educational process of our students through volunteer reading, Site Council membership, and through classroom participation.</p> <p>Parent Education Events</p> <p>We will provide Parent Education Night(s) through Reading Specialist and grade level for Early reading and Non-fiction reading evenings.</p> <p>ELD and District teams will offer regular English Learner Advisory Committee (ELAC) and District English Learner Advisory (DELAC) parent meetings.</p>	2018-19 two or more parent education nights are offered for early and upper grades.	Site Admin, PTA, teachers, other representatives	PTA/Site Funds for guest speakers, babysitting, treats, materials and supplies.	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>English Learner Advisory Committee (ELAC)</p> <p>We will provide opportunities for parents of English Language Learners through regularly scheduled ELAC meetings with ELD teacher leaders to build parent skills in assisting their children at home in reading/writing.</p>	<p>Four to five Regular scheduled ELAC meetings throughout the 2018-19 year. Snacks and babysitting for each meetings</p>	<p>Site Admin, ELD Specialists, ELAC Representatives</p>	<p>PTA/Site funds to purchase snacks, materials and baby sitting</p>	<p>500</p>
<p>Communication with Family Community:</p> <p>We will provide information for families through ELAC and PTA meetings, school marquee, website, school and classroom newsletters, library website, and on-line reading programs.</p>	<p>Throughout the year regularly scheduled meetings and publications</p>	<p>Site Admin and classroom teachers.</p>	<p>Site Funds - Snacks, materials and supplies</p>	<p>200</p>
<p>Translation for School Communication:</p> <p>We will provide translations in multiple languages for communication with families through school marquee.</p> <p>Language translators will be provided for needed Student Success Team and Parent/Teacher Conferences.</p>	<p>Weekly displayed parent information on marquee in English, and other languages.</p> <p>Translators during Parent - Teacher conferences in November and March</p>	<p>Site Admin, district translator's</p>	<p>District , Site Funds to support translation in meetings and for materials and supplies</p>	<p>500</p>

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/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.
SCHOOL GOAL #2:
Mathematics 1. All students will demonstrate growth in math as compared to previous years and/or grade level assessments. 2. We will provide supports within the school day for students who perform below grade level in math.
Data Used to Form this Goal:
District Trimester Math Benchmarks Assessments and Smarter Balanced Formative/Summative Assessment outcomes.
Findings from the Analysis of this Data:
School-wide achievement in math is high. Nearly 85% of our students are working at or above grade level in math. However, we still recognize an achievement gap for students of various sub-groups such as Socio-Economic Disadvantaged, African American, Hispanic and English learners.
How the School will Evaluate the Progress of this Goal:
District Benchmark Assessment outcomes, grade level unit assessments outcomes, Smarter Balanced Formative/Summative Assessment outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY 1 - Alignment of Instruction with Common Core Standards – Math</p> <p>Assessment Review and Analysis: We will review and analyze district and local math assessment data to identify every student's performance level. This analysis will allow us to determine the achievement gaps that exist between groups of students and develop plans to better meet the instructional needs of all students.</p> <p>Plans may include targeted math intervention support, in and outside the classroom during and after school</p>	Fall of 2018-19 current math benchmark assessment and program assessments	Teachers, TSA and Site Administrators	Staff/Grade level meeting time no added cost	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>Common Core State Standards Implementation: We have fully implemented CCSS in Math. Teachers in grades K-3 use the Investigations math program as their primary CCSS-aligned math curriculum. Teachers in grades 4-5 use the Math Expressions program as their primary CCSS-aligned math curriculum.</p> <p>Schedule dedicated grade level meeting time to coordinate instruction, adjust pacing guides and identify any additional curriculum to address gaps in current curriculum and coordinate unit assessments with grade level team</p> <p>Instructional Leadership Team (ILT) will discuss how the use of Social Justice Math can be integrated into teacher instruction throughout all grades.</p>	<p>Monthly grade level time will be dedicated to align and review student outcomes and program progress in math.</p> <p>ILT meeting discussions</p>	Site Admin, grade level teachers, ILT team TSA	<p>LCFF Supplemental Funds (Salaries and Benefits)</p> <p>Teacher Hourly</p> <p>Grade level meetings</p> <p>ILT team meetings</p>	7,000
<p>Support from Teacher on Special Assignment: Teacher on Special Assignment (TSA) will continue to assist with CCSS implementation and instructional pedagogy as needed by individual teachers and grade level teams.</p>	<p>During 2018-19</p> <p>Weekly scheduled class/prep time from teachers with TSA or as needed.</p>	Site Admin, grade level teachers, TSA		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
STRATEGY II ~ Improvement of Instructional Strategies and Materials - Math: Staff will evaluate and improve our instructional strategies and curricular materials through use of Professional Learning Communities, staff development, reflection, and administrative feedback and facilitate the transition to the California Common Core State Standards.	Fall, winter and spring of 2018-19 Multi-grade level posters to display Problem of Month throughout the school. Time given at staff meetings for promotion and clarification	Principal and Teachers	Site Funds Materials & Supplies	250
Release Time: Provide up to 2 days of release time a year for grade level curriculum planning and assessment administration. Evidence of assessments reported through district database, lesson plans, curriculum maps, pacing guides and meeting notes	Two days, one in Fall and Winter during 2018-19 given to grade level teams.	Principal and Teachers	Site funds already identified in ELA Goals	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III ~ Involvement and Communication - Math: Staff will offer opportunities for parents and community members to participate in the educational process of our students.</p> <p>Parent Education: PTA Annual Community Math Night Annual Parent Education targeting parents our African American, Hispanic and English Language Learner families through the Math Night Evening program supporting math instruction at school.</p> <p>Software programs: Splash Math, IXL and other online math subscriptions offer student, teacher and parent communication through math study.</p>	<p>Fall or winter 2018-19</p> <p>Ongoing communication through software programs throughout the year as programs are used</p>	Site Administrators, Teachers, and PTA representatives	<p>PTA funds for Family Math Night and site funds already identified in other action items. 1,400</p> <p>Site Intervention funds identified in another action step 0</p>	
<p>Communication with Family Community</p> <p>We will provide information for families through our parent teacher conferences, school marquee, website, google classroom, school and classroom newsletter, library website, and on-line math programs.</p>	Regularly scheduled and as needed throughout the school year	Site Admin, clerical, teachers	LCFF Supplemental Funds	1,000
<p>Scaffolding for Vocabulary:</p> <p>We will continue to focus on teaching academic mathematics vocabulary through systematic and appropriately scaffold instruction, K-5, to support all ranges of language development.</p>	2018-19 Fall, and Winter trimester DBA outcomes, and unit assessments will guide lesson plans and pacing.	Site Admin, TSA and teachers	<p>Site Funds 400</p> <p>Materials and supplies to support instruction</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY IV ~ Intervention - Math: Staff will provide high quality instruction accessible to all students and matched to their needs.</p> <p>Intervention: We will provide K- 5th grade intervention support in a variety of ways, including in-class para-educator support, small group, and flexible re- grouping strategies during the regular school day and after school.</p>	2018-19 Smarter Balanced Assessment reports and 2017-18 Fall Classroom and District assessment scores, will guide needed additional program and students served.	Site Admin and teachers	LCFF Supplemental Funds (Salary and Benefits Teacher Hourly	9,000
<p>Online math supports We will continue to use additional math supports to increase student understanding of mathematical concepts and computational fluency through the online math subscriptions, such as Splash Math and IXL .</p>	Beginning in the Fall 2018 student achievement data will guide the use of online technologies to support students math skills in and out of classrooms	Principal, Teachers	LCFF Supplemental Software, materials, and supplies	7,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Student Well-Being
LEA/LCAP GOAL:
<p>AUSD Local Control Accountability Plan (LCAP) Goal #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.</p> <ul style="list-style-type: none"> • 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.
SCHOOL GOAL #3:
<p>Ocean View will provide a safe, engaging environment, in which each member of our community is encouraged to strive for excellence, to foster equality, and to value inclusion. We will support our community in this work of broadening social, cultural, and racial understanding through the integration of the district's Social-Emotional and Social Justice Competencies.</p>
Data Used to Form this Goal:
<p>Student Attendance Records, Referrals, Counseling usage and request, Student Success Team (SST), Student Attendance Review Team (SART) and Student Attendance Review Board (SARB)</p>
Findings from the Analysis of this Data:
<p>Student School-wide attendance is at 96.5% and referral data indicates 7% of students getting 85% of referrals. SST requests increase after each conference period. SART and SARB meetings increase as school year progresses and students accumulate absences.</p>
How the School will Evaluate the Progress of this Goal:
<p>Students recognition program, Student Leadership participation, Counseling and Student Study Team referrals, Daily Attendance records, grades at Trimester #2 reporting period, Healthy Kids Survey</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
School-wide BEST Behavior Assemblies: We will continue to have a "BEST Behavior" Committee (comprised of student leadership, their facilitators, and principal) lead three assemblies that explicitly teach concepts and strategies to help students understand and utilize the "3 Bs." (Be Safe, Be Respectful, Be Responsible)	Three assemblies, one per trimester, with Safe, Responsible, and Respectful themes.	Principal, BEST Team, AUSD Safe Schools Coordinator	PTA and Site Funds Materials & Supplies / Staff Training	600
School-wide Community Builders: We will continue to have six Sing-along assemblies focusing on the following themes - Welcome Back, Unity Day, Holiday Celebrations, Friendship, Earth Day, and End-of-year.	Every other month, beginning in August and ending in June.	Principal, Teachers & Site Staff	Site Funds / PTA Funds Materials and supplies	400
School-wide Community Behavior Commitment: We will continue to participate in the "No Place for Hate" campaign, including administering the "No Place for Hate" pledge, "Being an Ally" training for student leadership, and school-wide participation in a minimum of three unity events per year.	Pledge renewal and unity event once per trimester. Ally training for Student Leadership during the 2nd trimester.	Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator, BEST Team	PTA and Site Funds Materials and supplies for Prizes, Incentive awards	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
School-wide Positive Recognition: We will maintain a system of positive recognition programs, including "Otter Tickets" (staff to student) for students caught being Safe, Responsible, and Respectful and "Toolbox Tickets" (peer to peer) for students who solve problems using "Toolbox" problem solving strategies and any additional quarterly student recognition rewards such as wrist bands, bookmarks, and other small rewards.	Monthly review of Otter Tickets and Toolbox Tickets.	BEST Team, Principal, Teachers, Site Staff, Community Coaches	Site Funds	300
School-wide Student Council Leadership: Student Teacher Leader team will collaborate and train students in a one day training. These students will participate in Student Council, Conflict Managers and Community Coaches. We will continue to have Student Council Leadership in the 5th grade and Student Council Representatives from grades 1st-4th, who meet monthly to discuss current issues and events, to make decisions, and to bring school-wide information back to each classroom. Teachers need common weekly prep time for meetings with students.	Student Teacher leader team will work with Student Council Leaders and Representatives. Students are chosen by their peers in the Fall and then again in the Spring. They meet monthly as a whole group.	BEST Team, Site Admin, Teachers	Site Funds / PTA Funds Materials and supplies, Salaries & Benefits	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
Student Leadership for 4th Grade: We will continue to have Community Coaches on duty at recess time. They provide recognition, in the form of "Toolbox Tickets" to students who are seen using Toolbox problem solving strategies. They will also participate in presenting the BEST Behavior assemblies and sing-alongs.	Community Coaches are chosen by their peers in the Fall and then again in the Spring. They are on duty daily.	BEST Team and Community Coach Facilitator	District, PTA, and Site funds Materials and Supplies,	200
Student Leadership for 3rd Grade: We will continue to train Conflict Managers to help students solve conflicts with another peer. Conflict Managers will be on duty at all lower grade recesses (1st - 3rd). They will also participate in presenting the BEST Behavior assemblies and sing-alongs.	Conflict Managers are chosen by their peers in the Fall and then again in the Spring. They are on duty daily. (Half Day training in Fall and Spring)	BEST Team Conflict Manager Facilitator	Site / PTA Funds Salaries & Benefits	200
Student Leadership for 3rd - 5th Grade (OLA): We will continue to have the Ocean View Language Ambassador Program to provide ELA students leadership opportunities and welcome new students to Ocean View whose first language is not English.	OLA members apply during the spring of the previous year and perform their duties as needed during the school year.	ELD Staff	Site Funds Materials & Supplies	200
Student Social/Emotional Resiliency in the classroom: We will continue to foster social/emotional resiliency in our students, K – 5 through Second Step curriculum, Welcoming Schools Curriculum, S’Cool Moves, and Speak-Up and Be Safe Curriculum (February).	Ongoing throughout the school year.	Site Admin, teachers, BEST Team	Site Funds Online free and fee based programs	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
Mental Health Counseling: We will continue to offer mental health services that include individual counseling sessions and small group sessions.	Fall thru Spring, 2-3 intern staff provided.	Principal, Staff, Counselor and Counseling Interns		
Clubs and Activities during the school day: We will provide clubs and activities that help students interact in a positive way, such as Game Time in Room 8, Girls Science Club, Lunchtime Games in the Library, and Noontime Field Games.	Daily opportunities for student participation during lunch recess grades 1-5.	Principal, Teachers, Staff and Parent Volunteers	PTA Site Funds to support Club Teacher sponsor Snacks for students	2,500
Student Success Team: Student Success Team will meet to discuss the needs of at-risk students and to problem-solve solutions and next steps, as determined by the team.	Weekly SST Meetings and 504 referrals meetings as needed.	Student Success Team Coordinator: Teachers, Parents	Site funds for SST coordinators planning time	2,000
Home-School Communication: Students, parents, and the community will be informed about school policies and procedures related to a positive campus climate through Parent/Teacher handbook, regular school and classroom newsletters, the auto dialer, and the school marquee.	Fall of each year the Parent Handbook is distributed. Ongoing updates from the school website, school and classroom newsletter, the auto dialer, and school marquee.	Principal, Office Staff, Teachers	Site Funds, PTA Materials & Supplies	800
OV Breakfast Program: Provide all students who begin school at 8:30 am with healthy breakfast choices prior to the start of school (8:00am – 8:20am).	Every school day 7:45-8:15am	Food Services Staff, custodians	Child Nutrition Program	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
Healthy Kids Survey: We will continue to participate in the CA Healthy Kids survey administered to 5th grade students every other year and use the data to inform decision-making.	Spring Trimester, every other year.	Site Administrator, Teachers	District Funds	
Emergency Planning Team: Emergency Planning Team will meet regularly to update plan, develop staff training and replenish needed supplies	4-6 planning meetings at hourly rate	Site Admin, teacher emergency team	PTA and Site Funds	2,000
Parent Education events organized through the coordination with all elementary PTA's for topics related to supporting students and family social-emotional health.	2-4 evening events throughout the year	PTA, Site Admin	PTA Funds	1,000

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Terry Georgeson	X				
Rachel Anderson				X	
Rebecca Sprenger		X			
Beth Dunn		X			
Dwight Ford				X	
Rebecca Eros			X		
Kendra Knowles				X	
Numbers of members of each category:	1	2	1	3	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on 5/16/16.

Attested:

Terry Georgeson

Typed Name of School Principal

Signature of School Principal

Date

Rachel Anderson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: APPROVE 2018-2019 CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS

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

TYPE OF ITEM: CONSENT

BACKGROUND INFORMATION:

The Consolidated Application for Funding Categorical Aid Programs is used by the California Department of Education to distribute categorical funds from various federal programs to school districts throughout California.

The electronic submission deadline for the 2018-19 Consolidated Application for Funding Categorical Aid Programs is June 30, 2018. Prior to submission, the application must be approved by the Governing Board.

DETAILS:

Albany Unified School District is applying for, and expects to receive, the following federal funds for 2018-19:

- Title I, Part A Basic Grant (approximately \$220,000).
- Title II, Part A Supporting Effective Instruction (approximately \$9,000).
- Title III, Part A Immigrant and English Learner (approximately \$60,000).

Funds received will be allocated for salary and benefits (Title I and and III) and to provide professional development (Title II) as identified in the 2018-2019 LCAP.

FINANCIAL INFORMATION:

Funding is allocated based on student enrollment and federal funding levels. Submission of the Consolidated Application ensures the District is eligible to receive federal categorical funding once those funds are dispersed.

STRATEGIC OBJECTIVES ADDRESSED:



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



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



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

<p>RECOMMENDATION: APPROVE 2018-2019 CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS.</p>

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

**ITEM: INDEPENDENT CONTRACTOR AGREEMENT WITH
WEST COAST LITERACY WORKSHOP**

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

TYPE OF ITEM: CONSENT

PURPOSE:

This is a renewal of a previously approved contract between Albany Unified School District and West Coast Literacy Workshop.

BACKGROUND INFORMATION:

During the 2017-18 school year, teachers in grades K-5 piloted and adopted reading comprehension curriculum, "Units of Study in Reading." When selecting the "Units of Study in Reading" curriculum, a strong recommendation was made by the pilot committee to ensure professional development was provided to support the implementation of the new curriculum.

DETAILS: West Coast Literacy Workshop is a local business with expertise in providing training, coaching and strategic planning in literacy programs. West Coast Literacy Workshop has reputable experience in AUSD having supported staff during the pilot process and initial implementation of "Units of Study in Writing."

This contract provides fifteen (15) days of professional development sessions with Albany Unified School District and includes the following:

- A. Two and one half days (2 1/2) Days of Support with Teachers on Special Assignment:
 - Developing labsite and grade team-level support with using reading assessments to plan for targeted teaching
 - Focus: Utilizing the assessments and resources in "Units of Study in Reading" to support responsive whole class, small group, and one-on-one instruction
- B. Twelve (12) Days of Support with Teachers:
 - Lesson planning support for teaching four units of the newly adopted curriculum "Units of Study in Reading."
 - Grade level team support for utilizing resources in "Units of Study in Reading" to support responsive whole class, small group, and one-on-one instruction.
 - Support for aligning instruction using "Units of Study in Reading" and "Units of Study in Writing."

- Support for building classroom and schoolwide libraries.

C. One-half (1/2) Day Professional Development (August 24 Professional Development Day)

- Introduction to “Units of Study in Reading” and preparing to teach the first unit.

Dates of Service: August 24, 2018- June 30, 2019.

FINANCIAL INFORMATION: The total amount of the contract will not exceed \$20,000 and will be paid for using Title II funds (allocated specifically for professional development) that were not expended during the 2017-2018 year.

This contract aligns with LCAP Goal 1-Action 1.1.3: We will support the newly adopted materials for reading and language arts in grades TK-5.

STRATEGIC OBJECTIVES ADDRESSED:



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



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



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

<p>RECOMMENDATION: APPROVE INDEPENDENT CONTRACTOR AGREEMENT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND WEST COAST LITERACY WORKSHOP</p>

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

This agreement is hereby entered into this **26th day of June, 2018** in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and **West Coast Literacy Workshop**

CONTRACTOR

133 Conway Ct.

MAILING ADDRESS

Danville

CA 94526

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"):

Fifteen Days of Professional Development and Coaching Support to include:

A. Two and one-half (2 1/2) Days of Support with Teachers on Special Assignment: Developing labsite and grade team-level support with using reading assessments to plan for targeted teaching. Utilizing the assessments and resources in "Units of Study in Reading" to support responsive whole class, small group, and one-on-one instruction.

B. Twelve (12) Day Support with Teachers: Lesson planning support for teaching the "Units of Study in Reading." Grade level team support for utilizing resources in "Units of Study in Reading" to support responsive whole class, small group, and one-on-one instruction. Support for aligning instruction using "Units of Study in Reading" and "Units of Study in Writing." Support for building classroom and schoolwide libraries.

C. One-half (1/2) Day Professional Development (August 24 Professional Development Day) Introduction to "Units of Study in Reading" and preparing to teach the first unit.

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 **August 24, 2018** and complete performance no later than **June 30, 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 **Nineteen Thousand Eight Hundred and Seventy Five (\$19,875)**. 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 \$ **1325.00** for a total amount of **fifteen (15)** days.

☐ OTHER:

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, 1051 Monroe Street, Albany, CA, 94706.

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

[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:

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

By: _____
 Name: Marie Williams
 Title: Director III
 Curriculum, Instruction and Assessment

Address for District Notices:

Albany Unified School District
 1051 Monroe Street
 Albany, CA 94706

Date of Board Approval: _____

CONTRACTOR:

West Coast Literacy Workshop

Tax Identification Number:
 (confidential)

By: _____
 Name: Marika Paez Wiesen
 Title: Independent Contractor

Address for Contractor Notices:

West Coast Literacy Workshop
 133 Conway Ct.
 Danville, CA 94526
marikaliteracy@gmail.com

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

**ITEM: APPROVE 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

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, 2018 and end on June 14, 2019.

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 #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 DR. MATTHEW LODEWICK FOR EPINEPHRINE STANDING ORDER PROTOCOL

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

This agreement is hereby entered into this **26th day of June, 2018** 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 St. Suite 221

MAILING ADDRESS

Berkeley

California 94705

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 an Epinephrine Standing Order Protocol (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).

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, 2018** and
complete performance no later than **June 14, 2019.**

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

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

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

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **\$0.00 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.
 - ☐

 - 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, 1051 Monroe Street, Albany, CA, 94706.

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor 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

CONTRACTOR:

DR. MATTHEW LODEWICK

Tax Identification Number:
 (confidential)

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

Student Services

Address for District Notices:

Albany Unified School District
1051 Monroe Street
Albany, CA 94706

Address for Contractor Notices:

3010 Colby Street, Suite 221
Berkeley, CA 94705

Date of Board Approval: _____

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: LETTER TO THE BOARD OF EDUCATION FROM PARENT ENGAGEMENT GROUPS

PREPARED BY: VAL WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW & DISCUSSION

PURPOSE: The Board of Trustees to review and discuss the letter presented to the Board of Education from the Parent Engagement Groups.

BACKGROUND INFORMATION/DETAILS: At the April 24, 2018 Board of Education meeting, the Black Parent Advisory Group, Familias Latinas de Albany, and Jewish Parent Engagement Group Steering Committee presented to the Board of Education an Open Letter to the Albany School Board, Superintendent, and the Albany Community. The three parent groups requested that this letter be discussed at a subsequent Board meeting. In addition to the comments in the letter, there were six demands that the groups wanted addressed:

1. The District conduct a school climate survey with students in grades 4-12, faculty and administrators.
2. Regular updates at every Board meeting on the District's progress in implementing the ACT recommendations.
3. Each of the school sites report all incidents of hate acts, harassment, and bullying to the District. District will compile data regarding the uber and details of each incident and report to the AUSD community quarterly.
4. District hire a coordinator of equity who will organize a campaign to promote racial equity and inclusion; rebuild the AHS fabric and climate; facilitate partnerships between staff, students, and teachers that promote equity goals; and coordinate the implementation of ACT recommendations.
5. Hire a .2 FTE AHS teacher on special assignment to focus on social-emotional issues at AHS.
6. AHS offer an ethnic studies class which will be required for all students.
7. District provide \$80,000 to each of the families of the students and the staff member

targeted by the racist Instagram account as compensation for their harm and suffering.

FINANCIAL INFORMATION: If implemented:

- Cost of .2 FTE AHS Teacher on Special Assignment: Approximately \$20,000
- Cost of Coordinator of Equity: Approximately \$100,000

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: The Board of Trustees to review and discuss the letter presented to the Board of Education from the Parent Engagement Groups.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: ELECTION METHODS

PREPARED BY: VAL WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW & DISCUSSION

PURPOSE: The Board of Trustees to continue its discussion on Election Methods for the Albany Unified School District Board of Trustees

BACKGROUND INFORMATION/DETAILS: The Albany Unified School District is in the City of Albany City Charter, and the City of Albany City Council determines the election method for the City. Several years ago, the City of Albany Charter Review Committee engaged with the AUSD School Board on the topic of Ranked Choice Voting at-Large as part of a study the Committee did over the course of several years. The rate at which school districts are being compelled to shift from “plurality at large” voting which is the current method used to elect the School Board, to “plurality by district” under the California Voting Rights Act has accelerated dramatically. Several school districts have changed methods as of this time. A member of the City of Albany Charter Review Committee provided a presentation to the AUSD School Board on November 17, 2017.

At the Feb 13, 2018 Board of Education meeting, the School Board passed [Resolution 2017-18-11](#) which supported a change in the election method of the AUSD Board of Education to ranked choice voting at- large.

KEY QUESTIONS AND ANSWERS:

Q: Why is the Board of Trustees continuing its discussion on Election Methods when it passed a resolution on February 13, 2018 to support ranked choice voting at-large?

A: The Board would like to continue the discussion and allow the public to ask questions and provide input on this topic.

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: The Board of Trustees to continue its discussion on Election Methods for the Albany Unified School District Board of Trustees

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: **PRELIMINARY OFFICIAL STATEMENT (POS) RELATING TO RESOLUTION 2017-18-14 THAT AUTHORIZED THE ISSUANCE AND SALE OF GENERAL OBLIGATIONS BONDS IN AN AGGREGATE AMOUNT NOT TO EXCEED \$34,000,000 (MEASURE B) BONDS AND \$10,000,000 (MEASURE E) BONDS**

PREPARED BY: **DOUG CRANCER, CHIEF BUSINESS OFFICIAL (INTERIM)**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE: To review and approve the Preliminary Official Statement (POS) relating to Resolution 2017-18-14 that was approved by the Governing Board on February 27, 2018, which authorized the second issuance and sale of Measure B and Measure E General Obligation Bonds approved by voters on June 7, 2016.

BACKGROUND INFORMATION: At the February 13, 2018 Regular Board Meeting, the Board approved Resolution 2017-18-12, seeking a bonding capacity waiver from the State Board of Education. Further, in expectation of receiving a bonding capacity waiver, the Board approved Resolution 2017-18-14 at the February 27, 2018 Regular Board Meeting that authorizes the issuance and sale of not-to exceed \$34,000,000 General Obligation Measure B bonds and the issuance and sale of not-to exceed \$10,000,000 General Obligation Measure E bonds. Lastly, the District received notification from the State Board of Education on May 10, 2018 that the bonding capacity waiver was approved.

DETAILS: Usually, the POS accompanies the resolution approving the sale of the bonds. However, due to the fact that there was a significant timing gap between the approval of Resolution 2017-18-14 and the bonding capacity waiver determination letter, it was recommended by the District's Bond & Disclosure Counsel to bring an updated form of the POS to the Board in June in order to reflect more recent State and District budget / demographic data.

Please note that due to projected activity determined during early Spring, the District would need an additional \$35 million (\$27M for Measure B & \$8M for Measure E) instead of the maximum authorized amount of \$44 million.

The primary purpose of approving the POS for distribution is to allow investors to review bond security information and obtain a general gauge regarding the District's credit. Rather than relying solely on the ratings by the rating agencies, investors have been also doing a more thorough review of the credit profile of the issuer themselves based on information from the POS. In fact, many investors assign their own internal rating based on their independent review of the POS.

KEY QUESTIONS/ANSWERS:

1. Why does the POS have blanks / missing information on the cover and in the document itself?

- a. The POS is always a “preliminary” document that gets sent around to investors prior to pricing. Once the pricing terms (par, coupon, yields, etc.) are determined at pricing, a final official statement (FOS) is prepared with all information completed.
2. How much will the increase be to taxpayers with this new issuance?
 - a. There will be no increase in the rate per \$100,000 in assessed valuation, compared to the current year. The tax rate plan for these bonds will provide certainty to the community, ensure we can access these funds for needed facility projects, and control overall interest paid for these bonds.

FINANCIAL INFORMATION:

Albany Unified School District

SB 450 Disclosure Requirements

	Measure B	Measure E	Total /
	Series 2018B	Series 2018B	Combined
A) Estimated True Interest Cost	4.03%	3.42%	3.95%
B) Estimated Finance Charge	\$211,950	\$107,800	\$319,750
C) Estimated Net Proceeds	\$27,000,000	\$8,000,000	\$35,000,000
D) Estimated Total Debt Service	\$53,423,592	\$10,626,130	\$64,049,722

Note: Based on current interest rate market.

STRATEGIC GOALS ADDRESSED: This Board Item addresses



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

RECOMMENDATION: Approval of the Preliminary Official Statement relating to Resolution 2017-18-14 Authorizing the Issuance and Sale of General Obligation Bonds in an Aggregate Principal Amount Not to Exceed \$34,000,000.00 in Measure B Bonds and \$10,000,000 in Measure E Bonds.

PRELIMINARY OFFICIAL STATEMENT DATED [JULY 11], 2018**NEW ISSUES—BOOK-ENTRY ONLY**

RATING: [Moody's]: "[]"
(See "MISCELLANEOUS – Rating.")

In the opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the District, based upon an analysis of existing laws, regulations, rulings, and court decisions, and assuming, among other matters, the accuracy of certain representations and compliance with certain covenants, interest on the Series 2018 Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Internal Revenue Code of 1986 and is exempt from State of California personal income taxes. In the further opinion of Bond Counsel, interest on the Series 2018 Bonds is not a specific preference item for purposes of the federal alternative minimum tax. Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Series 2018 Bonds. See "TAX MATTERS."



ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)

\$27,000,000*

GENERAL OBLIGATION BONDS,
ELECTION OF 2016 (MEASURE B), SERIES 2018B

\$8,000,000*

GENERAL OBLIGATION BONDS,
ELECTION OF 2016 (MEASURE E), SERIES 2018B

Dated: Date of Delivery

Due: August 1 as shown on inside cover

This cover page is not a summary of this issue; it is only a reference to the information contained in this Official Statement. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision. Capitalized terms used on this cover page shall have the meanings given such terms herein.

The Albany Unified School District General Obligation Bonds, Election of 2016 (Measure B), Series 2018B (the "2018 Measure B Bonds") and the Albany Unified School District General Obligation Bonds, Election of 2016 (Measure E), Series 2018B (the "2018 Measure E Bonds") and, together with the 2018 Measure B Bonds, the "Series 2018 Bonds") are being issued by the Albany Unified School District (the "District"), located in Alameda County (the "County") to finance certain authorized projects approved by the voters of the District. The 2018 Measure B Bonds were authorized at an election of the voters of the District held on June 7, 2016, at which at least two-thirds of the voters voting on the proposition voted to authorize the issuance and sale of \$70,000,000 principal amount of bonds of the District. The 2018 Measure E Bonds were authorized at an election of the voters of the District held on June 7, 2016, at which at least 55% of the voters voting on the proposition voted to authorize the issuance and sale of \$25,000,000 principal amount of bonds of the District. The Series 2018 Bonds are being issued under the laws of the State of California (the "State") and pursuant to a resolution of the Board of Education of the District.

The Series 2018 Bonds are payable from *ad valorem* taxes to be levied within the District pursuant to the State Constitution and other State law. The Board of Supervisors of the County is empowered and obligated to levy *ad valorem* taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except as to certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Series 2018 Bonds, all as more fully described herein. See "SECURITY AND SOURCE OF PAYMENT FOR THE SERIES 2018 BONDS."

The Series 2018 Bonds will be issued as current interest bonds. Principal of the Series 2018 Bonds is payable on August 1 of each year shown on the maturity schedule on the inside front cover page hereof. Interest on the Series 2018 Bonds is payable on each February 1 and August 1, commencing [February 1, 2019]. Payments of principal of and interest on the Series 2018 Bonds will be made by the paying agent, initially U.S. Bank National Association (the "Paying Agent"), to The Depository Trust Company, New York, New York ("DTC"), for subsequent disbursement to brokers and dealers who are or act through participants in DTC's book-entry only system ("DTC Participants"), who will remit such payments to the beneficial owners of the Series 2018 Bonds. See "THE SERIES 2018 BONDS – Payment of Principal and Interest."

The Series 2018 Bonds will be issued in book-entry form only and will be issued and registered in the name of Cede & Co., as nominee of DTC. Purchasers will not receive certificates representing their interests in the Series 2018 Bonds. See "THE SERIES 2018 BONDS – Form and Registration of the Series 2018 Bonds."

The Series 2018 Bonds are subject to redemption prior to maturity. See "THE SERIES 2018 BONDS – Redemption."

See Inside Cover for
Maturity Schedule

The Series 2018 Bonds will be offered when, as and if issued by the District and received by the Underwriter, subject to approval of their validity by Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the District. Certain legal matters will be passed upon for the District by Orrick, Herrington & Sutcliffe LLP, as Disclosure Counsel, and for the Underwriter by Jones Hall, A Professional Law Corporation. It is

* Preliminary, subject to change.

anticipated that the Series 2018 Bonds, in book-entry form, will be available for delivery through the facilities of DTC on or about _____, 2018.

Official Statement dated _____, 2018.

\$27,000,000*
ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
General Obligation Bonds, Election of 2016 (Measure B), Series 2018B

MATURITY SCHEDULE

Maturity (August 1)	Principal Amount	Interest Rate	Yield [†]	CUSIP No. [‡] (_____)
	\$	%	%	

\$ _____ % Term 2018 Measure B Bonds due August 1, 20__ – Yield[†] ____% – CUSIP Number[‡] _____

\$8,000,000*
ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
General Obligation Bonds, Election of 2016 (Measure E), Series 2018B

Maturity (August 1)	Principal Amount	Interest Rate	Yield [†]	CUSIP No. [‡] (_____)
	\$	%	%	

\$ _____ % Term 2018 Measure E Bonds due August 1, 20__ – Yield[†] ____% – CUSIP Number[‡] _____

* Preliminary, subject to change.

[†] Yields certified by the Underwriter. The District takes no responsibility for the accuracy thereof.

[‡] CUSIP® is a registered trademark of the American Bankers Association. CUSIP Global Services (CGS) is managed on behalf of the American Bankers Association by S&P Capital IQ. Copyright© 2018 CUSIP Global Services. All rights reserved. CUSIP® data herein is provided by CUSIP Global Services. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. CUSIP® numbers are provided for convenience of reference only. None of the District, the County, the Underwriter or their agents or counsel assume responsibility for the accuracy of such numbers.

This Official Statement does not constitute an offering of any security other than the original offering of the Series 2018 Bonds by the District. No dealer, broker, salesperson, or other person has been authorized by the District to give any information or to make any representations other than as contained in this Official Statement, and if given or made, such other information or representation not so authorized should not be relied upon as having been given or authorized by the District.

The Series 2018 Bonds are exempt from registration under the Securities Act of 1933, as amended, pursuant to Section 3(a)2 thereof. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy Series 2018 Bonds in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so, or to any person to whom it is unlawful to make such offer or solicitation.

The information set forth herein other than that furnished by the District, although obtained from sources which are believed to be reliable, is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinion herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Series 2018 Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as a part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

Certain statements included or incorporated by reference in this Official Statement constitute “forward-looking statements.” Such statements are generally identifiable by the terminology used, such as “plan,” “expect,” “estimate,” “budget,” or other similar words. The achievement of certain results or other expectations contained in such forward-looking statements involve known and unknown risks, uncertainties, and other factors which may cause actual results, performance, or achievements described to be materially different from any future results, performance, or achievements expressed or implied by such forward-looking statements. The District does not plan to issue any updates or revisions to those forward-looking statements if or when their expectations, or events, conditions, or circumstances on which such statements are based, occur.

The District maintains a website. However, the information presented there is not part of this Official Statement and should not be relied upon in making an investment decision with respect to the Series 2018 Bonds.

IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY OVERALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICES OF THE SERIES 2018 BONDS AT A LEVEL ABOVE THAT WHICH MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME. THE UNDERWRITER MAY OFFER AND SELL THE SERIES 2018 BONDS TO CERTAIN SECURITIES DEALERS AND DEALER BANKS AND BANKS ACTING AS AGENT AT PRICES LOWER THAN THE PUBLIC OFFERING PRICES STATED ON THE INSIDE FRONT COVER PAGE HEREOF AND SAID PUBLIC OFFERING PRICES MAY BE CHANGED FROM TIME TO TIME BY THE UNDERWRITER.

**ALBANY UNIFIED SCHOOL DISTRICT
ALAMEDA COUNTY, CALIFORNIA**

ALBANY UNIFIED SCHOOL DISTRICT

Board of Education

Paul Black, *President*
 Ross Stapleton-Gray, *Vice President*
 Charles Blanchard, *Member*
 Jacob Clark, *Member*
 Kim Trutane, *Member*

Administration

Valerie Williams, *Superintendent*
 [_____, *Interim Chief Business Official*]

PROFESSIONAL SERVICES

Bond Counsel and Disclosure Counsel

Orrick, Herrington & Sutcliffe LLP
San Francisco, California

Municipal Advisor

Isom Advisors, a Division of Urban Futures, Inc.
Walnut Creek, California

Paying Agent

U.S. Bank National Association
San Francisco, California

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**ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)**

\$27,000,000 General Obligation Bonds, Election of 2016 (Measure B), Series 2018B	\$8,000,000 General Obligation Bonds, Election of 2016 (Measure E), Series 2018B
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INTRODUCTION

General

This Official Statement, which includes the front and inside cover pages and appendices hereto, is provided to furnish information in connection with the Albany Unified School District General Obligation Bonds, Election of 2016 (Measure B), Series 2018B (the “**2018 Measure B Bonds**”) and the Albany Unified School District General Obligation Bonds, Election of 2016 (Measure E), Series 2018B (the “**2018 Measure E Bonds**”) and, together with the 2018 Measure B Bonds, the “**Series 2018 Bonds**”), as described more fully herein.

This Official Statement speaks only as of its date, and the information contained herein is subject to change. Except as required by the Continuing Disclosure Certificate to be executed by the Albany Unified School District (the “**District**”), the District has no obligation to update the information in this Official Statement. See “OTHER LEGAL MATTERS – Continuing Disclosure” and APPENDIX D – “FORM OF CONTINUING DISCLOSURE CERTIFICATE.”

The purpose of this Official Statement is to supply information to prospective buyers of the Series 2018 Bonds. Quotations from and summaries and explanations of the Series 2018 Bonds, the resolution of the Board of Education of the District (the “**Board of Education**”) with respect to the Series 2018 Bonds, the Paying Agent Agreements (each as defined herein) and the constitutional provisions, statutes, and other documents described herein, do not purport to be complete, and reference is hereby made to said documents, constitutional provisions, and statutes for the complete provisions thereof.

Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the Underwriter or the registered owners or beneficial owners of any of the Series 2018 Bonds.

Copies of documents referred to herein and information concerning the Series 2018 Bonds are available from the District by contacting: Albany Unified School District, [1051 Monroe Street, Albany, California 94706, Attention: Superintendent]. The District may impose a charge for copying, handling and mailing such requested documents.

The District

The District was formed in the early 1900's and provides K-12 educational services to the residents of the City of Albany (the "**City**"), in the County of Alameda (the "**County**") in the State of California (the "**State**"). The District is located on the eastern shore of the San Francisco Bay and is coterminous with the City. The District encompasses an area of approximately one square mile.

The District currently operates three elementary schools, one middle school, one comprehensive high school, one continuation high school and one child development program. The Average Daily Attendance ("**A.D.A.**") of the District's students was 3,622 students in fiscal year 2016-17 and 3,542 students in fiscal year 2017-18, a decrease of approximately 2.2%. As of January 31, 2018, the District budgeted a total of 356.9 full-time equivalent ("**FTE**") employees, including 230.9 FTE certificated (credentialed teaching) staff, 103.0 FTE classified (non-teaching) staff, and 23.0 FTE management, supervisor and confidential FTE personnel. The District has projected general fund revenues of approximately \$45.7 million and expenditures of approximately \$46.8 million for fiscal year 2017-18. Total assessed valuation of taxable property in the District in fiscal year 2017-18 is approximately \$2.6 billion. The District operates under the jurisdiction of the Alameda County Superintendent of Schools.

The District is governed by a Board of Education consisting of five members. Members are elected to four-year terms in staggered years. The day-to-day operations are managed by a board-appointed superintendent of schools. Valerie Williams has served as Superintendent for the District since July 1, 2014.

The District is a Local Control Funding Formula ("**LCFF**") district, which means that it receives some financial support from the State. For additional information about the District's operations and finances, see APPENDIX A – "INFORMATION RELATING TO THE DISTRICT'S OPERATIONS AND BUDGET" and APPENDIX B – "FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017."

THE SERIES 2018 BONDS

Authority for Issuance

General. The Series 2018 Bonds are being issued by the District pursuant to the State Constitution and laws of the State, including Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code of the State (the "**Government Code**"), and other applicable provisions of law, including applicable provisions of the Education Code of the State (the "**Education Code**"). The 2018 Measure B Bonds are being issued pursuant to a paying agent agreement dated as of [August] 1, 2018 (the "**2018 Measure B Paying Agent Agreement**"), by and between the District and U.S. Bank National Association, as paying agent (the "**Paying Agent**"), and a resolution adopted by the Board of Education on February 27, 2018 (the "**District Resolution**"). The 2018 Measure E Bonds are being issued pursuant to a paying agent agreement dated as of [August] 1, 2018 (the "**2018 Measure E Paying Agent Agreement**") and, together with the 2018 Measure B Paying Agent Agreement, the "**Paying Agent Agreements**"), by and between the District and the Paying Agent, and the District Resolution.

Measure B. At an election held on June 7, 2016, the District received authorization under a ballot measure to issue bonds of the District in an aggregate principal amount not to exceed \$70 million to finance specific school facility construction, repair and improvement projects (the "**2016 Measure B Authorization**"), summarized as follows: rebuild Marin and Ocean View elementary schools with seismically safe school facilities that support modern learning standards in subjects such as science, accessibility, sustainability, and energy efficiency; and improve other school facilities. The measure required approval by at least two-thirds of the votes cast by eligible voters within the District, and received

a favorable vote of approximately 68.96%. The 2018 Measure B Bonds represent the second series of bonds to be issued under the 2016 Measure B Authorization and will be issued to finance authorized projects. Following the issuance of the 2018 Measure B Bonds, \$_____ will remain under the 2016 Measure B Authorization. See “– Application and Investment of Series 2018 Bond Proceeds” below.

Measure E. At an election held on June 7, 2016, the District received authorization under a ballot measure to issue bonds of the District in an aggregate principal amount not to exceed \$25 million to finance specific school facility construction, repair and improvement projects (the “**2016 Measure E Authorization**” and, together with the 2016 Measure B Authorization, the “**2016 Authorizations**”), summarized as follows: relieve Albany Middle School overcrowding, construct classrooms, science labs, and flexible learning spaces that meet seismic safety and accessibility codes; replace old portables with modern classrooms; and acquire technology and equipment at all schools to support science, engineering, math, and the humanities. The measure required approval by at least 55% of the votes cast by eligible voters within the District, and received a favorable vote of approximately 73.56%. The 2018 Measure E Bonds represent the second series of bonds to be issued under the 2016 Measure E Authorization and will be issued to finance authorized projects. Following the issuance of the 2018 Measure E Bonds, \$_____ will remain under the 2016 Measure E Authorization. See “– Application and Investment of Series 2018 Bond Proceeds” below.

Form and Registration of the Series 2018 Bonds

The Series 2018 Bonds will be dated the date of their delivery and issued in fully registered book-entry only form, in denominations of \$5,000 principal amount or integral multiples thereof. The Series 2018 Bonds will initially be registered in the name of Cede & Co., as nominee of The Depository Trust Company (“**DTC**”). DTC will act as securities depository for the Series 2018 Bonds. Purchases of Series 2018 Bonds under the DTC system must be made by or through a DTC participant, and ownership interests in Bonds or any transfer thereof will be recorded as entries on the books of said participants. Except in the event that use of this book-entry system is discontinued for the Series 2018 Bonds, beneficial owners will not receive physical certificates representing their ownership interests. Principal and interest will be paid by the Paying Agent to DTC, which will in turn remit such payments to its participants, for subsequent distribution to beneficial owners of the Series 2018 Bonds, as described herein. See APPENDIX F – “BOOK-ENTRY SYSTEM.”

Payment of Principal and Interest

The Series 2018 Bonds will be dated the date of their delivery, and bear interest at the rates set forth on the inside front cover page hereof, payable on February 1 and August 1 of each year, commencing on [February 1, 2019] (each, an “**Interest Payment Date**”), until payment of the principal amount thereof, computed using a year of 360 days, consisting of twelve 30-day months. Series 2018 Bonds authenticated and registered on any date prior to the close of business on [January 15, 2019], will bear interest from the date of their delivery. Series 2018 Bonds authenticated during the period between the 15th day of the calendar month immediately preceding an Interest Payment Date (the “**Record Date**”) and the close of business on that Interest Payment Date will bear interest from that Interest Payment Date. Any other Series 2018 Bond will bear interest from the Interest Payment Date immediately preceding the date of its authentication. If, at the time of authentication of any Series 2018 Bond, interest is then in default on outstanding Series 2018 Bonds, such Series 2018 Bond will bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment thereon.

Payment of interest on any Series 2018 Bond on each Interest Payment Date (or on the following business day, if the Interest Payment Date does not fall on a business day) will be made to the person appearing on the registration books of the Paying Agent as the registered owner thereof as of the preceding

Record Date, such interest to be paid by check mailed to such owner at such owner's address as it appears on such registration books or at such other address as the owner may have filed with the Paying Agent for that purpose on or before the Record Date. The owner of an aggregate principal amount of \$1,000,000 or more of Series 2018 Bonds, as applicable, may request in writing to the Paying Agent that such owner be paid interest by wire transfer to the bank and account number on file with the Paying Agent as of the applicable Record Date.

Principal will be payable on August 1 of each year, commencing on [August 1, 2019], upon surrender of Series 2018 Bonds at such office of the Paying Agent as the Paying Agent shall designate. The interest, principal, and premiums, if any, on the Series 2018 Bonds will be payable in lawful money of the United States of America from moneys on deposit in the interest and sinking fund of the District (the "**Interest and Sinking Fund**") within the County treasury, consisting of *ad valorem* property taxes collected and held by the County Treasurer-Tax Collector (the "**County Treasurer**"), together with any net premium and accrued interest received upon issuance of the Series 2018 Bonds.

So long as all outstanding Series 2018 Bonds are held in book-entry form and registered in the name of a securities depository or its nominee, all payments of principal of, premium, if any, and interest on the Series 2018 Bonds and all notices with respect to such Series 2018 Bonds will be made and given, respectively, to such securities depository or its nominee and not to beneficial owners. So long as the Series 2018 Bonds are held by Cede & Co., as nominee of DTC, payment will be made by wire transfer.

Redemption*

Optional Redemption. The 2018 Measure B Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective stated maturity dates. The 2018 Measure B Bonds maturing on or after August 1, 20__ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, as a whole or in part on any date on or after August 1, 20__, at a redemption price equal to the principal amount thereof called for redemption plus interest accrued thereon to the date fixed for redemption, without premium.

The 2018 Measure E Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective stated maturity dates. The 2018 Measure E Bonds maturing on or after August 1, 20__ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, as a whole or in part on any date on or after August 1, 20__, at a redemption price equal to the principal amount thereof called for redemption plus interest accrued thereon to the date fixed for redemption, without premium.

Mandatory Sinking Fund Redemption. The \$_____ Term 2018 Measure B Bond maturing on August 1, 20__, is also subject to mandatory sinking fund redemption on each Mandatory Sinking Fund Redemption Date and in the respective principal amounts as set forth in the following schedule, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption:

Mandatory Sinking Fund Redemption Date (August 1)	Principal Amount to be Redeemed
	\$

* Preliminary, subject to change.

† Maturity.

The principal amount of the \$_____ Term 2018 Measure B Bonds maturing on August 1, 20__, to be redeemed in each year shown in the table above will be reduced proportionately, in integral multiples of \$5,000, by the amount of such Term 2018 Measure B Bond optionally redeemed prior to the mandatory sinking fund redemption date.

The \$_____ Term 2018 Measure E Bond maturing on August 1, 20__, is also subject to mandatory sinking fund redemption on each Mandatory Sinking Fund Redemption Date and in the respective principal amounts as set forth in the following schedule, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption:

Mandatory Sinking Fund Redemption Date (August 1)	Principal Amount to be Redeemed
	\$

† Maturity.

The principal amount of the \$_____ Term 2018 Measure E Bonds maturing on August 1, 20__, to be redeemed in each year shown in the table above will reduced proportionately, in integral multiples of \$5,000, by the amount of such Term 2018 Measure E Bond optionally redeemed prior to the mandatory sinking fund redemption date.

Selection of Series 2018 Bonds for Redemption. If less than all of the Series 2018 Bonds of a series are called for redemption, such Series 2018 Bonds shall be redeemed in inverse order of maturities or as otherwise directed by the District. If less than all of the Series 2018 Bonds of any given maturity of any given series are called for redemption, the portions of such Series 2018 Bonds of a given maturity of any given series to be redeemed will be determined by lot. For purposes of such selection, each Series 2018 Bond will be deemed to consist of individual Series 2018 Bonds of denominations of \$5,000 principal amount each, which may be separately redeemed.

Notice of Redemption. Notice of redemption of the Series 2018 Bonds will be given by the Paying Agent. Notice of redemption of the Series 2018 Bonds will be mailed postage prepaid not less than 20 nor more than 60 days prior to the date fixed for redemption (i) by first-class mail to the respective Owners of Series 2018 Bonds designated for redemption at the addresses appearing on the bond registration books of the Paying Agent, and (ii) as may be further required in accordance with the Continuing Disclosure Certificate. See APPENDIX D – “FORM OF CONTINUING DISCLOSURE CERTIFICATE.”

Each notice of redemption is required to contain all of the following information: (i) the date of such notice; (ii) the name of the affected Series 2018 Bonds and the date of issue of the Series 2018 Bonds; (iii) the date fixed for redemption; (iv) the redemption price, if available; (v) the dates of maturity of the Series 2018 Bonds to be redeemed; (vi) if less than all of the then outstanding Series 2018 Bonds are to be redeemed, the distinctive serial numbers of the Series 2018 Bonds of each maturity to be redeemed; (vii) in the case of Series 2018 Bonds redeemed in part only, the respective portions of the principal amount of the Series 2018 Bonds of each maturity to be redeemed; (viii) the CUSIP number, if any, of each maturity of Series 2018 Bonds to be redeemed; (ix) a statement that such Series 2018 Bonds must be surrendered by

the Owners at the office of the Paying Agent designated by the Paying Agent for such purpose; (x) notice that further interest on such Series 2018 Bonds will not accrue after the designated redemption date; and (xi) in the case of a conditional notice, that such notice is conditioned upon certain circumstances and the manner of rescinding such conditional notice.

The actual receipt by the Owner of any Series 2018 Bond of notice of such redemption will not be a condition precedent to redemption, and failure to receive such notice, or any defect in the notice given, will not affect the validity of the proceedings for the redemption of such Series 2018 Bonds or the cessation of interest on the date fixed for redemption.

Effect of Notice of Redemption. When notice of redemption has been given substantially as provided for in the related Paying Agent Agreement, and when the amount necessary for the payment of the redemption price of the Series 2018 Bonds called for redemption is set aside for such purpose as described in the related Paying Agent Agreement, the Series 2018 Bonds designated for redemption will become due and payable on the date fixed for redemption and interest will cease to accrue thereon as of the redemption date, and upon presentation and surrender of such Series 2018 Bonds at the place specified in the notice of redemption, such Series 2018 Bonds will be redeemed and paid at the redemption price thereof out of the money provided therefor. The Owners of such Series 2018 Bonds so called for redemption after such date fixed for redemption will look for the payment of such Series 2018 Bonds and the redemption premium thereon, if any, only to moneys on deposit in the Interest and Sinking Fund of the District or the escrow fund established for such purpose. All Series 2018 Bonds redeemed will be cancelled forthwith by the Paying Agent and will not be reissued.

Rescission of Notice of Redemption. The District may rescind any optional redemption and notice thereof for any reason on any date on or prior to the date fixed for redemption by causing written notice of the rescission to be given to the Owners of the Series 2018 Bonds so called for redemption. Any optional redemption and notice thereof will be rescinded if for any reason on the date fixed for redemption moneys are not available in the Interest and Sinking Fund or otherwise held in trust for such purpose in an amount sufficient to pay in full on said date the principal of, interest, and any premium due on the Series 2018 Bonds called for redemption. Notice of rescission of redemption will be given in the same manner in which notice of redemption was originally given. The actual receipt by the Owner of any Series 2018 Bond of notice of such rescission will not be a condition precedent to rescission, and failure to receive such notice or any defect in such notice will not affect the validity of the rescission.

Conditional Notice. Any notice of optional redemption of the Series 2018 Bonds delivered in accordance with the applicable Paying Agent Agreement may be conditioned on any fact or circumstance stated therein, and if any condition stated in the notice of redemption shall not have been satisfied on or prior to the redemption date, (i) said notice will be of no force and effect, (ii) the District will not be required to redeem such Series 2018 Bonds, (iii) the redemption shall be cancelled and (iv) the Paying Agent shall within a reasonable time thereafter give notice to the persons and in the manner in which the conditional notice of redemption was given, that such condition or conditions were not met and that the redemption was cancelled. The actual receipt by the Owner of any Series 2018 Bond of notice of such cancellation will not be a condition precedent to cancellation, and failure to receive such notice or any defect in such notice will not affect the validity of the cancellation.

Defeasance of Series 2018 Bonds

The District may pay and discharge any or all of the Series 2018 Bonds by depositing in trust with the Paying Agent or an escrow agent at or before maturity, money or non-callable direct obligations of the United States of America or other non-callable obligations the payment of the principal of and interest on which is guaranteed by a pledge of the full faith and credit of the United States of America, in an amount

which will, together with the interest to accrue thereon and available moneys then on deposit in the Interest and Sinking Fund, be fully sufficient in the opinion of a certified public accountant licensed to practice in the State to pay and discharge the indebtedness on such Series 2018 Bonds (including all principal, interest and redemption premiums) at or before their respective maturity dates.

If at any time the District pays or causes to be paid or there is otherwise paid to the Owners of any or all outstanding Series 2018 Bonds all of the principal, interest and premium, if any, represented by such Series 2018 Bonds when due, or as described above, or as otherwise provided by law, then such Owners shall cease to be entitled to the obligation of the County to levy and collect taxes to pay the Series 2018 Bonds as described in the related Paying Agent Agreement, and such obligation and all agreements and covenants of the District to such Owners under the related Paying Agent Agreement and under the related District Resolution shall thereupon be satisfied and discharged and shall terminate, except only that the District will remain liable for payment of all principal, interest and premium, if any, represented by such Series 2018 Bonds, but only out of moneys on deposit in the Interest and Sinking Fund or otherwise held in trust for such payment, provided, that the unclaimed moneys provisions described below will apply in all events.

Unclaimed Moneys

Any money held in any fund created pursuant to the related Paying Agent Agreement, or held by the Paying Agent in trust, for the payment of the principal of, redemption premium, if any, or interest on the 2018 Measure B Bonds or the 2018 Measure E Bonds, as applicable, and remaining unclaimed for two years after the principal of all of such series of the Series 2018 Bonds has become due and payable (whether by maturity or upon prior redemption) shall be transferred to the Interest and Sinking Fund for payment of any outstanding bonds of the District payable from said fund; or, if no such bonds of the District are at such time outstanding, said moneys shall be transferred to the general fund of the District as provided and permitted by law.

Application and Investment of Series 2018 Bond Proceeds

The proceeds from the sale of the Series 2018 Bonds, exclusive of any premium and accrued interest received, shall be deposited in the County treasury to the credit of the related Building Fund of the District (collectively, the “**Building Funds**”). Any premium and accrued interest shall be deposited upon receipt in the Interest and Sinking Fund of the District within the County treasury. Earnings on the investment of moneys in either fund will be retained in that fund and used only for the purposes to which that fund may lawfully be applied. Moneys in the Building Funds may only be applied for the purposes for which the applicable series of Series 2018 Bonds were approved. Moneys in the Interest and Sinking Fund may only be applied to make payments of interest, principal, and premium, if any, on bonds of the District.

All funds held by the County Treasurer under the District Resolution and each Paying Agent Agreement will be invested in the County Treasurer’s investment pool, the Local Agency Investment Fund, or any investment authorized pursuant to Sections 53601 and 53635 of the Government Code of the State, all pursuant to law and the investment policy of the County. See APPENDIX E – “COUNTY OF ALAMEDA INVESTMENT POLICIES AND PRACTICES; DESCRIPTION OF INVESTMENT POOL.” At the written direction of the District, all or any portion of the Building Funds of the District may be invested in the Local Agency Investment Fund in the treasury of the State of California, and all or any portion of the Building Funds of the District may be invested on behalf of the District in investment agreements, including guaranteed investment contracts, which comply with the requirements of Section 148 of the Code (as defined herein) and the requirements of each rating agency then rating the Series 2018 Bonds necessary to maintain the then-current rating on the Series 2018 Bonds.

ESTIMATED SOURCES AND USES OF FUNDS

The net proceeds of the Series 2018 Bonds are expected to be applied as follows:

	<u>2018 Measure B Bonds</u>	<u>2018 Measure E Bonds</u>	<u>Total</u>
Sources of Funds			
Principal Amount			
[Net] Original Issue Premium			
Total Sources			
Uses of Funds			
Deposit to Building Fund			
Deposit to Interest and Sinking Fund			
Costs of Issuance ⁽¹⁾			
Underwriter's Discount			
Total Uses			

⁽¹⁾ Includes municipal advisor fees, bond counsel fees, disclosure counsel fees, rating agency fee, paying agent fees, printing fees, and other miscellaneous expenses the Underwriter has contracted to pay.

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DEBT SERVICE SCHEDULES

Semi-Annual Debt Service

The scheduled semi-annual principal and interest payments on the Series 2018 Bonds, assuming no optional redemptions prior to maturity, are set forth in the following table:

[illegible]

Combined Annual Debt Service

The District has previously issued and currently has outstanding its 2009 General Obligation Refunding Bonds (the “**2009 Refunding Bonds**”); 2012 General Obligation Refunding Bonds (the “**2012 Refunding Bonds**”); 2016 General Obligation Refunding Bonds (the “**2016 Refunding Bonds**”); General Obligation Bonds, Election of 2016 (Measure B), Series 2016A (the “**2016 Measure B Bonds**”); and General Obligation Bonds, Election of 2016 (Measure E), Series 2016A (the “**2016 Measure E Bonds**”). See APPENDIX A – “INFORMATION RELATING TO THE DISTRICT’S OPERATIONS AND BUDGET – DISTRICT FINANCIAL MATTERS – District Debt Structure.”

The following table sets forth the annual debt service, assuming no optional redemptions prior to maturity, of all outstanding general obligation bonds of the District, including the Series 2018 Bonds.

ALBANY UNIFIED SCHOOL DISTRICT (Alameda County, California) Outstanding General Obligation Bonds Annual Debt Service

Period Ending (August 1)	2009 Refunding Bonds	2012 Refunding Bonds	2016 Refunding Bonds	2016 Measure B Bonds	2016 Measure E Bonds	2018 Measure B Bonds	2018 Measure E Bonds	Aggregate Debt Service
2018	\$1,426,275	\$1,789,275	\$ 606,100	\$ 760,206	\$595,513			
2019	1,554,575	1,442,875	606,100	760,206	248,713			
2020	1,034,550	1,128,075	791,100	760,206	403,713			
2021	--	1,130,575	1,918,700	760,206	422,513			
2022	--	794,775	2,317,700	760,206	438,913			
2023	--	795,025	2,056,300	930,206	504,913			
2024	--	795,025	2,042,500	905,106	664,513			
2025	--	794,025	2,110,250	934,106	686,463			
2026	--	793,775	1,895,500	1,056,706	712,363			
2027	--	797,925	1,987,000	1,089,106	731,963			
2028	--	800,425	364,750	1,229,706	754,963			
2029	--	507,144	369,000	1,269,406	783,063			
2030	--	511,706	362,250	1,307,400	804,569			
2031	--	--	--	1,352,800	819,494			
2032	--	--	--	1,395,400	837,869			
2033	--	--	--	1,440,200	819,494			
2034	--	--	--	1,487,000	850,200			
2035	--	--	--	1,535,600	878,800			
2036	--	--	--	1,585,800	--			
2037	--	--	--	1,637,400	--			
2038	--	--	--	1,695,200	--			
2039	--	--	--	1,748,800	--			
2040	--	--	--	1,802,100	--			
2041	--	--	--	1,862,550	--			
2042	--	--	--	1,924,850	--			
2043	--	--	--	1,983,850	--			
2044	--	--	--	2,049,550	--			
2045	--	--	--	2,116,650	--			
2046	--	--	--	--	--			
2047	--	--	--	--	--			
2048	--	--	--	--	--			
Total*	<u>\$4,015,400</u>	<u>\$12,080,625</u>	<u>\$17,427,250</u>	<u>\$38,140,526</u>	<u>\$11,958,025</u>			

* May not add due to rounding.

SECURITY AND SOURCE OF PAYMENT FOR THE SERIES 2018 BONDS

General

In order to provide sufficient funds for repayment of principal and interest when due on the Series 2018 Bonds, the Board of Supervisors of the County (the “**Board of Supervisors**”) is empowered and is obligated to levy *ad valorem* taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except as to certain personal property which is taxable at limited rates). Such taxes are in addition to other taxes levied upon property within the District, including the countywide tax of 1% of taxable value. When collected, the tax revenues will be deposited by the County in the District’s Interest and Sinking Fund, which is required to be maintained by the County and to be used solely for the payment of bonds of the District.

The Series 2018 Bonds are payable from *ad valorem* taxes to be levied within the District pursuant to the State Constitution and other State law, and are not a debt or obligation of the County. No fund of the County is pledged or obligated to repayment of the Series 2018 Bonds.

Statutory Lien on Taxes (Senate Bill 222)

Pursuant to Section 53515 of the Government Code of the State (which became effective on January 1, 2016), all general obligation bonds issued by local agencies, including refunding bonds, will be secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax. Section 53515 provides that the lien will automatically arise, without the need for any action or authorization by the local agency or its governing board, and will be valid and binding from the time the bonds are executed and delivered. Section 53515 further provides that the revenues received pursuant to the levy and collection of the tax will be immediately subject to the lien, and the lien will immediately attach to the revenues and be effective, binding and enforceable against the local agency, its successor, transferees and creditors, and all others asserting rights therein, irrespective of whether those parties have notice of the lien and without the need for physical delivery, recordation, filing or further act.

Pledge of Tax Revenues

Pursuant to the District Resolution, the District pledges all revenues from the property taxes collected from the levy by the Board of Supervisors for the payment of the Series 2018 Bonds and the outstanding bonds of the District issued pursuant to voter approved measures of the District, including any refunding bonds thereof (for the purpose of this pledge, hereinafter collectively referred to as the “**District Bonds**”) and amounts on deposit in the Interest and Sinking Fund of the District to the payment of the principal or redemption price of and interest on the District Bonds. This pledge shall be valid and binding from the date of the District Resolution for the benefit of the owners of the District Bonds and successors thereto. The District Resolution provides that property taxes and amounts held in the Interest and Sinking Fund of the District shall be immediately subject to this pledge, and the pledge constitutes a lien and security interest which immediately attaches to the property taxes and amounts held in the Interest and Sinking Fund of the District to secure the payment of the District Bonds and is effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recordation, filing, or further act.

The District Resolution provides that this pledge is an agreement between the District and the bondholders to provide security for the Series 2018 Bonds in addition to any statutory lien that may exist, and the Series 2018 Bonds and each of the other District Bonds secured by the pledge are or were issued to finance one or more of the projects specified in the applicable voter-approved measure.

Property Taxation System

Property tax revenues result from the application of the appropriate tax rate to the total assessed value of taxable property in the District. School districts levy property taxes for payment of voter-approved bonds and receive property taxes for general operating purposes as well.

Local property taxation is the responsibility of various county officers. For each school district located in a county, the county assessor computes the value of locally assessed taxable property. Based on the assessed value of property and the scheduled debt service on outstanding bonds in each year, the county auditor-controller computes the rate of tax necessary to pay such debt service, and presents the tax rolls (including rates of tax for all taxing jurisdictions in the county) to the county board of supervisors for approval. The county tax collector prepares and mails tax bills to taxpayers and collects the taxes. In addition, the treasurer, as *ex officio* treasurer of each school district located in the county, holds and invests school district funds, including taxes collected for payment of school bonds, and is charged with payment of principal and interest on such bonds when due. Taxes on property in a school district whose boundaries extend into more than one county are administered separately by the county in which the property is located. The State Board of Equalization also assesses certain special classes of property, as described later in this section.

Assessed Valuation of Property Within the District

Taxable property located in the District has a 2017-18 assessed value of \$2,644,607,506. All property (real, personal and intangible) is taxable unless an exemption is granted by the State Constitution or United States law. Under the State Constitution, exempt classes of property include household and personal effects, intangible personal property (such as bank accounts, stocks and bonds), business inventories, and property used for religious, hospital, scientific, and charitable purposes. The State Legislature may create additional exemptions for personal property, but not for real property. Most taxable property is assessed by the assessor of the county in which the property is located. Some special classes of property are assessed by the State Board of Equalization.

Taxes are levied for each fiscal year on taxable real and personal property assessed as of the preceding January 1, at which time the lien attaches. The assessed value is required to be adjusted during the course of the year when property changes ownership or new construction is completed. State law also affords an appeal procedure to taxpayers who disagree with the assessed value of any property. When necessitated by changes in assessed value during the course of a year, a supplemental assessment is prepared so that taxes can be levied on the new assessed value before the next regular assessment roll is completed. See “*—Appeals of Assessed Valuation; Blanket Reductions of Assessed Values*” below.

Under the State Constitution, the State Board of Equalization assesses property of State-regulated transportation and communications utilities, including railways, telephone and telegraph companies, and companies transmitting or selling gas or electricity. The State Board of Equalization also is required to assess pipelines, flumes, canals, and aqueducts lying within two or more counties. The value of property assessed by the State Board of Equalization is allocated by a formula to local jurisdictions in the county, including school districts, and taxed by the local county tax officials in the same manner as for locally assessed property. Taxes on privately owned railway cars, however, are levied and collected directly by the State Board of Equalization. Property used in the generation of electricity by a company that does not also transmit or sell that electricity is taxed locally instead of by the State Board of Equalization. Thus, the reorganization of regulated utilities and the transfer of electricity-generating property to non-utility companies, as often occurred under electric power deregulation in California, affects how those assets are assessed, and which local agencies benefit from the property taxes derived. In general, the transfer of State-assessed property located in the District to non-utility companies will increase the assessed value of

property in the District, since the property's value will no longer be divided among all taxing jurisdictions in the County. The transfer of property located and taxed in the District to a State-assessed utility will have the opposite effect: generally reducing the assessed value in the District, as the value is shared among the other jurisdictions in the County. The District is unable to predict future transfers of State-assessed property in the District and the County, the impact of such transfers on its utility property tax revenues, or whether future legislation or litigation may affect ownership of utility assets, the State's methods of assessing utility property, or the method by which tax revenues of utility property is allocated to local taxing agencies, including the District.

Locally taxed property is classified either as "secured" or "unsecured," and is listed accordingly on separate parts of the assessment roll. The "secured roll" is that part of the assessment roll containing State-assessed property and property (real or personal) for which there is a lien on real property sufficient, in the opinion of the county assessor, to secure payment of the taxes. All other property is "unsecured," and is assessed on the "unsecured roll." Secured property assessed by the State Board of Equalization is commonly identified for taxation purposes as "utility" property.

The greater the assessed value of taxable property in the District, the lower the tax rate necessary to generate taxes sufficient to pay scheduled debt service on the Series 2018 Bonds. The following table sets forth the recent history of taxable property assessed valuation in the District.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Summary of Assessed Valuation
2007-08 through 2017-18

<u>Fiscal Year</u>	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>% Change</u>
2007-08	\$1,720,225,511	\$59,760	\$29,619,932	\$1,749,905,203	--
2008-09	1,803,120,376	59,760	26,601,236	1,829,781,372	4.56%
2009-10	1,844,046,613	59,760	27,753,561	1,871,859,934	2.30
2010-11	1,863,228,672	56,096	27,068,482	1,890,353,250	0.99
2011-12	1,891,372,998	56,096	26,201,215	1,917,630,309	1.44
2012-13	1,955,413,661	56,096	26,961,117	1,982,430,874	3.38
2013-14	2,058,756,847	56,096	25,902,237	2,084,715,180	5.16
2014-15	2,142,888,995	362	25,834,706	2,168,724,063	4.03
2015-16	2,294,775,462	362	23,053,866	2,317,829,690	6.88
2016-17	2,432,133,221	362	24,693,082	2,456,826,665	6.00
2017-18	2,584,709,239	362	59,897,905	2,644,607,506	7.64

Source: Alameda County for fiscal years 2007-08 through 2014-15; California Municipal Statistics, Inc. for fiscal years 2015-16 through 2017-18.

Assessments may be adjusted during the course of the year when real property changes ownership or new construction is completed. Assessments may also be appealed by taxpayers seeking a reduction as a result of economic and other factors beyond the District's control, such as a general market decline in land values, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by State and local agencies and property used for qualified educational, hospital, charitable or religious purposes), or the complete or partial destruction of taxable property caused by natural or manmade disaster, such as earthquake, flood, fire, toxic dumping, and drought, etc. When necessitated by changes in assessed value in the course of a year, taxes are pro-rated for each portion of the tax year. See also "*Appeals of Assessed Valuation; Blanket Reductions of Assessed Values*" below.

Appeals of Assessed Valuation; Blanket Reductions of Assessed Values. There are two basic types of property tax assessment appeals provided for under State law. The first type of appeal, commonly referred to as a base year assessment appeal, involves a dispute on the valuation assigned by the assessor immediately subsequent to an instance of a change in ownership or completion of new construction. If the base year value assigned by the assessor is reduced, the valuation of the property cannot increase in subsequent years more than 2% annually unless and until another change in ownership and/or additional new construction activity occurs.

The second type of appeal, commonly referred to as a Proposition 8 appeal (which Proposition 8 was approved by the voters in 1978), can result if factors occur causing a decline in the market value of the property to a level below the property's then current taxable value (escalated base year value). Pursuant to State law, a property owner may apply for a Proposition 8 reduction of the property tax assessment for such owner's property by filing a written application, in the form prescribed by the State Board of Equalization, with the appropriate county board of equalization or assessment appeals board. A property owner desiring a Proposition 8 reduction of the assessed value of such owner's property in any one year must submit an application to the county assessment appeals board (the "**Appeals Board**"). Following a review of the application by the county assessor's office, the county assessor may offer to the property owner the opportunity to stipulate to a reduced assessment, or may confirm the assessment. If no stipulation is agreed to, and the applicant elects to pursue the appeal, the matter is brought before the Appeals Board (or, in some cases, a hearing examiner) for a hearing and decision. The Appeals Board generally is required to determine the outcome of appeals within two years of each appeal's filing date. Any reduction in the assessment ultimately granted applies only to the year for which application is made and during which the written application is filed. The assessed value increases to its pre-reduction level (escalated to the inflation rate of no more than 2%) following the year for which the reduction application is filed. However, the county assessor has the power to grant a reduction not only for the year for which application was originally made, but also for the then current year and any intervening years as well. In practice, such a reduced assessment may and often does remain in effect beyond the year in which it is granted.

Assembly Bill 102. On June 27, 2017, the Governor signed into law Assembly Bill 102 ("**AB 102**"). AB 102 restructures the functions of the State Board of Equalization and creates two new agencies: (a) the California Department of Tax and Fee Administration (the "**Tax Administration Department**") and (b) the Office of Tax Appeals. Under AB 102, the Tax Administration Department will take over programs previously in the State Board of Equalization's Property Tax Department, such as the Tax Area Services Section, which is responsible for maintaining all property tax-rate area maps and for maintaining special revenue district boundaries. Under AB 102, the State Board of Equalization will continue to perform the duties assigned by the State Constitution related to property taxes, however, beginning January 1, 2018, the State Board of Equalization only hears appeals related to the programs that it constitutionally administers and the Office of Tax Appeals hears appeals on all other taxes and fee matters, such as sales and use tax and other special taxes and fees. AB 102 obligates the Offices of Tax Appeals to adopt regulations as necessary to carry out its duties, powers and responsibilities. No assurances can be given as to the effect of such regulations on the appeals process or on the assessed valuation of property within the District.

In addition, Article XIII A of the State Constitution provides that the full cash value base of real property used in determining taxable value may be adjusted from year to year to reflect the inflationary rate, not to exceed a 2% increase for any given year, or may be reduced to reflect a reduction in the consumer price index or comparable local data. This measure is computed on a calendar year basis. No assurance can be given that property tax appeals and/or blanket reductions of assessed property values will not significantly reduce the assessed valuation of property within the District in the future.

See APPENDIX A – "INFORMATION RELATING TO THE DISTRICT'S OPERATIONS AND BUDGET – CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT

REVENUES AND APPROPRIATIONS – Limitations on Revenues” for a discussion of other limitations on the valuation of real property with respect to *ad valorem* taxes.

Risk of Decline in Property Values; Earthquake Risk. Property values could be reduced by factors beyond the District’s control, including an earthquake, or a depressed real estate market due to general economic conditions in the County, the region, and the State.

The District is located in a seismically active region. Active earthquake faults underlie both the District and the surrounding Bay Area. Three major earthquake faults that comprise the San Andreas fault system extend through the Bay Area, including the San Andreas fault, the Hayward fault, and the Calaveras fault. On August 24, 2014, an earthquake occurred in Napa, California. The tremor’s epicenter was located approximately 3.7 miles northwest of American Canyon near the West Napa Fault and registered 6.0 on the Richter scale of earthquake intensity. The Napa earthquake caused fires, damaged buildings and roads, and injured approximately 200 people. The Napa earthquake was the largest earthquake in the Bay Area since the 1989 Loma Prieta earthquake on the San Andreas Fault, which was centered about 60 miles south of San Francisco and registered 6.9 on the Richter scale of earthquake intensity. The Loma Prieta earthquake caused fires and collapses of and structural damage to buildings, highways and bridges in the Bay Area.

In August 2016, the 2014 Working Group on California Earthquake Probabilities (a collaborative effort of the United States Geological Survey, the California Geological Society and the Southern California Earthquake Center) issued a revised report that states there is a 72% chance that one or more earthquakes of magnitude 6.7 or larger will occur in the Bay Area before the year 2043. Such earthquakes may be very destructive. Property within the City could sustain extensive damage in a major earthquake, and a major earthquake could adversely affect the area’s economic activity.

Other possible causes for a reduction in assessed values include the complete or partial destruction of taxable property caused by other natural or manmade disasters, such as flood, fire, drought, toxic dumping, acts of terrorism, etc., or reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by State and local agencies and property used for qualified educational, hospital, charitable, or religious purposes). Lower assessed values could necessitate a corresponding increase in the annual tax rate to be levied to pay the principal of and interest on the Series 2018 Bonds. Issuance of additional bonds in the future might also cause the tax rate to increase.

Risk of Sea Level Changes and Flooding. In May 2009, the California Climate Change Center released a final paper, for informational purposes only, which was funded by the California Energy Commission, the California Environmental Protection Agency, the Metropolitan Transportation Commission, the California Department of Transportation and the California Ocean Protection Council. The title of the paper is “The Impacts of Sea-Level Rise on the California Coast.” The paper posits that increases in sea level will be a significant consequence of climate change over the next century. The paper evaluated the population, infrastructure, and property at risk from projected sea-level rise if no actions are taken to protect the coast. The paper concluded that significant property in the State is at risk of flooding as a result of a 1.4 meter sea level rise. The paper further estimates that the replacement value of this property totals nearly \$100 billion (in year 2000 dollars). The District may be particularly vulnerable to impacts associated with sea-level rise due to extensive development on its coastline. A wide range of critical infrastructure, such as roads, airports, hospitals, schools, emergency facilities, wastewater treatment plants, power plants, and wetlands is also vulnerable. Continued development in vulnerable areas will put additional assets at risk and raise protection costs.

The District is unable to predict whether sea-level rise or other impacts of climate change or flooding from a major storm will occur, when they may occur, and if any such events occur, whether they will have a material adverse effect on the financial condition of the District and the local economy.

Bonding Capacity. As a unified school district, the District may issue bonds in an amount up to 2.5% of the assessed valuation of taxable property within its boundaries. However, pursuant to Section 33050 *et seq.* of the Education Code, the governing board of a school district or a county board of education, on a districtwide or countywide basis or on behalf of one or more of its schools or programs, after a public hearing on the matter, may request the State Board of Education to waive all or part of any section of the Education Code or any regulation adopted by the State Board of Education that implements a provision of the Education Code that may be waived, except for certain specified provisions of the Education Code set forth in Section 33050(a). In each respective bond measure approving the 2016 Authorizations, it was recognized that the issuance of all of the authorized bonds of either measure might require the outstanding debt of the District to exceed its statutory bonding limit and, in order for the District to complete critical projects authorized by the 2016 Authorizations in a timely and cost effective manner, the Board of Education of the District obtained a waiver of its bonding limit from the State Board of Education, permitting the District to issue bonds in an amount up to 4.25% of the assessed valuation of taxable property of the District. With the effect of the waiver, the District's gross bonding capacity is estimated at approximately \$66.1 million, and its net bonding capacity is approximately \$8.3 million (taking into account current outstanding debt before issuance of the Series 2018 Bonds). Refunding bonds may be issued without regard to this limitation; however, once issued, the outstanding principal of any refunding bonds is included when calculating the District's bonding capacity.

Assessed Valuation by Jurisdiction. The following table provides a distribution of taxable property located in the District by jurisdiction.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Assessed Valuation by Jurisdiction
Fiscal Year 2017-18

<u>Jurisdiction:</u>	<u>Assessed Valuation in School District</u>	<u>% of School District</u>	<u>Assessed Valuation of Jurisdiction</u>	<u>% of Jurisdiction in School District</u>
City of Alameda	\$2,644,607,506	100.00%	\$2,644,607,506	100.00%
Total District	\$2,644,607,506	100.00%		
Alameda County	\$2,644,607,506	100.00%	\$271,029,290,743	0.98%

Assessed Valuation by Land Use. The following table sets forth a distribution of taxable real property located in the District by principal purpose for which the land is used, and the assessed valuation and number of parcels for each use.

**ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Assessed Valuation and Parcels by Land Use
Fiscal Year 2017-18**

	2017-18 <u>Assessed Valuation⁽¹⁾</u>	% of <u>Total</u>	No. of <u>Parcels</u>	% of <u>Total</u>
<u>Non-Residential:</u>				
Commercial	\$218,080,372	8.43%	257	4.65%
Vacant Commercial	4,139,002	0.16	10	0.18
Industrial	12,128,035	0.47	9	0.16
Vacant Industrial	701,461	0.03	2	0.04
Recreational	57,510,134	2.22	8	0.14
Subtotal Non-Residential	\$292,559,004	11.31%	286	5.18%
<u>Residential:</u>				
Single Family Residence	\$1,691,696,131	65.37%	3,731	67.52%
Condominium/Townhouse	344,508,675	13.31	1,086	19.65
2-4 Residential Units	148,996,086	5.76	316	5.72
5+ Residential Units/Apartments	107,347,593	4.15	88	1.59
Vacant Residential	2,601,750	0.10	19	0.34
Subtotal Residential	\$2,295,150,235	88.69%	5,240	94.82%
Total	\$2,587,709,239	100.00%	5,526	100.00%

⁽¹⁾ Local Secured Assessed Valuation, excluding tax-exempt property.
Source: California Municipal Statistics, Inc.

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Assessed Valuation of Single-Family Residential Properties. The following table focuses on single-family residential properties only, the value of which comprised approximately 65.37% of the assessed value of taxable property in the District in fiscal year 2017-18. The average assessed value was \$453,416, and the median assessed value was \$404,503.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Per Parcel Assessed Valuation of Single-Family Homes
Fiscal Year 2017-18

	<u>No. of Parcels</u>	<u>2017-18 Assessed Valuation</u>	<u>Average Assessed Valuation</u>	<u>Median Assessed Valuation</u>
Single Family Residential	3,731	\$1,691,696,131	\$453,416	\$404,503

<u>2017-18 Assessed Valuation</u>	<u>No. of Parcels⁽¹⁾</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>	<u>Total Valuation</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>
\$0 - \$49,999	76	2.037%	2.037%	\$ 3,106,095	0.184%	0.184%
\$50,000 - \$99,999	503	13.482	15.519	34,085,434	2.015	2.198
\$100,000 - \$149,999	183	4.905	20.423	23,128,742	1.367	3.566
\$150,000 - \$199,999	178	4.771	25.194	30,778,370	1.819	5.385
\$200,000 - \$249,999	223	5.977	31.171	50,207,736	2.968	8.353
\$250,000 - \$299,999	218	5.843	37.014	60,161,453	3.556	11.909
\$300,000 - \$349,999	244	6.540	43.554	79,750,757	4.714	16.623
\$350,000 - \$399,999	217	5.816	49.370	81,395,786	4.811	21.435
\$400,000 - \$449,999	222	5.950	55.320	94,480,477	5.585	27.020
\$450,000 - \$499,999	178	4.771	60.091	84,210,405	4.978	31.998
\$500,000 - \$549,999	167	4.476	64.567	87,844,394	5.193	37.190
\$550,000 - \$599,999	140	3.752	68.319	80,386,852	4.752	41.942
\$600,000 - \$649,999	169	4.530	72.849	105,731,555	6.250	48.192
\$650,000 - \$699,999	171	4.583	77.432	115,440,279	6.824	55.016
\$700,000 - \$749,999	156	4.181	81.614	113,516,534	6.710	61.727
\$750,000 - \$799,999	133	3.565	85.178	103,086,714	6.094	67.820
\$800,000 - \$849,999	136	3.645	88.823	111,964,366	6.618	74.439
\$850,000 - \$899,999	97	2.600	91.423	84,702,672	5.007	79.446
\$900,000 - \$949,999	81	2.171	93.594	74,716,474	4.417	83.862
\$950,000 - \$999,999	58	1.555	95.149	56,504,513	3.340	87.202
\$1,000,000 and greater	181	4.851	100.000	216,496,523	12.798	100.000
Total	3,731	100.000%		\$1,691,696,131	100.000%	

⁽¹⁾ Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.
Source: California Municipal Statistics, Inc.

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Largest Taxpayers in District. The twenty taxpayers in the District with the greatest combined assessed valuation are listed below. No single taxpayer owned more than 2.03% of the total taxable property in the District in fiscal year 2017-18. Each taxpayer listed is a unique entity. The District cannot determine from County assessment records whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table.

**ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Largest Local Secured Taxpayers
Fiscal Year 2017-18**

	<u>Property Owner</u>	<u>2017-18 Primary Land Use</u>	<u>% of Assessed Valuation</u>	<u>Total⁽¹⁾</u>
1.	Golden Gate Land Holdings LLC	Recreational – Race Track	\$52,434,423	2.03%
2.	Target Corporation	Commercial	32,839,956	1.27
3.	Safeway Inc.	Commercial	14,769,177	0.57
4.	Erik & Rose L. Eichner, Trustees	Apartments	9,163,477	0.35
5.	Albany View Properties LLC	Apartments	6,895,022	0.27
6.	ESMHT LLC	Apartments	6,457,288	0.25
7.	Southwick 1025 & 1035 Eastshore Highway LLC	Auto Dealership	6,181,255	0.24
8.	Fire in the Hole LLC	Apartments	5,963,873	0.23
9.	THMS LLC	Apartments	5,708,748	0.22
10.	Haste Partners LLC & Samuel Sorokin Trust	Apartments	5,356,310	0.21
11.	Dallas V. Allen Jr. Trust & Alvin T. Sataka	Commercial	5,314,310	0.21
12.	Mehar Enterprises LP	Medical Buildings	5,175,575	0.20
13.	1001 Eastshore Partners	Commercial	5,102,775	0.20
14.	401 Park Plaza LLC	Apartments	5,073,780	0.20
15.	Katy & Saye Farrokhtala, Trustees	Apartments	4,621,396	0.18
16.	Deborah L Ritchey & Timothy J. Hassler	Commercial	4,592,552	0.18
17.	Alcatraz Premium Investments LLC	Medical Buildings	4,478,753	0.17
18.	Albany Bowl Properties	Bowling Alley	4,444,837	0.17
19.	Wendel C. Smith Family Holdings LLC	Residential Properties	4,388,177	0.17
20.	William & Jida Nasser	Commercial	3,900,000	0.15
			<u>\$192,861,684</u>	<u>7.46%</u>

⁽¹⁾ 2017-18 Local Secured Assessed Valuation: \$2,584,709,239.

Source: California Municipal Statistics, Inc.

The more property (by assessed value) owned by a single taxpayer, the more tax collections are exposed to weakness, if any, in such taxpayer's financial situation and ability or willingness to pay property taxes in a timely manner. Furthermore, assessments may be appealed by taxpayers seeking a reduction as a result of economic and other factors beyond the District's control. See "*Appeals of Assessed Valuation; Blanket Reductions of Assessed Values*" above.

Tax Rates

The State Constitution permits the levy of an *ad valorem* tax on taxable property not to exceed 1% of the full cash value of the property, and State law requires the full 1% tax to be levied. The levy of special *ad valorem* property taxes in excess of the 1% levy is permitted as necessary to provide for debt service payments on school bonds and other voter-approved indebtedness.

The rate of tax necessary to pay fixed debt service on the Series 2018 Bonds in a given year depends on the assessed value of taxable property in that year. Lower assessed values could necessitate a corresponding increase in the annual tax rate to be levied to pay the principal of and interest on the Series 2018 Bonds. Issuance of additional authorized bonds in the future might also cause the tax rate to increase.

The following table sets forth *ad valorem* property tax rates for fiscal years 2013-14 through 2017-18 in a typical Tax Rate Area of the District (TRA 22-000).

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Typical Total Tax Rates per \$100 of Assessed Valuation: TRA 22-000
Fiscal Years 2013-14 through 2017-18

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
County-wide	\$1.0000	\$1.0000	\$1.0000	\$1.0000	\$1.0000
Albany Unified School District	0.1591	0.1586	0.1440	0.2000	0.2500
Peralta Community College District	0.0419	0.0412	0.0337	0.0256	0.0310
Bay Area Rapid Transit District	0.0075	0.0045	0.0026	0.0080	0.0084
East Bay Regional Park	0.0078	0.0085	0.0067	0.0032	0.0021
East Bay Municipal Utility District, Special District No. 1	0.0066	0.0047	0.0034	0.0028	0.0011
City of Albany	<u>0.1577</u>	<u>0.0563</u>	<u>0.0526</u>	<u>0.0930</u>	<u>0.0816</u>
Total	\$1.3806	\$1.2738	\$1.2430	\$1.3326	\$1.3742

Source: California Municipal Statistics, Inc.

In accordance with the State Constitution and the Education Code, bonds approved pursuant to the 2018 Measure E Authorization may not be issued unless the District projects that repayment of all outstanding bonds approved under the 2018 Measure E Authorization will require a tax rate no greater than \$60.00 per \$100,000 of assessed value. Based on the assessed value of taxable property in the District at the time of issuance of the 2018 Measure E Bonds, the District projects that the maximum tax rate required to repay the 2018 Measure E Bonds, which will be the only outstanding bonds approved at the 2018 Measure E Authorization, will be within that legal limit. The tax rate limitation applies only when new bonds are issued and does not restrict the authority of the Board of Supervisors to levy taxes at such rate as may be necessary to pay debt service on the 2018 Measure E Bonds and any other series of bonds issued under the 2018 Measure E Authorization in each year.

Tax Collections and Delinquencies

A school district's share of the 1% countywide tax is based on the actual allocation of property tax revenues to each taxing jurisdiction in the county in fiscal year 1978-79, as adjusted according to a complicated statutory scheme enacted since that time. Revenues derived from special *ad valorem* taxes for voter-approved indebtedness, including the Series 2018 Bonds, are reserved to the taxing jurisdiction that approved and issued the debt, and may only be used to repay that debt.

The county auditor-controller prepares the property tax bills. Property taxes on the regular secured assessment roll are due in two equal installments: the first installment is due on November 1, and becomes delinquent after December 10. The second installment is due on February 1 and becomes delinquent after April 10. If taxes are not paid by the delinquent date, a 10% penalty attaches and a \$23 cost is added to unpaid second installments. If taxes remain unpaid by June 30, the tax is deemed to be in default, and a \$15 state redemption fee applies. Interest then begins to accrue at the rate of 1.5% per month. The property owner has the right to redeem the property by paying the taxes, accrued penalties, and costs within five years of the date the property went into default. If the property is not redeemed within five years, it is subject to sale at a public auction by the county treasurer-tax collector.

Property taxes on the unsecured roll as of July 31 become delinquent if they are not paid by August 31 and are thereafter subject to a delinquent penalty of 10%. Taxes added to the unsecured roll after July 31, if unpaid, are delinquent and subject to a penalty of 10% on the last day of the month succeeding the

month of enrollment. In the case of unsecured property taxes, an additional penalty of 1.5% per month begins to accrue when such taxes remain unpaid on the last day of the second month after the 10% penalty attaches. To collect unpaid taxes, the county treasurer-tax collector may obtain a judgment lien upon and cause the sale of all property owned by the taxpayer in the County, and may seize and sell personal property, improvements and possessory interests of the taxpayer. The county treasurer-tax collector may also bring a civil suit against the taxpayer for payment.

The date on which taxes on supplemental assessments are due depends on when the supplemental tax bill is mailed.

The following table sets forth a recent history of property tax delinquencies in the District.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Property Tax Delinquencies⁽¹⁾
Fiscal Years 2010-11 through 2016-17

Fiscal Year	% Delinquent as of June 30th
2010-11	1.52%
2011-12	1.20
2012-13	1.06
2013-14	0.88
2014-15	1.06
2015-16	0.58
2016-17	1.66

⁽¹⁾ Bond debt service levy only.

Source: California Municipal Statistics, Inc.

No Teeter Plan. For counties that have approved its implementation, the Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the “**Teeter Plan**”) authorized by Sections 4701 through 4717 of the State’s Revenue & Taxation Code guarantees distribution of all *ad valorem* taxes levied to the taxing entities within a county, with the county retaining all penalties and interest affixed upon delinquent properties and redemptions of subsequent collections. The purpose of utilizing the Teeter Plan is to simplify the tax-levying and tax-apportioning process and to provide increased flexibility to counties in the use of available cash resources.

The County cash position is protected by a special fund, known as the “**Tax Loss Reserve Fund**,” which accumulates moneys from interest and penalty collections. In each fiscal year, the Tax Loss Reserve Fund is required to be funded to the amount of delinquent taxes plus 1% of that year's tax levy. Amounts exceeding the amount required to be maintained in the tax loss reserve fund may be credited to the county’s general fund. Amounts required to be maintained in the tax loss reserve fund may be drawn on to the extent of the amount of uncollected taxes credited to each agency in advance of receipt.

The Teeter Plan is to remain in effect unless the county board of supervisors orders its discontinuance or unless, prior to the commencement of any fiscal year of the county (which commences on July 1), the board of supervisors receives a petition for its discontinuance from two-thirds of the participating revenue districts in the county. The board of supervisors may also, after holding a public hearing on the matter, discontinue the procedures with respect to any tax levying agency or assessment

levying agency in the county if the rate of secured tax delinquency in that agency in any year exceeds 3% of the total of all taxes and assessments levied on the secured rolls in that agency.

While the Board of Supervisors has approved implementation of the Teeter Plan, the County does not apply the Teeter Plan to school district general obligation bond tax levies. Consequently, for taxes levied in the County to pay debt service on the Series 2018 Bonds, the District will receive actual collections (including penalties and interest) for that purpose, rather than the amount levied.

Direct and Overlapping Debt

Set forth in the following table is a schedule of direct and overlapping debt prepared by California Municipal Statistics Inc. The table is included for general information purposes only. The District has not reviewed this table for completeness or accuracy and makes no representations in connection therewith. The first column in the table names each public agency which has outstanding debt as of [July] 1, 2018, and whose territory overlaps the District in whole or in part. The second column shows the percentage of each overlapping agency's assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in the third column, which is the apportionment of each overlapping agency's outstanding debt to taxable property in the District.

The table generally includes long-term obligations sold in the public credit markets by the public agencies listed. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases, long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

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ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Direct and Overlapping Bonded Debt
(as of April 1, 2018)

[To be updated]

2017-18 Assessed Valuation: \$2,644,607,506

<u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u>	<u>% Applicable</u>	<u>Debt 4/1/18</u>
Bay Area Rapid Transit District	0.380%	\$ 3,183,716
Peralta Community College District	2.728	10,371,038
Albany Unified School District	100.000	57,850,000⁽¹⁾
East Bay Regional Park District	0.594	1,120,462
City of Albany	100.000	13,995,000
City of Albany 1915 Act Bonds	100.000	<u>890,000</u>
TOTAL DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT		\$87,410,216
 <u>OVERLAPPING GENERAL FUND DEBT:</u>		
Alameda County General Fund Obligations	0.976%	\$8,179,978
Alameda County Pension Obligation Bonds	0.976	87,228
Alameda-Contra Costa Transit District Certificates of Participation	1.155	159,332
Peralta Community College District Pension Obligation Bonds	2.728	<u>4,199,599</u>
TOTAL OVERLAPPING GENERAL FUND DEBT		\$12,626,137
 COMBINED TOTAL DEBT		 \$100,036,353 ⁽²⁾

Ratios to 2017-18 Assessed Valuation:

Direct Debt (\$57,850,000)	2.19%
Total Direct and Overlapping Tax and Assessment Debt.....	3.31%
Combined Total Debt.....	3.78%

⁽¹⁾ Excludes issue to be sold.

⁽²⁾ Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.
Source: California Municipal Statistics, Inc.

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TAX MATTERS

In the opinion of Orrick, Herrington & Sutcliffe LLP, bond counsel to the District (“**Bond Counsel**”), based upon an analysis of existing laws, regulations, rulings and court decisions, and assuming, among other matters, the accuracy of certain representations and compliance with certain covenants, interest on the Series 2018 Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Internal Revenue Code of 1986 (the “**Code**”) and is exempt from State of California personal income taxes. Bond Counsel is of the further opinion that interest on the Series 2018 Bonds is not a specific preference item for purposes of the federal alternative minimum tax. A complete copy of the proposed form of opinion of Bond Counsel is set forth in APPENDIX C hereto.

To the extent the issue price of any maturity of each series of the Series 2018 Bonds is less than the amount to be paid at maturity of such Bonds (excluding amounts stated to be interest and payable at least annually over the term of such Bonds), the difference constitutes “original issue discount,” the accrual of which, to the extent properly allocable to each Beneficial Owner thereof, is treated as interest on the Series 2018 Bonds which is excluded from gross income for federal income tax purposes and State of California personal income taxes. For this purpose, the issue price of a particular maturity of each series of the Series 2018 Bonds is the first price at which a substantial amount of such maturity of the Series 2018 Bonds is sold to the public (excluding bond houses, brokers, or similar persons or organizations acting in the capacity of underwriters, placement agents or wholesalers). The original issue discount with respect to any maturity of each series of the Series 2018 Bonds accrues daily over the term to maturity of such Bonds on the basis of a constant interest rate compounded semiannually (with straight-line interpolations between compounding dates). The accruing original issue discount is added to the adjusted basis of such Bonds to determine taxable gain or loss upon disposition (including sale, redemption, or payment on maturity) of such Bonds. Beneficial Owners of the Series 2018 Bonds should consult their own tax advisors with respect to the tax consequences of ownership of Bonds with original issue discount, including the treatment of Beneficial Owners who do not purchase such Bonds in the original offering to the public at the first price at which a substantial amount of such Bonds is sold to the public.

Bonds purchased, whether at original issuance or otherwise, for an amount higher than their principal amount payable at maturity (or, in some cases, at their earlier call date) (“**Premium Bonds**”) will be treated as having amortizable bond premium. No deduction is allowable for the amortizable bond premium in the case of bonds, like the Premium Bonds, the interest on which is excluded from gross income for federal income tax purposes. However, the amount of tax-exempt interest received, and a Beneficial Owner’s basis in a Premium Bond, will be reduced by the amount of amortizable bond premium properly allocable to such Beneficial Owner. Beneficial Owners of Premium Bonds should consult their own tax advisors with respect to the proper treatment of amortizable bond premium in their particular circumstances.

The Code imposes various restrictions, conditions and requirements relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Series 2018 Bonds. The District has made certain representations and covenanted to comply with certain restrictions, conditions and requirements designed to ensure that interest on the Series 2018 Bonds will not be included in federal gross income. Inaccuracy of these representations or failure to comply with these covenants may result in interest on the Series 2018 Bonds being included in gross income for federal income tax purposes, possibly from the date of original issuance of the Series 2018 Bonds. The opinion of Bond Counsel assumes the accuracy of these representations and compliance with these covenants. Bond Counsel has not undertaken to determine (or to inform any person) whether any actions taken (or not taken), or events occurring (or not occurring), or any other matters coming to Bond Counsel’s attention after the date of issuance of the Series 2018 Bonds may adversely affect the value of, or the tax status of interest on, the Series 2018 Bonds. Accordingly, the opinion of Bond Counsel is not intended to, and may not, be relied upon in connection with any such actions, events or matters.

Although Bond Counsel is of the opinion that interest on the Series 2018 Bonds is excluded from gross income for federal income tax purposes and is exempt from State of California personal income taxes, the ownership or disposition of, or the accrual or receipt of amounts treated as interest on, the Series 2018 Bonds may otherwise affect a Beneficial Owner's federal, state or local tax liability. The nature and extent of these other tax consequences depends upon the particular tax status of the Beneficial Owner or the Beneficial Owner's other items of income or deduction. Bond Counsel expresses no opinion regarding any such other tax consequences.

Current and future legislative proposals, if enacted into law, clarification of the Code or court decisions may cause interest on the Series 2018 Bonds to be subject, directly or indirectly, in whole or in part, to federal income taxation or to be subject to or exempted from state income taxation, or otherwise prevent Beneficial Owners from realizing the full current benefit of the tax status of such interest. The introduction or enactment of any such legislative proposals or clarification of the Code or court decisions may also affect, perhaps significantly, the market price for, or marketability of, the Series 2018 Bonds. Prospective purchasers of the Series 2018 Bonds should consult their own tax advisors regarding the potential impact of any pending or proposed federal or state tax legislation, regulations or litigation, as to which Bond Counsel is expected to express no opinion.

The opinion of Bond Counsel is based on current legal authority, covers certain matters not directly addressed by such authorities, and represents Bond Counsel's judgment as to the proper treatment of the Series 2018 Bonds for federal income tax purposes. It is not binding on the Internal Revenue Service ("IRS") or the courts. Furthermore, Bond Counsel cannot give and has not given any opinion or assurance about the future activities of the District, or about the effect of future changes in the Code, the applicable regulations, the interpretation thereof or the enforcement thereof by the IRS. The District has covenanted, however, to comply with the requirements of the Code.

Bond Counsel's engagement with respect to the Series 2018 Bonds ends with the issuance of the Series 2018 Bonds, and, unless separately engaged, Bond Counsel is not obligated to defend the District or the Beneficial Owners regarding the tax-exempt status of the Series 2018 Bonds in the event of an audit examination by the IRS. Under current procedures, parties other than the District and its appointed counsel, including the Beneficial Owners, would have little, if any, right to participate in the audit examination process. Moreover, because achieving judicial review in connection with an audit examination of tax-exempt bonds is difficult, obtaining an independent review of IRS positions with which the District legitimately disagrees may not be practicable. Any action of the IRS, including but not limited to selection of the Series 2018 Bonds for audit, or the course or result of such audit, or an audit of bonds presenting similar tax issues may affect the market price for, or the marketability of, the Series 2018 Bonds, and may cause the District or the Beneficial Owners to incur significant expense.

OTHER LEGAL MATTERS

Possible Limitations on Remedies

General. Following is a discussion of certain considerations relating to potential bankruptcies of school districts in California. It is not an exhaustive discussion of the potential application of bankruptcy law to the District. State law contains a number of safeguards to protect the financial solvency of school districts. If the safeguards are not successful in preventing a school district from becoming insolvent, the State Superintendent of Public Instruction (the "**State Superintendent**"), operating through an administrator appointed by the State Superintendent, is authorized under State law to file a petition under Chapter 9 of the United States Bankruptcy Code (the "**Bankruptcy Code**") on behalf of the District for the adjustment of its debts, assuming that the District meets certain other requirements contained in the Bankruptcy Code necessary for filing such a petition. School districts under current State law are not themselves authorized to file a bankruptcy proceeding, and they are not subject to involuntary bankruptcy.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the parties to the proceedings may be prohibited from taking any action to collect any amount from the District (including *ad valorem* tax revenues) or to enforce any obligation of the District, without the bankruptcy court's permission. In such a proceeding, as part of its plan of adjustment in bankruptcy, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Series 2018 Bonds and other transaction documents related to such Bonds, as long as the bankruptcy court determines that the alterations are fair and equitable. In addition, in such a proceeding, as part of such a plan, the District may be able to eliminate the obligation of the County (on behalf of the District) to raise taxes if necessary to pay the Series 2018 Bonds. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Series 2018 Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, the fact of a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Series 2018 Bonds.

Chapter 9 provides that it does not limit or impair the power of a state to control, by legislation or otherwise, a municipality of or in such state in the exercise of the political or governmental powers of such municipality, including expenditures for such exercise. A school district is a municipality. State law provides that the *ad valorem* taxes levied to pay the principal and interest on the Series 2018 Bonds shall be used for the payment of principal and interest of the District's general obligation bonds and for no other purpose. If this restriction on the expenditure of such *ad valorem* taxes is respected in a bankruptcy case, then the *ad valorem* tax revenue could not be used by the District for any purpose other than to make payments on the Series 2018 Bonds. It is possible, however, that a bankruptcy court could conclude that the restriction should not be respected.

Statutory Lien. Pursuant to Senate Bill 222 (2015) ("SB 222") that became effective on January 1, 2016, all general obligation bonds issued by local agencies, including the Series 2018 Bonds, will be secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax. See "SECURITY AND SOURCE OF PAYMENT FOR THE SERIES 2018 BONDS – Statutory Lien on Taxes (Senate Bill 222)." Although a statutory lien would not be automatically terminated by the filing of a Chapter 9 bankruptcy petition by the District, the automatic stay provisions of the Bankruptcy Code would apply and payments that become due and owing on the Series 2018 Bonds during the pendency of the Chapter 9 proceeding could be delayed.

Possession of Tax Revenues; Remedies. If the County or the District goes into bankruptcy and has possession of tax revenues (whether collected before or after commencement of the bankruptcy), and if the County or the District, as applicable, does not voluntarily pay such tax revenues to the owners of the Series 2018 Bonds, it is not clear what procedures the owners of the Series 2018 Bonds would have to follow to attempt to obtain possession of such tax revenues, how much time it would take for such procedures to be completed, or whether such procedures would ultimately be successful.

Opinion of Bond Counsel Qualified by Reference to Bankruptcy, Insolvency and Other Laws Relating to or Affecting Creditor's Rights. The proposed form of opinion of Bond Counsel, attached hereto as APPENDIX C, is qualified by reference to bankruptcy, insolvency and other laws relating to or affecting creditor's rights.

Legal Opinion

The validity of the Series 2018 Bonds and certain other legal matters are subject to the approving opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the District. A complete copy of the proposed form of Bond Counsel opinion is set forth in APPENDIX C – "PROPOSED FORM OF OPINION

OF BOND COUNSEL.” Bond Counsel undertakes no responsibility for the accuracy, completeness, or fairness of this Official Statement.

Legality for Investment in California

Under provisions of the Financial Code of the State, the Series 2018 Bonds are legal investments for commercial banks to the State to the extent that the Series 2018 Bonds, in the informed opinion of the bank, are prudent for the investment of funds of its depositors, and, under provisions of the Government Code, the Series 2018 Bonds are eligible securities for deposits of public moneys in the State.

Continuing Disclosure

The District has covenanted for the benefit of the holders and beneficial owners of the Series 2018 Bonds to provide certain financial information and operating data relating to the District (the “**Annual Report**”) by not later than nine months following the end of the District’s fiscal year (currently ending June 30), commencing with the report for the 2017-18 fiscal year (which is due no later than April 1, 2019) and to provide notice of the occurrence of certain enumerated events in a timely manner not in excess of ten business days after the occurrence of the event. The Annual Report and notices of enumerated events will be filed by the District with the Municipal Securities Rulemaking Board. The specific nature of the information to be contained in the Annual Report or the notices of enumerated events is set forth in APPENDIX D – “FORM OF CONTINUING DISCLOSURE CERTIFICATE.” These covenants have been made in order to assist the Underwriter in complying with Securities and Exchange Commission Rule 15c2-12(b)(5) (the “**Rule**”).

[In the past five years, the District failed to timely file certain event notices for insurer rating changes and underlying rating changes. The District has since made a filing to EMMA disclosing past underlying and insurer rating changes. In addition, in the past five years, the District failed to timely file certain of its interim budget reports, in accordance with its previous continuing disclosure undertakings. The District has retained Isom Advisors, a Division of Urban Futures, Inc. as dissemination agent to assist it in complying with its continuing disclosure obligations under the Rule.] [Update with five-year lookback of District’s compliance with previous continuing disclosure undertakings.]

No Litigation

No litigation is pending or threatened concerning the validity of the Series 2018 Bonds, or the District’s ability to receive *ad valorem* taxes and to collect other revenues, or contesting the District’s ability to issue and retire the Series 2018 Bonds. The District is not aware of any litigation pending or threatened questioning the political existence of the District or contesting the title to their offices of District or County officials who will sign the Series 2018 Bonds and other certifications relating to the Series 2018 Bonds, or the powers of those offices. A certificate (or certificates) to that effect will be furnished to the Underwriter at the time of the original delivery of the Series 2018 Bonds.

The District is routinely subject to lawsuits and claims. In the opinion of the District, the aggregate amount of the uninsured liabilities of the District under these lawsuits and claims will not materially affect the financial position or operations of the District.

MISCELLANEOUS

Rating

The Series 2018 Bonds have been assigned the rating of “[]” by [Moody’s Investors Service (“**Moody’s**”)]. Rating agencies generally base their ratings on their own investigations, studies, and assumptions. The District has provided certain additional information and materials to Moody’s (some of which does not appear in this Official Statement). The rating reflects only the views of the rating agency and any explanation of the significance of such rating may be obtained only from Moody’s at www.moody.com. There is no assurance that any rating will continue for any given period of time or that it will not be revised downward or withdrawn entirely by the rating agency, if, in the judgment of the rating agency, circumstances so warrant. Any such downward revision or withdrawal of a rating may have an adverse effect on the market price of the Series 2018 Bonds. The District undertakes no responsibility to oppose any such downward revision, suspension or withdrawal.

Professionals Involved in the Offering

Orrick, Herrington & Sutcliffe LLP is acting as Bond Counsel and as Disclosure Counsel to the District with respect to the Series 2018 Bonds, and will receive compensation from the District contingent upon the sale and delivery of the Series 2018 Bonds. Jones Hall, A Professional Law Corporation, is acting as Underwriter’s Counsel with respect to the Series 2018 Bonds, and will receive compensation contingent upon the sale and delivery of the Series 2018 Bonds. Isom Advisors, a Division of Urban Futures, Inc., is acting as Municipal Advisor with respect to the Series 2018 Bonds, and will receive compensation from the District contingent upon the sale and delivery of the Series 2018 Bonds.

Underwriting

The 2018 Measure B Bonds are being purchased by RBC Capital Markets, LLC (the “**Underwriter**”) pursuant to a bond purchase agreement by and between the District and the Underwriter, dated _____, 2018, at a price of \$_____. The Underwriter’s discount is \$_____. Pursuant to the bond purchase agreement, the Underwriter will purchase all of the 2018 Measure B Bonds if any are purchased, the obligation of the Underwriter to purchase the 2018 Measure B Bonds being subject to certain terms and conditions to be satisfied by the District.

The 2018 Measure E Bonds are being purchased by the Underwriter pursuant to a bond purchase agreement by and between the District and the Underwriter, dated _____, 2018, at a price of \$_____. The Underwriter’s discount is \$_____. Pursuant to the bond purchase agreement, the Underwriter will purchase all of the 2018 Measure E Bonds if any are purchased, the obligation of the Underwriter to purchase the 2018 Measure E Bonds being subject to certain terms and conditions to be satisfied by the District.

The Underwriter may offer and sell the Series 2018 Bonds to certain dealers and others at prices lower than the public offering prices shown on the inside front cover page of this Official Statement. The offering prices may be changed from time to time by the Underwriter.

The Underwriter and its respective affiliates are full-service financial institutions engaged in various activities that may include securities trading, commercial and investment banking, municipal advisory, brokerage, and asset management. In the ordinary course of business, the Underwriter and its respective affiliates may actively trade debt and, if applicable, equity securities (or related derivative securities) and provide financial instruments (which may include bank loans, credit support or interest rate swaps). The Underwriter and its respective affiliates may engage in transactions for their own accounts involving the securities and instruments made the subject of this securities offering or other offering of the District. The Underwriter and its respective affiliates may make a market in credit default swaps with respect to municipal securities in the future. The Underwriter and its respective affiliates may also communicate independent investment recommendations, market color or trading ideas and publish independent research views in respect of this securities offering or other offerings of the District.

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ADDITIONAL INFORMATION

All data contained herein have been taken or constructed from the District's records and other sources, as indicated. Copies of documents referred to herein and information concerning the Series 2018 Bonds are available from the District. The District may impose a charge for copying, handling and mailing such requested documents.

The preparation, execution and distribution of this Official Statement have been duly authorized and approved by the Board of Education of the District.

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
Superintendent

APPENDIX A

INFORMATION RELATING TO THE DISTRICT'S OPERATIONS AND BUDGET

The information in this APPENDIX A concerning the operations of the Albany Unified School District (the “**District**”), the District’s finances and State of California (the “**State**”) funding of education, is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of or interest on the Series 2018 Bonds is payable from the general fund of the District or from State revenues. The Series 2018 Bonds are payable from the proceeds of an *ad valorem* tax approved by the voters of the District pursuant to all applicable laws and State Constitutional requirements, and required to be levied by the County of Alameda (the “**County**”) on property within the District in an amount sufficient for the timely payment of principal and interest on the Series 2018 Bonds. See “SECURITY AND SOURCE OF PAYMENT FOR THE SERIES 2018 BONDS” in the front part of this Official Statement.

THE DISTRICT

Introduction

The Albany Unified School District was formed in the early 1900’s and provides educational (K-12) services to the residents of the City of Albany (the “**City**”), in the County of Alameda in the State of California. The District is located on the eastern shore of the San Francisco Bay and is coterminous with the City. The District encompasses an area of approximately one square mile.

The District currently operates three elementary schools, one middle school, one comprehensive high school, one continuation high school and one child development program. The Average Daily Attendance (“**A.D.A.**”) in fiscal year 2016-17 was 3,622 students and 3,542 students in fiscal year 2017-18, a decrease of approximately 2.2%. As of January 31, 2018, the District budgeted a total of 356.9 full-time equivalent (“**FTE**”) employees, including 230.9 FTE certificated (credentialed teaching) staff, 103.0 FTE classified (non-teaching) staff, and 23.0 FTE management, supervisor and confidential FTE personnel. The District has projected general fund revenues of approximately \$45.7 million and expenditures of approximately \$46.8 million for fiscal year 2017-18. Total assessed valuation of taxable property in the District in fiscal year 2017-18 is approximately \$2.6 billion. The District operates under the jurisdiction of the Alameda County Superintendent of Schools.

Board of Education

The District is governed by a Board of Education consisting of five members. Members are elected to four-year terms. Elections for positions to the Board of Education are held every two years, alternating between two and three available positions. The day-to-day operations are managed by a board-appointed superintendent of schools. Valerie Williams has served as Superintendent for the District since July 1, 2014.

DISTRICT FINANCIAL MATTERS

State Funding of Education; State Budget Process

General. As is true for all school districts in California, the District's operating income consists primarily of two components: a State portion funded from the State's general fund in accordance with the Local Control Funding Formula (see "– Allocation of State Funding to School Districts; Local Control Funding Formula" below) and a local portion derived from the District's share of the 1% local *ad valorem* tax authorized by the State Constitution (see "– Local Sources of Education Funding" below). In addition, school districts may be eligible for other special categorical funding from State and federal government programs. The District has budgeted to receive approximately 57.9% of its general fund revenues from State funds (not including the local portion derived from the District's share of the local *ad valorem* tax), projected at approximately \$26.5 million in fiscal year 2017-18. Such amount includes both the State funding provided under the LCFF (as defined below) as well as other State revenues (see "– Allocation of State Funding to School Districts; Local Control Funding Formula – *Attendance and LCFF*" and "– Other District Revenues – *Other State Revenues*" below). As a result, decreases or deferrals in State revenues, or in State legislative appropriations made to fund education, may significantly affect the District's revenues and operations.

Under Proposition 98, a constitutional and statutory amendment adopted by the State's voters in 1988 and amended by Proposition 111 in 1990 (now found at Article XVI, Sections 8 and 8.5 of the State Constitution), a minimum level of funding is guaranteed to school districts, community college districts, and other State agencies that provide direct elementary and secondary instructional programs. Recent years have seen frequent disruptions in State revenues from personal income taxes, sales and use taxes, and corporate taxes, making it increasingly difficult for the State to meet its Proposition 98 funding mandate, which normally commands about 45% of all State general fund revenues, while providing for other fixed State costs and priority programs and services. Because education funding constitutes such a large part of the State's general fund expenditures, it is generally at the center of annual budget negotiations and adjustments.

In connection with the State Budget Act for fiscal year 2013-14, the State and local educational agencies therein implemented a new funding formula for school finance system called the Local Control Funding Formula (the "**Local Control Funding Formula**" or "**LCFF**"). Funding from the LCFF replaced the revenue limit funding system and most categorical programs. See "– Allocation of State Funding to School Districts; Local Control Funding Formula" below for more information.

State Budget Process. According to the State Constitution, the Governor must propose a budget to the State Legislature no later than January 10 of each year, and a final budget must be adopted no later than June 15. Historically, the budget required a two-thirds vote of each house of the State Legislature for passage. However, on November 2, 2010, the State's voters approved Proposition 25, which amended the State Constitution to lower the vote requirement necessary for each house of the State Legislature to pass a budget bill and send it to the Governor. Specifically, the vote requirement was lowered from two-thirds to a simple majority (50% plus one) of each house of the State Legislature. The lower vote requirement also would apply to trailer bills that appropriate funds and are identified by the State Legislature "as related to the budget in the budget bill." The budget becomes law upon the signature of the Governor, who may veto specific items of expenditure. Under Proposition 25, a two-thirds vote of the State Legislature is still required to override any veto by the Governor. School district budgets must generally be adopted by July 1, and revised by the school board within 45 days after the Governor signs the budget act to reflect any changes in budgeted revenues and expenditures made necessary by the adopted State budget. The Governor signed the fiscal year 2017-18 State budget on June 27, 2017.

When the State budget is not adopted on time, basic appropriations and the categorical funding portion of each school district's State funding are affected differently. Under the rule of *White v. Davis* (also referred to as *Jarvis v. Connell*), a State Court of Appeal decision reached in 2002, there is no constitutional mandate for appropriations to school districts without an adopted budget or emergency appropriation, and funds for State programs cannot be disbursed by the State Controller until that time, unless the expenditure is (i) authorized by a continuing appropriation found in statute, (ii) mandated by the State Constitution (such as appropriations for salaries of elected State officers), or (iii) mandated by federal law (such as payments to State workers at no more than minimum wage). The State Controller has consistently stated that basic State funding for schools is continuously appropriated by statute, but that special and categorical funds may not be appropriated without an adopted budget. Should the State Legislature fail to pass a budget or emergency appropriation before the start of any fiscal year, the District might experience delays in receiving certain expected revenues. The District is authorized to borrow temporary funds to cover its annual cash flow deficits, and as a result of the *White v. Davis* decision, the District might find it necessary to increase the size or frequency of its cash flow borrowings, or to borrow earlier in the fiscal year. The District does not expect the *White v. Davis* decision to have any long-term effect on its operating budgets.

Aggregate State Education Funding. The Proposition 98 guaranteed amount for education is based on prior-year funding, as adjusted through various formulas and tests that take into account State proceeds of taxes, local property tax proceeds, school enrollment, per-capita personal income, and other factors. The State's share of the guaranteed amount is based on State general fund tax proceeds and is not based on the general fund in total or on the State budget. The local share of the guaranteed amount is funded from local property taxes. The total guaranteed amount varies from year to year and throughout the stages of any given fiscal year's budget, from the Governor's initial budget proposal to actual expenditures to post-year-end revisions, as better information regarding the various factors becomes available. Over the long run, the guaranteed amount will increase as enrollment and per capita personal income grow.

If, at year-end, the guaranteed amount is calculated to be higher than the amount actually appropriated in that year, the difference becomes an additional education funding obligation, referred to as "settle-up." If the amount appropriated is higher than the guaranteed amount in any year, that higher funding level permanently increases the base guaranteed amount in future years. The Proposition 98 guaranteed amount is reduced in years when general fund revenue growth lags personal income growth, and may be suspended for one year at a time by enactment of an urgency statute. In either case, in subsequent years when State general fund revenues grow faster than personal income (or sooner, as the Legislature may determine), the funding level must be restored to the guaranteed amount, the obligation to do so being referred to as "maintenance factor."

Although the State Constitution requires the State to approve a balanced State Budget Act each fiscal year, the State's response to fiscal difficulties in some years has had a significant impact on Proposition 98 minimum guarantee and the treatment of settle-up payments with respect to years in which the Proposition 98 minimum guarantee was suspended. The State has sought to avoid or delay paying settle-up amounts when funding has lagged the guaranteed amount. In response, teachers' unions, the State Superintendent and others sued the State or Governor in 1995, 2005, 2009 and 2011 to force them to fund schools in the full amount required. The settlement of the 1995 and 2005 lawsuits has so far resulted in over \$4 billion in accrued State settle-up obligations. However, legislation enacted to pay down the obligations through additional education funding over time, including the Quality Education Investment Act of 2006, have also become part of annual budget negotiations, resulting in repeated adjustments and deferrals of the settle-up amounts.

The State has also sought to preserve general fund cash while avoiding increases in the base guaranteed amount through various mechanisms: by treating any excess appropriations as advances against

subsequent years' Proposition 98 minimum funding levels rather than current year increases; by temporarily deferring apportionments of Proposition 98 funds from one fiscal year to the next; by permanently deferring apportionments of Proposition 98 funds from one fiscal year to the next; by suspending Proposition 98, as the State did in fiscal year 2004-05, fiscal year 2010-11, fiscal year 2011-12 and fiscal year 2012-13; and by proposing to amend the State Constitution's definition of the guaranteed amount and settle-up requirement under certain circumstances.

The District cannot predict how State income or State education funding will vary over the term to maturity of the Series 2018 Bonds, and the District takes no responsibility for informing owners of the Series 2018 Bonds as to actions the State Legislature or Governor may take affecting the current year's budget after its adoption. Information about the State budget and State spending for education is regularly available at various State-maintained websites. Text of proposed and adopted budgets may be found at the website of the Department of Finance, www.dof.ca.gov, under the heading "California Budget." An impartial analysis of the State budget is posted by the Office of the Legislative Analyst at www.lao.ca.gov. In addition, various State of California official statements, many of which contain a summary of the current and past State budgets and the impact of those budgets on school districts in the State, may be found at the website of the State Treasurer, www.treasurer.ca.gov. The information referred to is prepared by the respective State agency maintaining each website and not by the District, and the District can take no responsibility for the continued accuracy of these internet addresses or for the accuracy, completeness or timeliness of information posted there, and such information is not incorporated herein by these references.

Rainy Day Fund; SB 858. In connection with the 2014-15 State Budget, the Governor proposed certain constitutional amendments ("**Proposition 2**") to the rainy day fund (the "**Rainy Day Fund**") for the November 2014 Statewide election. Senate Bill 858 (2014) ("**SB 858**") amends the Education Code to, among other things, limit the amount of reserves that may be maintained by a school district subject to certain State budget matters. Upon the approval of Proposition 2, SB 858 became operational. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Proposition 2."

AB 1469. As part of the 2014-15 State Budget, the Governor signed Assembly Bill ("**AB 1469**") which implements a new funding strategy for the California State Teachers' Retirement System ("**CalSTRS**"), increasing the employer contribution rate in fiscal year 2014-15 from 8.25% to 8.88% of covered payroll. See "– Retirement Benefits – *CalSTRS*" below for more information about CalSTRS and AB 1469.

2017-18 State Budget. The Governor signed the fiscal year 2017-18 State Budget (the "**2017-18 State Budget**") on June 27, 2017. The 2017-18 State Budget sets forth a balanced budget for fiscal year 2017-18 that projects approximately \$127.88 billion in revenues, and \$72.47 billion in non-Proposition 98 expenditures and \$52.63 billion in Proposition 98 expenditures. The 2017-18 State Budget includes a \$1.4 billion reserve in the Special Fund for Economic Uncertainties and adds \$1.8 billion to the Proposition 2 Budget Stabilization Account, bringing the balance to \$8.5 billion in 2017-18, which is 66% of the constitutional target. The 2017-18 State Budget uses dedicated proceeds from Proposition 2 to pay down nearly \$1.8 billion in past budgetary borrowing and State employee pension liabilities. The 2017-18 State Budget also includes a \$6 billion supplemental payment to CalPERS (as defined herein) through a loan from the Surplus Money Investment Fund that the Governor expects will reduce unfunded liabilities and stabilize state contribution rates. The State's General Fund share of the repayment will come from Proposition 2's revenues dedicated to reducing debts and long-term liabilities.

Certain budgeted adjustments for K-12 education set forth in the 2017-18 State Budget include the following:

- Local Control Funding Formula. The 2017-18 State Budget includes an increase of almost \$1.4 billion in Proposition 98 General Fund resources to continue the State’s transition to LCFF. The LCFF commits most new funding to school districts serving English language learners, students from low-income families, and youth in foster care. The Governor expects this increase will bring the formula to approximately 97 percent of full implementation.
- One-Time Discretionary Grants. The 2017-18 State Budget includes an increase of \$877 million in Proposition 98 General Fund resources to provide school districts, county offices of education, and charter schools with discretionary resources to support critical investments at the local level. These funds can be used for activities such as deferred maintenance, professional development, induction for beginning teachers, instructional materials, technology, and the implementation of new educational standards. Funds received by K-12 local educational agencies will first satisfy any outstanding claims for reimbursement of State-mandated local program costs for any fiscal year, but the 2017-18 State Budget authorizes the governing boards of school districts to expend these one-time funds for any purpose.
- After School and Education Safety (“ASES”) Program. The 2017-18 State Budget includes an increase of \$50 million in Proposition 98 General Fund resources to increase provider reimbursement rates for the ASES program, bringing the total spending to \$600 million of Proposition 98 General Fund resources.
- Teacher Workforce. The 2017-18 State Budget includes a combined increase of \$41.3 million one-time (\$30 million one-time in Proposition 98 General Fund resources and \$11.3 million in one-time federal Title II funds) to fund several programs aimed at recruiting and developing additional teachers and school leaders, with particular emphasis on key shortage areas such as special education, math, science, and bilingual education. Specific investments include:
 - California Educator Development Program. The 2017-18 State Budget includes an increase of \$11.3 million in one-time federal Title II funds for a one-time competitive grant program designed to assist local educational agencies in attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders in high-need subjects and schools.
 - Classified School Employees Credentialing Program. The 2017-18 State Budget includes an increase of \$25 million in one-time Proposition 98 General Fund resources, available for five years, to support a second cohort of the California Classified School Employees Credentialing Program established in the State’s 2016 Budget Act. The program will provide grants to K-12 local educational agencies to support recruitment of non-certificated school employees to participate in a teacher preparation program and become certificated classroom teachers in California public schools.
 - Bilingual Professional Development Program. The 2017-18 State Budget includes an increase of \$5 million one-time Proposition 98 General Fund resources for one-time competitive grants to support professional development for teachers and paraprofessionals seeking to provide instruction in bilingual and multilingual settings.
- County Office of Education Accountability Assistance. The 2017-18 State Budget includes an increase of \$7 million in Proposition 98 General Fund resources on an ongoing basis to support county office Local Control and Accountability Plan review and technical assistance workload.

Specifically, this funding will be distributed proportionally to 24 county offices currently funded at their LCFF target level on a per district basis with no county receiving less than \$80,000. The 2017-18 State Budget directs the State to adjust such amounts by the cost of living annually commencing with fiscal year 2018-19. The 2017-18 State Budget also requires county superintendents of schools to prepare a summary of how the county office of education will support school districts and schools within the county, and work with the California Collaborative for Education Excellence, the California Department of Education and other county offices of education.

- K-12 Mandate Block Grant. The 2017-18 State Budget includes an increase of \$3.5 million in Proposition 98 General Fund resources, which is the result of a cost-of-living adjustment for the block grant. The 2017-18 State Budget also adds two additional mandated programs to the block grant for 2017-18, the California Assessment of Student Performance and Progress program and the Training for School Employee Mandated Reporters program.
- California Equity Performance and Improvement Program. The 2017-18 State Budget includes an increase of \$2.5 million in one-time Proposition 98 General Fund resources to support and build capacity within local educational agencies and the State Department of Education to promote equity in California public schools. The 2017-18 State Budget directs the Superintendent of Public Instruction to apportion the funds to at least two designated lead agencies, which shall be county offices of education.
- Refugee Student Support. The 2017-18 State Budget appropriates \$10 million for fiscal year 2017–18 from the State’s General Fund to the California Department of Social Services in order to provide additional services for refugee pupils by allocating funding to school districts impacted by significant numbers of refugee pupils and other eligible populations served by the federal Office of Refugee Resettlement based on the eligibility criteria and allocation methodology set forth for the federal Refugee School Impact program. The 2017-18 State Budget directs the State to appropriate an equal amount for grants in fiscal years 2017–18, 2018–19, and 2019–20.
- K-12 School Facilities Program Accountability. The 2017-18 State Budget requires that projects funded under the Office of Public School Construction’s School Facility Program be subject to expenditure audits in the annual K-12 audit guide. Accordingly, any local educational agency that receives specified funds relating to school facility projects will be required to annually report a detailed list of all expenditures of State funds, including interest, and of the local educational agency’s matching funds for completed projects until all State funds, including interest, all of the local educational agency’s matching funds, and savings achieved, including interest, are expended in accordance with State law. To help facilitate compliance with this requirement, the 2017-18 State Budget authorizes participating local educational agencies to repay any audit findings with local funds.
- District of Choice Program Extension. If a school district is designated as a District of Choice it must agree to accept interested students regardless of their academic abilities or personal characteristics. In addition, interested students generally do not need to seek permission from their home districts to attend a District of Choice. The 2017-18 State Budget extends the district of choice program, due to sunset in 2018, by six years and adds various oversight and accountability requirements for participating districts.

The complete 2017-18 State Budget is available from the California Department of Finance website at www.dof.ca.gov. The District can take no responsibility for the continued accuracy of this internet

address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

Proposed 2018-19 State Budget. [To be updated when 2018-19 State Budget signed.] The Governor released his proposed State budget for fiscal year 2018-19 (the “**Proposed 2018-19 State Budget**”) on January 10, 2018. The Proposed 2018-19 State Budget sets forth a balanced budget for fiscal year 2018-19. However, the Governor cautions that there are uncertainties that must be considered as the budget is revised, including the impact of federal tax reform and federal healthcare legislation. The Proposed 2018-19 State Budget estimates that total resources available in fiscal year 2017-18 totaled approximately \$131.86 billion (including a prior year balance of \$4.61 billion) and total expenditures in fiscal year 2017-18 totaled approximately \$126.51 billion. The Proposed 2018-19 State Budget projects total resources available for fiscal year 2018-19 of \$135.14 billion, inclusive of revenues and transfers of \$129.79 billion and a prior year balance of \$5.35 billion. The Proposed 2018-19 State Budget projects total expenditures of \$131.69 billion, inclusive of non-Proposition 98 expenditures of \$77.12 billion and Proposition 98 expenditures of \$54.56 billion. The Proposed 2018-19 State Budget proposes to allocate \$1.17 billion of the General Fund’s projected fund balance to the Reserve for Liquidation of Encumbrances and \$2.29 billion of such fund balance to the State’s Special Fund for Economic Uncertainties. In addition, the Proposed 2018-19 State Budget estimates the Rainy Day Fund will have a fund balance of \$13.46 billion.

Certain budgeted adjustments for K-12 education set forth in the Proposed 2018-19 State Budget include the following:

- Local Control Funding Formula. The Proposed 2018-19 State Budget includes an increase of \$3 billion in Proposition 98 General Fund resources for full implementation of the LCFF in fiscal year 2018-19.
- One-Time Discretionary Grants. The Proposed 2018-19 State Budget includes an increase of \$1.8 billion in one-time Proposition 98 General Fund resources for school districts, charter schools and county offices of education to use at their local discretion. This funding will support investments such as content standards implementation, technology, professional development, induction programs for beginning teachers and deferred maintenance.
- K-12 Component of the Strong Workforce Program. The Proposed 2018-19 State Budget includes an increase of \$212 million Proposition 98 General Fund resources for K-12 Career Technical Education (“CTE”) programs administered through the community college Strong Workforce Program in consultation with the Department of Education.
- Cost-of-Living Adjustments. The Proposed 2018-19 State Budget includes an increase of \$133.5 million Proposition 98 General Fund resources to support a 2.51% cost-of-living adjustment for categorical programs that remain outside of the LCFF, including Special Education, Child Nutrition, Foster Youth, American Indian Education Centers, and the American Indian Early Childhood Education Program. Cost-of-living adjustments for school districts and charter schools are provided within the increases for school district LCFF implementation noted above.
- Special Education. The Proposed 2018-19 State Budget includes an increase of \$125 million Proposition 98 General Fund resources and \$42.2 million federal Temporary Assistance for Needy Families (“TANF”) funds on a one-time basis for competitive grants to expand inclusive care and education settings for 0-5 year olds and improve school readiness and long-term

academic outcomes for low-income children and children with exceptional needs. Additionally, the Proposed 2018-19 State Budget includes an increase of \$10 million in Proposition 98 General Fund resources for special education local plan areas to support county offices of education in providing technical assistant to local educational agencies through the state system of support. The Proposed 2018-19 State Budget also includes a decrease of \$10.2 million Proposition 98 General Fund resources to reflect a projected decrease in special education average daily attendance.

- State System of Support. The Proposed 2018-19 State Budget includes an increase of \$59.2 million of Proposition 98 General Fund resources for county offices of education and lead county offices of education to provide technical assistance to local educational agencies and improve student outcomes.
- California School Dashboard. The Proposed 2018-19 State Budget includes an increase of \$300,000 Proposition 98 General Fund resources to improve the user interface of the California School Dashboard. The State Board of Education will facilitate a series of stakeholder meetings to solicit public feedback on the California School Dashboard.
- California Collaborative for Educational Excellence. The Proposed 2018-19 State Budget includes an increase of \$6.5 million Proposition 98 General Fund resources for the California Collaborative for Educational Excellence to help build capacity within county offices of education to provide technical assistance and improve student outcomes.
- County Offices of Education. The Proposed 2018-19 State Budget includes an increase of \$6.2 million Proposition 98 General Fund resources for county offices of education to reflect a 2.51% cost-of-living adjustment and average daily attendance changes applicable to the LCFF.
- Instructional Quality Commission. The Proposed 2018-19 State Budget includes an increase of \$938,000 Proposition 98 General Fund resources on a one-time basis for the Instructional Quality Commission to continue its work on the development of state content standards and frameworks, as well as model curriculum.
- Local Property Tax Adjustments. The Proposed 2018-19 State Budget includes a decrease of \$514 million Proposition 98 General Fund resources for school districts and county offices of education in 2017-18 as a result of higher offsetting property tax revenues, and a decrease of \$1.1 billion Proposition 98 General Fund resources for school districts and county offices of education in 2018-19 as a result of increased offsetting property taxes.
- School District Average Daily Attendance. The Proposed 2018-19 State Budget includes a decrease of \$183.1 million in funding in 2017-18 for school districts as a result of a decrease in projected average daily attendance from the 2017-18 State Budget, and a decrease of \$135.5 million in funding in 2018-19 for school districts as a result of further projected decline in average daily attendance for 2018-19.

The complete Proposed 2018-19 State Budget is available from the California Department of Finance website at www.dof.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

LAO Overview of Proposed 2018-19 State Budget. The Legislative Analyst’s Office (“LAO”), a nonpartisan State office which provides fiscal and policy information and advice to the State Legislature, released its report on the Proposed 2018-19 State Budget entitled “The 2018-19 Budget: Overview of the Governor’s Budget” on January 12, 2018 (the “**2018-19 Proposed Budget Overview**”). In the 2018-19 Proposed Budget Overview, the LAO summarizes the key features of the Proposed 2018-19 State Budget, which include prioritizing reserves, allocating additional funding to school districts and community college districts, and supporting a variety of new infrastructure projects. The LAO also notes that the May Revision of the Proposed 2018-19 State Budget may reflect additional resources as the administration’s revenue estimates may be higher, and Congress may reauthorize a higher federal cost share for the Children’s Health Insurance Program than what is assumed in the Proposed 2018-19 State Budget.

The LAO explains that the Proposed 2018-19 State Budget projects to end 2018-19 with \$15.7 billion in total reserves, which would consist of \$13.5 billion in the State’s constitutional Rainy Day Fund (reserves available for future budget emergencies) and \$2.3 billion in discretionary reserves (available for any purpose). The LAO urges the legislature to consider its optimal level of reserves. The Proposed 2018-19 State Budget deposits enough reserves into the State’s Rainy Day Fund that it reaches its constitutional maximum. The LAO advises that this approach may be prudent in light of economic and federal budget uncertainty, but comes with trade-offs for the State, including requiring rainy day reserves in excess of 10 percent to be spent on infrastructure projects.

The LAO notes that the Proposed 2018-19 State Budget contains a total of \$6.3 billion in Proposition 98 spending proposals for K-12 education, community colleges and preschools. The LAO points out that of that total \$3.9 billion is ongoing and \$2.4 billion is for one-time activities. The LAO summarizes that the ongoing augmentations for school districts include the full implementation of K-12 Local Control Funding Formula, creation of new high school career technical education program, and implementation of new system of regional and county support for low-performing school districts. The one-time funding for school districts will provide school districts with per-student discretionary grants. The LAO finds this split between ongoing spending and one-time initiatives reasonable and consistent with the approach that the State has taken in previous budgets. However, the LAO expresses concern that the Governor’s per-student funding approach is an inefficient way to eliminate the mandate backlog.

The LAO explains that the Proposed 2018-19 State Budget includes infrastructure spending. In 2018-19, the budget allocates \$4.6 billion in transportation spending, consistent with the measure’s statutory formula for allocating revenues. Other infrastructure projects include trial court construction, voting system equipment, State correctional facilities improvement and equipment, among other projects to improve State resources. The LAO questions whether the infrastructure spending is all top priority and whether there may be better ways for certain agencies to get the equipment they need through leases or other pay-as-you-go financing.

The 2018-19 Proposed Budget Overview is available on the LAO website at www.lao.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

May Revision to the 2018-19 Proposed State Budget. The Governor released the May Revision to the proposed fiscal year 2018-19 State budget (the “**2018-19 May Revision**”) on May 11, 2018. The 2018-19 May Revision proposes a balanced budget for fiscal year 2018-19. The 2018-19 May Revision reflects an increase of \$8 billion in General Fund revenues as compared to the Proposed 2018-19 State Budget. The Governor proposes to use \$4 billion of such surplus in one-time spending to address infrastructure needs, homelessness and mental health. The 2018-19 May Revision estimates that total resources available in fiscal year 2017-18 will be approximately \$135.50 billion (including revenues and

transfers of \$129.83 billion and a prior year balance of \$5.67 billion) and total expenditures in fiscal year 2017-18 will be approximately \$127.05 billion. The 2018-19 May Revision projects total resources available for fiscal year 2018-19 of approximately \$141.97 billion, inclusive of revenues and transfers of approximately \$133.51 billion and a prior year balance of approximately \$8.45 billion. The 2018-19 May Revision projects total expenditures of approximately \$137.56 billion, inclusive of non-Proposition 98 expenditures of \$82.54 billion and Proposition 98 expenditures of \$55.03 billion. The 2018-19 May Revision proposes to allocate approximately \$1.17 billion of the General Fund's projected fund balance to the Reserve for Liquidation of Encumbrances and approximately \$3.24 billion of such fund balance to the State's Special Fund for Economic Uncertainties. In addition, the 2018-19 May Revision estimates the Rainy Day Fund will have a fund balance of approximately \$13.77 billion.

Although the 2018-19 May Revision assumes continued economic expansion and a balanced budget through fiscal year 2018-19, its forecasts are limited by risks such as recession and changes in fiscal, healthcare, and tax policy. By the end of fiscal year 2017-18, the 2018-19 May Revision projects that the State's Proposition 2 Rainy Day Fund will have a total balance of approximately \$9.4 billion, which amount is 71% of the target under the State Constitution.

The 2018-19 May Revision includes total funding of \$96.2 billion for all K-12 education programs, including \$57.4 billion from the General Fund and \$38.8 billion from other funds.

Certain adjustments and budgetary proposals for K-12 education set forth in the 2018-19 May Revision include the following:

- Proposition 98 Minimum Guarantee. The 2018-19 May Revision projects Proposition 98 funding of \$78.4 billion, inclusive of State and local funds, for fiscal year 2018-19. Such amount is expected to satisfy the Proposition 98 minimum guarantee for fiscal year 2018-19.
- Proposition 98 Adjustments. Under the Proposed 2018-19 State Budget, the State's outstanding maintenance factor obligation was \$320 million. The 2018-19 May Revision eliminates the maintenance factor balance in fiscal year 2018-19, primarily due to increases in General Fund revenues.
- Proposition 98 Certification. The 2018-19 May Revision proposes a revised certification process for finalizing the calculation of the Proposition 98 minimum guarantee. The 2018-19 May Revision proposes to certify the Proposition 98 minimum guarantee for fiscal years 2009-10 through 2015-16, provide a quicker mechanism for certification in following years, increase certainty around the payment of future certification settlements, and provide the State with additional budgeting flexibility. Under the revised certification structure, every May Revision will include a final calculation of the prior year's Proposition 98 minimum guarantee. If no challenge is made by October 1st of such year, the certification will become final. In addition, the May 2018-19 Revision proposes to continuously appropriate funding for the LCFF, including the annual cost-of-living adjustment, to provide local educational agencies with the same level of certainty for budget planning as under the previous revenue limit system.
- School District Local Control Funding Formula. The 2018-19 May Revision proposes to increase funding for the LCFF by approximately \$320 million and increase the LCFF base by approximately \$166 million. The Governor estimates that, if such funding level is approved, the LCFF will be fully-funded in fiscal year 2018-19.
- English Language Proficiency Assessments. The 2018-19 May Revision includes an increase of \$27.3 million in one-time Proposition 98 General Fund resources to convert the English

Language Proficiency Assessment for California (“ELPAC”) from a paper-based assessment to a computer-based assessment, and to develop a computer-based alternative ELPAC for children with exceptional needs.

- Charter School Facility Grant Program. The 2018-19 May Revision includes an increase of \$21.1 million in one-time Proposition 98 General Fund resources in fiscal year 2017-18 and a decrease of \$3.6 million in Proposition 98 General Fund resources in fiscal year 2018-19 to reflect estimated program participation.
- Federal Restart Grant. The 2018-19 May Revision includes an increase of \$13.9 million in one-time federal funds for local educational agencies to reopen schools that were impacted by the Northern California and Southern California wildfires of October and December 2017.
- Early Math Initiative. The 2018-19 May Revision includes an increase of \$11.8 million in one-time federal funds to support additional early math resources, including professional learning and coaching for educators, as well as additional math learning opportunities for children pre-K through grade 3.
- California Collaborative for Educational Excellence. The 2018-19 May Revision includes an increase of \$5 million of Proposition 98 General Fund to reflect estimated costs of services to be provided by the California Collaborative for Educational Excellence in fiscal year 2018-19.
- Fiscal Crisis and Management Assistance Team Support. The 2018-19 May Revision includes an increase of \$972,000 Proposition 98 General Fund resources, which will allow the Fiscal Crisis and Management Assistance Team to coordinate with county offices of education to offer proactive and preventive services to fiscally distressed school districts, specifically those with a qualified interim budget status.
- Local Property Tax Adjustments. The 2018-19 May Revision proposes an increase of \$137.2 million of Proposition 98 General Fund in fiscal year 2017-18 and \$278.1 million in fiscal year 2018-19 for school districts, special education local plan areas, and county offices of education as a result of lower offsetting property tax revenues in both years.
- Fire-Related Property Tax Backfill. The 2018-19 May Revision proposes to increase the Proposition 98 General Fund by \$12.3 million in fiscal year 2017-18 and \$17.8 million in fiscal year 2018-19 to backfill lost property tax revenue for K-12 schools impacted by wildfires last fall.
- Average Daily Attendance. The 2018-19 May Revision reflects an increase of \$46.8 million Proposition 98 General Fund in fiscal year 2017-18 and \$42.6 million Proposition 98 General Fund in fiscal year 2018-19 for school districts, charter schools, and county offices of education under the LCFF as a result of increased caseload costs in fiscal year 2016-17.
- Cost-of-Living Adjustments. The 2018-19 May Revision proposes to increase the Proposition 98 General Fund by \$10.6 million for selected categorical programs during fiscal year 2018-19. Such increase reflects a change in the cost-of-living set forth in the Proposed 2018-19 State Budget of 2.51% to 2.71% in the 2018-19 May Revision.

- Categorical Program Growth. The 2018-19 May Revision proposes to increase the Proposition 98 General Fund by \$357,000 for selected categorical programs, based on updated estimates of projected ADA growth.

The complete 2018-19 May Revision is available from the California Department of Finance website at www.dof.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

LAO Analysis of the May Revision of 2018-19 Proposed State Budget Education Proposals. The LAO released its report on the education proposals included in the 2018-19 May Revision entitled, “The 2018-19 Budget: Analysis of the May Revision Education Proposals” on May 14, 2018 (the “**May Revise Analysis**”). In the May Revise Analysis, the LAO notes that the 2018-19 May Revision contains a few new policy proposals and revisions to the Proposed 2018-19 State Budget. Most notably, the LAO explains that the 2018-19 May Revision proposes a new process for certifying and truing up the Proposition 98 minimum guarantee. The LAO points out that the 2018-19 May Revision also revises the Proposed 2018-19 State Budget proposals for building a new system of support for low-performing school districts, restructuring the community college apportionment formula, and creating a new online college.

The LAO suggests that the Proposition 98 minimum guarantee is unlikely to increase further in fiscal years 2017-18 and 2018-19. Compared to the 2018-19 May Revision, the LAO assumes higher estimates of General Fund revenue from the personal income tax in fiscal years 2017-18 and 2018-19, primarily due to higher projections of capital gains and higher wages and salaries. The LAO notes however, that even if General Fund revenues were to increase a few billion dollars in either or both years from the 2018-19 May Revision estimates, the minimum guarantee would not increase. The LAO explains that the 2018-19 May Revision already assumes that the State pays all the remaining maintenance factor in fiscal year 2017-18 and the minimum guarantee grows based upon per capita personal income. The LAO states that faster revenue growth under these conditions do not increase the Proposition 98 minimum guarantee. As a result of these dynamics, the LAO points out that any additional revenue beyond the levels included in the 2018-19 May Revision would be available for any legislative priority.

Furthermore, the LAO suggests that the Governor’s estimate of the 2018-19 Proposition 98 minimum guarantee is too high. Based on preliminary student attendance data for the first half of the 2017-18 school year, the LAO estimates a 0.03% decline in student attendance, but the 2018-19 May Revision assumes an increase of 0.01%. The LAO notes that the hold harmless provision would no longer be operative and the 2018-19 Proposition 98 minimum guarantee would decline in tandem with the decline in attendance projected for that year. Assuming this drop occurs, the LAO points out that the State would have provided more funding than required to meet the Proposition 98 minimum guarantee in fiscal year 2018-19, which may lead to a higher minimum guarantee moving forward.

The LAO explains that the 2018-19 May Revision proposes a new certification process for finalizing the calculation of the Proposition 98 minimum guarantee. The LAO suggests that the new process may lead to timelier certification by addressing existing challenges related to accountability, dispute resolution, budget changes and transparency. The LAO also points out that the 2018-19 May Revision proposes to align spending with the certified minimum guarantee through the use of a new true-up account, capped to a credit of 1% of the minimum guarantee being certified that year. The LAO questions the effect of the proposal where the drop in the minimum guarantee is more than the 1% threshold or the State already has amounts credited from previous years. The LAO further notes that the proposed cap may result in State action that is disruptive to district budgets, including larger mid-year programmatic reductions in anticipation of a drop in the minimum guarantee. Hence, the LAO suggests approving the new certification

process without the proposed cap and instead, monitoring true-up calculations over the next several years to see whether additional refinements may be needed.

The May Revise Analysis is available on the LAO website at www.lao.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

Changes in State Budget. The final fiscal year 2018-19 State budget, which requires approval by a majority vote of each house of the State Legislature, may differ substantially from the Governor's budget proposal. Accordingly, the District cannot provide any assurances that there will not be any changes in the final fiscal year 2018-19 State budget from the Proposed 2018-19 State Budget. Additionally, the District cannot predict the impact that the final fiscal year 2018-19 State Budget, or subsequent budgets, will have on its finances and operations. The final fiscal year 2018-19 State budget may be affected by national and State economic conditions and other factors which the District cannot predict.

Future Budgets and Budgetary Actions. The District cannot predict what future actions will be taken by the State Legislature and the Governor to address changing State revenues and expenditures or the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors beyond the District's ability to predict or control. Certain actions could result in a significant shortfall of revenue and cash, and could impair the State's ability to fund schools during fiscal year 2018-19 and in future fiscal years. Certain factors, like an economic recession, could result in State budget shortfalls in any fiscal year and could have a material adverse financial impact on the District. As the Series 2018 Bonds are payable from *ad valorem* property taxes, the State budget is not expected to have an impact on the payment of the Series 2018 Bonds.

Prohibitions on Diverting Local Revenues for State Purposes. Beginning in 1992-93, the State satisfied a portion of its Proposition 98 obligations by shifting part of the property tax revenues otherwise belonging to cities, counties, special districts, and redevelopment agencies, to school and community college districts through a local Educational Revenue Augmentation Fund ("ERAF") in each county. Local agencies, objecting to invasions of their local revenues by the State, sponsored a statewide ballot initiative intended to eliminate the practice. In response, the State Legislature proposed an amendment to the State Constitution, which the State's voters approved as Proposition 1A at the November 2004 election. That measure was generally superseded by the passage of a new initiative constitutional amendment at the November 2010 election, known as "**Proposition 22.**"

The effect of Proposition 22 is to prohibit the State, even during a period of severe fiscal hardship, from delaying the distribution of tax revenues for transportation, redevelopment, or local government projects and services. It prevents the State from redirecting redevelopment agency property tax increment to any other local government, including school districts, or from temporarily shifting property taxes from cities, counties and special districts to schools, as in the ERAF program. This is intended to, among other things, stabilize local government revenue sources by restricting the State's control over local property taxes. One effect of this amendment will be to deprive the State of fuel tax revenues to pay debt service on most State bonds for transportation projects, reducing the amount of State general fund resources available for other purposes, including education.

Prior to the passage of Proposition 22, the State invoked Proposition 1A to divert \$1.935 billion in local property tax revenues in 2009-10 from cities, counties, and special districts to the State to offset State general fund spending for education and other programs, and included another diversion in the adopted 2009-10 State budget of \$1.7 billion in local property tax revenues from local redevelopment agencies,

which local redevelopment agencies have now been dissolved (see “– *Dissolution of Redevelopment Agencies*” below). Redevelopment agencies had sued the State over this latter diversion. However, the lawsuit was decided against the California Redevelopment Association on May 1, 2010. Because Proposition 22 reduces the State’s authority to use or shift certain revenue sources, fees and taxes for State general fund purposes, the State will have to take other actions to balance its budget in some years – such as reducing State spending or increasing State taxes, and school and community college districts that receive Proposition 98 or other funding from the State will be more directly dependent upon the State’s general fund.

Dissolution of Redevelopment Agencies. The adopted State budget for fiscal year 2011-12, as signed by the Governor on June 30, 2011, included as trailer bills Assembly Bill No. 26 (First Extraordinary Session) (“**AB1X 26**”) and Assembly Bill No. 27 (First Extraordinary Session) (“**AB1X 27**”), which the Governor signed on June 29, 2011. AB1X 26 suspended most redevelopment agency activities and prohibited redevelopment agencies from incurring indebtedness, making loans or grants, or entering into contracts after June 29, 2011. AB1X 26 dissolved all redevelopment agencies in existence and designated “successor agencies” and “oversight boards” to satisfy “enforceable obligations” of the former redevelopment agencies and administer dissolution and wind down of the former redevelopment agencies. Certain provisions of AB1X 26 are described further below.

In July of 2011, various parties filed an action before the Supreme Court of the State of California (the “**Court**”) challenging the validity of AB1X 26 and AB1X 27 on various grounds (*California Redevelopment Association v. Matosantos*). On December 29, 2011, the Court rendered its decision in *Matosantos* upholding virtually all of AB1X 26 and invalidating AB1X 27. In its decision, the Court also modified various deadlines for the implementation of AB1X 26. The deadlines for implementation of AB1X 26 described below take into account the modifications made by the Court in *Matosantos*.

On February 1, 2012, and pursuant to *Matosantos*, AB1X 26 dissolved all redevelopment agencies in existence and designated “successor agencies” and “oversight boards” to satisfy “enforceable obligations” of the former redevelopment agencies and administer dissolution and wind down of the former redevelopment agencies. With limited exceptions, all assets, properties, contracts, leases, records, buildings and equipment, including cash and cash equivalents of a former redevelopment agency, will be transferred to the control of its successor agency and, unless otherwise required pursuant to the terms of an enforceable obligation, distributed to various related taxing agencies pursuant to AB1X 26.

AB1X 26 requires redevelopment agencies to continue to make scheduled payments on and perform obligations required under its “enforceable obligations.” For this purpose, AB1X 26 defines “enforceable obligations” to include “bonds, including the required debt service, reserve set-asides, and any other payments required under the indenture or similar documents governing the issuance of outstanding bonds of the former redevelopment agency” and “any legally binding and enforceable agreement or contract that is not otherwise void as violating the debt limit or public policy.” AB1X 26 specifies that only payments included on an “enforceable obligation payment schedule” adopted by a redevelopment agency shall be made by a redevelopment agency until its dissolution. However, until a successor agency adopts a “recognized obligation payment schedule” the only payments permitted to be made are payments on enforceable obligations included on an enforceable obligation payment schedule. A successor agency may amend the enforceable obligation payment schedule at any public meeting, subject to the approval of its oversight board.

Under AB1X 26, commencing February 1, 2012, property taxes that would have been allocated to each redevelopment agency if the agencies had not been dissolved will instead be deposited in a “redevelopment property tax trust fund” created for each former redevelopment agency by the related county auditor-controller and held and administered by the related county auditor-controller as provided in

AB1X 26. AB1X 26 generally requires each county auditor-controller, on May 16, 2012 and June 1, 2012 and each January 16 and June 1 (now each January 2 and June 1 pursuant to AB 1484, as described below) thereafter, to apply amounts in a related redevelopment property tax trust fund, after deduction of the county auditor-controller's administrative costs, in the following order of priority:

- To pay pass-through payments to affected taxing entities in the amounts that would have been owed had the former redevelopment agency not been dissolved; provided, however, that if a successor agency determines that insufficient funds will be available to make payments on the recognized obligation payment schedule and the county auditor-controller and State Controller verify such determination, pass-through payments that had previously been subordinated to debt service may be reduced;
- To the former redevelopment agency's successor agency for payments listed on the successor agency's recognized obligation payment schedule for the ensuing six-month period;
- To the former redevelopment agency's successor agency for payment of administrative costs; and
- Any remaining balance to school entities and local taxing agencies.

It is possible that there will be additional legislation proposed and/or enacted to "clean up" various inconsistencies contained in AB1X 26 and there may be additional legislation proposed and/or enacted in the future affecting the current scheme of dissolution and winding up of redevelopment agencies currently contemplated by AB1X 26. For example, AB 1484 was signed by the Governor on June 27, 2012, to clarify and amend certain aspects of AB1X 26. AB 1484, among other things, attempts to clarify the role and requirements of successor agencies, provides successor agencies with more control over agency bond proceeds and properties previously owned by redevelopment agencies and adds other new and modified requirements and deadlines. AB 1484 also provides for a "tax claw back" provision, wherein the State is authorized to withhold sales and use tax revenue allocations to local successor agencies to offset payment of property taxes owed and not paid by such local successor agencies to other local taxing agencies. This "tax claw back" provision has been challenged in court by certain cities and successor agencies. The District cannot predict the outcome of such litigation and what effect, if any, it will have on the District. Additionally, no assurances can be given as to the effect of any such future proposed and/or enacted legislation on the District.

Allocation of State Funding to School Districts; Local Control Funding Formula

Prior to the implementation of the Local Control Funding Formula in fiscal year 2013-14, under Education Code Section 42238 *et seq.*, each school district was determined to have a target funding level: a "base revenue limit" per student multiplied by the district's student enrollment measured in units of average daily attendance. The base revenue limit was calculated from the district's prior-year funding level, as adjusted for a number of factors, such as inflation, special or increased instructional needs and costs, employee retirement costs, especially low enrollment, increased pupil transportation costs, etc. Generally, the amount of State funding allocated to each school district was the amount needed to reach that district's base revenue limit after taking into account certain other revenues, in particular, locally generated property taxes. This is referred to as State "equalization aid." To the extent local tax revenues increased due to growth in local property assessed valuation, the additional revenue was offset by a decline in the State's contribution; ultimately, a school district whose local property tax revenues exceeded its base revenue limit was entitled to receive no State equalization aid, and received only its special categorical aid, which is deemed to include the "basic aid" of \$120 per student per year guaranteed by Article IX, Section 6 of the State Constitution. Such districts were known as "basic aid districts." Districts that received some equalization aid were commonly referred to as "revenue limit districts."

Beginning in fiscal year 2013-14, the LCFF replaced the revenue limit funding system and most categorical programs, and distributes combined resources to school districts through a base revenue limit funding grant (“**Base Grant**”) per unit of A.D.A. with additional supplemental funding allocated to local educational agencies based on their proportion of English language learners, students from low-income families and foster youth. The LCFF has an eight year implementation program to incrementally close the gap between actual funding and the target level of funding, as described below. The LCFF includes the following components:

- A Base Grant for each local educational agency. The Base Grants are based on four uniform, grade-span base rates. For fiscal year 2013-14, the LCFF provided to school districts and charter schools: (a) a Target Base Grant for each LEA equivalent to \$6,845 per A.D.A. for kindergarten through grade 3; (b) a Target Base Grant for each LEA equivalent to \$6,947 per A.D.A. for grades 4 through 6; (c) a Target Base Grant for each LEA equivalent to \$7,154 per A.D.A. for grades 7 and 8; (d) a Target Base Grant for each LEA equivalent to \$8,289 per A.D.A. for grades 9 through 12. However, the amount of actual funding allocated to the Base Grant, Supplemental Grants and Concentration Grants will be subject to the discretion of the State. This amount includes an adjustment of 10.4% to the Base Grant to support lowering class sizes in grades K-3, and an adjustment of 2.6% to reflect the cost of operating career technical education programs in grades 9-12.
- A 20% supplemental grant for the unduplicated number of English language learners, students from low-income families and foster youth to reflect increased costs associated with educating those students.
- An additional concentration grant of up to 50% of a local educational agency’s Base Grant, based on the number of English language learners, students from low-income families and foster youth served by the local educational agency that comprise more than 55% of enrollment.
- An Economic Recovery Target (the “**ERT**”) that is intended to ensure that almost every local educational agency receives at least their pre-recession funding level (i.e., the fiscal year 2007-08 revenue limit per unit of A.D.A.), adjusted for inflation, at full implementation of the LCFF. Upon full implementation, local educational agencies would receive the greater of the Base Grant or the ERT.

Under the new formula, for “basic aid districts” or “community funded districts” (as described below), local property tax revenues would be used to offset up to the entire allocation under the new formula. However, community funded districts would continue to receive the same level of State aid as allocated in fiscal year 2012-13.

Local Control Accountability Plan. A feature of the LCFF is a system of support and intervention for local educational agencies. School districts, county offices of education and charter schools are required to develop, implement and annually update a three-year local control and accountability plan (“**LCAP**”). Each LCAP must be developed with input from teachers, parents and the community, and should describe local goals as they pertain to eight areas identified as state priorities, including student achievement, parent engagement and school climate, as well as detail a course of action to attain those goals. Moreover, the LCAPs must be designed to align with the district’s budget to ensure adequate funding is allocated for the planned actions.

Each school district must submit its LCAP annually on or before July 1 for approval by its county superintendent. The county superintendent then has until August 15 to seek clarification regarding the contents of the LCAP, and the school district must respond in writing. The county superintendent can

submit recommendations for amending the LCAP, and such recommendations must be considered, but are not mandatory. A school district's LCAP must be approved by its county superintendent by October 8 of each year if such superintendent finds (i) the LCAP adheres to the State template, and (ii) the district's budgeted expenditures are sufficient to implement the strategies outlined in the LCAP.

Performance evaluations are to be conducted to assess progress toward goals and guide future actions. County superintendents are expected to review and provide support to the school districts under their jurisdiction, while the State Superintendent of Public Instruction performs a corresponding role for county offices of education. The California Collaborative for Education Excellence (the "**Collaborative**"), a newly established body of educational specialists, was created to advise and assist local educational agencies in achieving the goals identified in their LCAPs. For local educational agencies that continue to struggle in meeting their goals, and when the Collaborative indicates that additional intervention is needed, the State Superintendent of Public Instruction would have authority to make changes to a local educational agency's LCAP.

Attendance and Base Revenue Limit. The following table sets forth the District's actual A.D.A. enrollment and base revenue limit per unit of A.D.A. for fiscal years 2011-12 and 2012-13 for grades kindergarten through grade 12. The A.D.A. and enrollment numbers include special education in the table below. See "*Attendance and LCFE*" below for information regarding the District's A.D.A. subsequent to fiscal year 2012-13.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Average Daily Attendance, Enrollment and Base Revenue Limit
Fiscal Years 2011-12 through 2012-13

Fiscal Year	Average Daily Attendance ⁽¹⁾	Enrollment ⁽²⁾	Base Revenue Limit Per Unit of Average Daily Attendance
2011-12 ⁽³⁾	3,650	3,803	\$6,362.35
2012-13 ⁽⁴⁾	3,680	3,811	6,505.35

⁽¹⁾ A.D.A. for the second period of attendance, typically in mid-April of each school year.

⁽²⁾ Reflects enrollment as of October report submitted to the California Basic Educational Data System ("**CBEDS**") in each school year.

⁽³⁾ The District had a 19.754% base revenue limit deficit factor and a 2.24% cost of living adjustment in fiscal year 2011-12, which resulted in a funded base revenue limit of \$5,312.83.

⁽⁴⁾ The District had a 22.272% base revenue limit deficit factor and a 3.24% cost of living adjustment in fiscal year 2012-13, which resulted in a funded base revenue limit of \$5,289.92.

Source: The District.

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Attendance and LCFF. The following table sets forth the District’s actual and projected A.D.A. enrollment (including percentage of students who are English language learners, from low-income families and/or foster youth (collectively, “**EL/LI Students**”)) and targeted Base Grant per unit of A.D.A. for fiscal years 2013-14 through 2017-18. The A.D.A. and enrollment numbers include special education in the table below.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Average Daily Attendance, Enrollment and Targeted Base Grant
Fiscal Years 2013-14 through 2017-18

Fiscal Year		A.D.A./Base Grant					Enrollment ⁽⁸⁾	
		K-3	4-6	7-8	9-12	Total A.D.A. ⁽²⁾	Total Enrollment	Unduplicated Percent of EL/LI Students
2013-14	A.D.A. ⁽²⁾	1,151	832	589	1,162	3,734	3,839	33.99%
	Targeted Base Grant ⁽³⁾	\$6,952	\$7,056	\$7,266	\$8,419	-	-	-
2014-15	A.D.A. ⁽²⁾	1,141	872	558	1,188	3,758	3,881	30.69%
	Targeted Base Grant ⁽³⁾⁽⁴⁾	\$7,011	\$7,116	\$7,328	\$8,491	-	-	-
2015-16	A.D.A. ⁽²⁾	1,102	847	558	1,206	3,713	3,820	28.06%
	Targeted Base Grant ⁽³⁾⁽⁵⁾	\$7,083	\$7,189	\$7,403	\$8,578	-	-	-
2016-17	A.D.A. ⁽²⁾	1,027	827	603	1,165	3,622	3,702	29.44%
	Targeted Base Grant ⁽³⁾⁽⁶⁾	\$7,083	\$7,189	\$7,403	\$8,578	-	-	-
2017-18 ⁽¹⁾	A.D.A. ⁽²⁾	1,020	808	604	1,110	3,542	3,658	30.04%
	Targeted Base Grant ⁽³⁾⁽⁷⁾	\$7,193	\$7,301	\$7,518	\$8,712	-	-	-

⁽¹⁾ Figures are projections.

⁽²⁾ A.D.A. for the second period of attendance, typically in mid-April of each school year.

⁽³⁾ Such amounts represent the targeted amount of Base Grant per unit of A.D.A., and do not include any supplemental and concentration grants under the LCFF. Such amounts are not expected to be fully funded until fiscal year 2020-21.

⁽⁴⁾ Targeted fiscal year 2014-15 Base Grant amounts reflect a 0.85% cost of living adjustment from targeted fiscal year 2013-14 Base Grant amounts.

⁽⁵⁾ Targeted fiscal year 2015-16 Base Grant amounts reflect a 1.02% cost of living adjustment from targeted fiscal year 2014-15 Base Grant amounts.

⁽⁶⁾ Targeted fiscal year 2016-17 Base Grant amount reflects a 0.00% cost-of-living adjustment from targeted fiscal year 2015-16 Base Grant amounts.

⁽⁷⁾ Targeted fiscal year 2017-18 Base Grant amount reflects a 1.56% cost-of-living adjustment from targeted fiscal year 2016-17 Base Grant amounts.

⁽⁸⁾ Reflects enrollment as of October report submitted to the CBEDS in each school year. For purposes of calculating Supplemental and Concentration Grants, a school district’s fiscal year 2013-14 percentage of unduplicated EL/LI Students will be expressed solely as a percentage of its fiscal year 2013-14 total enrollment. For fiscal year 2014-15, the percentage of unduplicated EL/LI Students enrollment will be based on the two-year average of EL/LI Students enrollment in fiscal years 2013-14 and 2014-15. Beginning in fiscal year 2015-16, a school district’s percentage of unduplicated EL/LI Students will be based on a rolling average of such school district’s EL/LI Students enrollment for the then-current fiscal year and the two

immediately preceding fiscal years.

Source: The District.

The District received approximately \$30.1 million in aggregate revenues reported under LCFF sources in fiscal year 2016-17, and has projected to receive approximately \$29.9 million in aggregate revenues under the LCFF in fiscal year 2017-18 (or approximately 62.3% of its general fund revenues in fiscal year 2017-18). Such amount includes supplemental grants estimated to be approximately \$1.7 million in fiscal year 2016-17, and projected to be approximately \$1.7 million in fiscal year 2017-18. Such amount does not include any money for concentration grants.

Local Sources of Education Funding

General. The principal component of local revenues is a school district's property tax revenues, i.e., each district's share of the local 1% property tax, received pursuant to Sections 75 *et seq.* and Sections 95 *et seq.* of the State Revenue and Taxation Code. Section 42238(h) of the Education Code of the State itemizes the local revenues that are counted towards the amount allocated under the LCFF (and formerly, the base revenue limit) before calculating how much the State must provide in State aid. The more local property taxes a district receives, the less State aid it is entitled to receive. Prior to the implementation of the LCFF, a school district whose local property tax revenues exceeded its base revenue limit was entitled to receive no State aid, and received only its special categorical aid which is deemed to include the "basic aid" of \$120 per student per year guaranteed by Article IX, Section 6 of the State Constitution. Such districts were known as "basic aid districts." School districts that received some State aid were commonly referred to as "revenue limit districts." The District was a revenue limit district and is now referred to as an LCFF district.

Under the LCFF, local property tax revenues are used to offset up to the entire State aid collection under the new formula; however, community funded districts would continue to receive, at a minimum, the same level of State aid as allotted in fiscal year 2012-13. See "–Allocation of State Funding to School Districts – Local Control Funding Formula" below for more information.

Local property tax revenues are projected to account for approximately 33.1% of the District's aggregate revenues reported under LCFF sources and are projected to be approximately \$9.9 million, or 21.7% of total general fund revenues in fiscal year 2017-18.

For information about the property taxation system in California and the District's property tax base, see "SECURITY AND SOURCE OF PAYMENT FOR THE SERIES 2018 BONDS – Property Taxation System," "–Assessed Valuation of Property Within the District," and "–Tax Collections and Delinquencies."

For a discussion of legal limitations on the ability of the District to raise revenues through local property taxes, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS."

Effect of Changes in Enrollment. Changes in local property tax income and student enrollment (or A.D.A.) affect LCFF districts and community funded districts differently. In a LCFF district, increasing enrollment increases the total amount distributed under the LCFF and thus generally increases a district's entitlement to State equalization aid, while increases in property taxes do nothing to increase district revenues, but only offset the State funding requirement of equalization aid. Operating costs increase disproportionately slowly to enrollment growth – and only at the point where additional teachers and classroom facilities are needed. Declining enrollment has the reverse effect on LCFF districts, generally resulting in a loss of State equalization aid, while operating costs decrease slowly and only when, for example, the district decides to lay off teachers or close schools.

In community funded districts, the opposite is generally true: increasing enrollment increases the amount to which the district would be entitled were it an LCFF district, but since all LCFF income (and more) is already generated by local property taxes, there is no increase in State income, other than the \$120 per student in basic aid, as described above. Meanwhile, as new students impose increased operating costs, property tax income is stretched further. Declining enrollment does not reduce property tax income, and has a negligible impact on State aid, but eventually reduces operating costs, and thus can be financially beneficial to a community funded district.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, and public charter schools, inter-district transfers in or out, and other causes. Losses in enrollment will cause a school district to lose operating revenues, without necessarily permitting the District to make adjustments in fixed operating costs.

The District cannot make any predictions regarding how the current economic environment or changes thereto will affect the State's ability to meet the revenue and spending assumptions in the State's adopted budget, and the effect of these changes on school finance. The District's adopted budget and projected A.D.A. are used for planning purposes only, and do not represent a prediction as to the actual financial performance, attendance, or the District's actual funding level for fiscal year 2017-18 or beyond. Certain adjustments will have to be made throughout the year based on actual State funding and actual attendance.

Other District Revenues

Federal Revenues. The federal government provides funding for several District programs, including special education programs. Federal revenues, most of which are restricted, comprise 2.3% (or approximately \$1.0 million) of the District's general fund budgeted revenues for fiscal year 2017-18.

Other State Revenues. In addition to State apportionments for Proposition 98 funding through the Local Control Funding Formula, the District receives other State revenues which comprise approximately 14.1% (or approximately \$6.5 million) of the District's general fund budgeted revenues for fiscal year 2017-18. A significant portion of such other State revenues are amounts the District expects to receive from State lottery funds, a portion of which may not be used for non-instructional purposes, such as the acquisition of real property, the construction of facilities, or the financing of research. School districts receive lottery funds proportional to their total A.D.A. The District's State lottery revenue is projected at approximately \$745,130 for fiscal year 2017-18.

Other Local Revenues. In addition to *ad valorem* property taxes, the District receives additional local revenues from other local sources, such as interest earnings, which is projected to comprise approximately 18.1% (or approximately \$8.3 million) of the District's general fund projected revenues for fiscal year 2017-18 inclusive of parcel tax revenues described below.

On November 3, 2009, more than two-thirds of the voters of the District approved a qualified special tax ("**Measure I**") at \$149 per residential unit and \$.03 per square foot on non-residential parcels per year for 5 years, commencing July 1, 2010. Also on November 3, 2009, more than two-thirds of the voters of the District approved another qualified special tax ("**Measure J**"), which combined three existing parcel taxes (previously approved in 1987, 1999 and 2005) into a single annual tax of \$555 per residential unit and \$0.11 per square foot on non-residential parcels, commencing July 1, 2010. The Measure J parcel tax is a permanent parcel tax and has no expiration date. On November 4, 2014, more than two-thirds of the voters of the District approved the renewal of Measure I and approved a qualified special tax ("**Measure LL**") at \$278 per parcel per year for six years, commencing July 1, 2015. An exemption is provided to parcels owned and occupied by taxpayers aged 65 and older, upon proper application. Proceeds from

Measure LL are authorized to be used to preserve funding for sciences, art, music, library services, support reading and math classes, attract and retain exceptional teachers and counselors, enhance technology and math instruction, support small class sizes, and ensure adequate student supervision and safety. The District has projected to receive approximately \$6.0 million in parcel tax revenues for fiscal year 2017-18.

See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Limitations on Revenues” and “– Article XIIC and Article XIID of the State Constitution.”

Significant Accounting Policies and Audited Financial Reports

The accounting policies of the District conform to generally accepted accounting principles in accordance with the definitions, instructions and procedures of the California School Accounting Manual, as required by the State Education Code. Revenues are recognized in the period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the period in which the liability is incurred.

Christy White Associates, A Professional Accountancy Corporation, San Diego, California, serves as independent auditor to the District and excerpts of its report for fiscal year ended June 30, 2017 are attached hereto as APPENDIX B. The District considers its audited financial statements to be public information, and accordingly no consent has been sought or obtained from the auditor in connection with the inclusion of such statements in this Official Statement. The auditor has made no representation in connection with inclusion of excerpts from the audit herein that there has been no material change in the financial condition of the District since the audit was concluded. The District is required by law to file its audit report for each fiscal year with the County Superintendent and State officials by December 15 and to review the report and any recommended changes following a public meeting to be conducted no later than January 31.

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The following table sets forth the statement of revenues, expenditures and changes in fund balances for the District's general fund for the fiscal years 2013-14 through 2017-18.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
General Fund Revenues, Expenditures and Fund Balances
2013-14 through 2017-18⁽¹⁾

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Projected
REVENUES					
LCFF/Revenue Limit Sources:	\$23,717,070	\$26,490,409	\$29,038,084	\$30,079,743	\$30,010,914
Federal Revenue	972,037	1,096,511	1,070,305	1,041,672	1,034,766
Other State Revenue	4,469,490	3,470,474	8,956,701	5,523,378	6,497,675
Other Local Revenue	8,125,236	7,702,525	8,099,509	8,909,493	8,637,600
TOTAL	\$37,283,833	\$38,759,919	\$47,164,599	\$45,554,286	\$46,180,955
EXPENDITURES					
Certificated Salaries	\$18,361,065	\$19,814,773	\$20,483,170	\$20,676,252	\$21,025,050
Classified Salaries	4,999,684	5,170,063	5,417,571	5,451,166	5,776,042
Employee Benefits	9,014,971	9,818,448	13,950,046	13,269,620	13,602,131
Books and Supplies	1,581,761	1,657,078	1,495,674	1,456,876	1,769,719
Services/Other Operating Expenditures	3,263,526	3,574,203	4,517,802	4,419,882	4,760,676
Other Outgo - Transfers of Indirect Costs	-	(196,275)	(181,362)	(174,440)	(172,380)
Direct Support/Indirect Costs	(184,745)	-	-	-	-
Capital Outlay	-	-	19,300	122,094	640,379
TOTAL	\$37,036,262	\$39,838,290	\$45,702,201	\$45,221,450	\$47,401,617
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	\$247,571	\$(1,078,371)	\$1,462,398	\$332,836	\$(1,220,662)
OTHER FINANCING SOURCES (USES)					
Transfers In	\$ 17	\$ 1,274,407	-	-	-
Transfers Out	(400,000)	(1,514,374)	\$(185,952)	\$(85,000)	\$(124,000)
TOTAL OTHER FINANCING SOURCES (USES)	\$(399,983)	\$ (239,967)	\$(185,952)	\$(85,000)	\$(124,000)
NET CHANGE IN FUND BALANCE	\$(152,412)	\$(1,318,338)	\$1,276,446	\$247,836	\$(1,344,662)
Fund Balance – Beginning	\$8,499,934	\$8,347,522	\$7,028,602⁽²⁾	\$8,305,048	\$8,552,884
Fund Balance – Ending	\$8,347,522	\$7,029,184⁽²⁾	\$8,305,048	\$8,552,884	\$7,208,222

⁽¹⁾ Totals may not add up due to rounding.

⁽²⁾ The difference between the ending balance for fiscal year 2014-15 and the beginning balance for fiscal year 2015-16 is due to correction of the Parent Teachers' Association restricted reserves.

Source: Audited financial statements for fiscal years 2013-14 through 2016-17; Estimated actual projections from the 2018-19 Proposed Budget are presented for fiscal year 2017-18.

The District is required by State law and regulation to maintain various reserves. The District is generally required to maintain unrestricted general fund reserves in the amount of 3% percent of its total general fund expenditures, the level of which is based on total student attendance below 30,000. For fiscal

year 2017-18, the District has projected an unrestricted general fund reserve of 13.0%, or approximately \$6.1 million, compared to the fiscal year 2016-17 unrestricted general fund reserve of \$6.8 million. Substantially all funds of the District are required by law to be deposited with and invested by the County Treasurer on behalf of the District, pursuant to law and the investment policy of the County. See APPENDIX E – “COUNTY OF ALAMEDA INVESTMENT POLICIES AND PRACTICES; DESCRIPTION OF INVESTMENT POOL.”

District Budget Process and County Review

State law requires school districts to maintain a balanced budget in each fiscal year. The State Department of Education imposes a uniform budgeting and accounting format for school districts. Under current law, a school district governing board must adopt and file with the county superintendent of schools a tentative budget by July 1 in each fiscal year. The District is under the jurisdiction of the County of Alameda Superintendent of Schools (the “**County Superintendent**”).

The County Superintendent must review and approve or disapprove the budget no later than August 15. The County Superintendent is required to examine the budget for compliance with the standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the tentative budget into compliance with the established standards. If the budget is disapproved, it is returned to the District with recommendations for revision. The District is then required to revise the budget, hold a public hearing thereon, adopt a revised budget and file it with the County Superintendent no later than September 8. Pursuant to State law, the County Superintendent has available various remedies by which to impose and enforce a budget that complies with State criteria, depending on the circumstances, if a budget is disapproved. After approval of an adopted budget, the school district’s administration may submit budget revisions for governing board approval. By November 30, every school district must have an adopted and approved budget, or the county superintendent of schools will impose a budget.

Subsequent to approval, the County Superintendent will monitor each district under its jurisdiction throughout the fiscal year pursuant to its adopted budget to determine on an ongoing basis if the district can meet its current or subsequent year financial obligations. If the County Superintendent determines that a district cannot meet its current or subsequent year obligations, the County Superintendent will notify the district’s governing board of the determination and may then do either or both of the following: (a) assign a fiscal advisor to enable the district to meet those obligations or (b) if a study and recommendations are made and a district fails to take appropriate action to meet its financial obligations, the County Superintendent will so notify the State Superintendent of Public Instruction, and then may do any or all of the following for the remainder of the fiscal year: (i) request additional information regarding the district’s budget and operations; (ii) after also consulting with the district’s board, develop and impose revisions to the budget that will enable the district to meet its financial obligations; and (iii) stay or rescind any action inconsistent with such revisions. However, the County Superintendent may not abrogate any provision of a collective bargaining agreement that was entered into prior to the date upon which the County Superintendent assumed authority.

A State law adopted in 1991 (“**AB 1200**”) imposed additional financial reporting requirements on school districts, and established guidelines for emergency State aid apportionments. Under the provisions of AB 1200, each school district is required to file interim certifications with the County Superintendent (on December 15, for the period ended October 31, and by mid-March for the period ended January 31) as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent fiscal year. The County Superintendent reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that, based on then-current projections, will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification is assigned to any school district that, based on

then-current projections, is deemed unable to meet its financial obligations for the remainder of the fiscal year or subsequent fiscal year, or for which existing expenditure practices jeopardize the ability of the school district to meet its multi-year financial commitments. A qualified certification is assigned to any school district, based on then-current projections, which may not meet its financial obligations for the current fiscal year or two subsequent fiscal years. The county superintendent of schools reviews the interim reports and certifications by school districts and may change certification to qualified or negative, if necessary. The governing board of a school district that files a qualified or negative certification for the second report is required to provide to the county superintendent of schools, the State Controller and the Superintendent by June 1 a third report for the period ending April 30. A school district that receives a qualified or negative certification may not issue tax and revenue anticipation notes, certificates of participation or lease revenue bonds without approval by the County Superintendent. [The District received a positive certification on its most recent interim report.]

For school districts under fiscal distress, the county superintendent of schools is authorized to take a number of actions to ensure that the school district meets its financial obligations, including budget revisions. However, the county superintendent is not authorized to approve any diversion of revenue from *ad valorem* taxes levied to pay debt service on district general obligation bonds. A school district that becomes insolvent may, upon the approval of a fiscal plan by the county superintendent of schools, receive an emergency appropriation from the State, the acceptance of which constitutes an agreement to submit to management of the school district by a Superintendent appointed administrator.

In the event the State elects to provide an emergency appropriation to a school district, such appropriation may be accomplished through the issuance of “State School Fund Apportionment Lease Revenue Bonds” to be issued by the California Infrastructure and Economic Development Bank, on behalf of the school district. State law provides that so long as such bonds are outstanding, the recipient school district (via its State-appointed administrator) cannot file for bankruptcy.

District Debt Structure

General Obligation Bonds. On March 2, 1993, the voters of the District approved a bond proposition authorizing the issuance of \$31,600,000 in general obligation bonds (the “**1993 Authorization**”). The District has issued all bonds from the 1993 Authorization. On November 2, 2004, the voters of the District approved a bond proposition authorizing the issuance of \$13,000,000 in general obligation bonds (the “**2004 Authorization**”). The District has issued all bonds from the 2004 Authorization. On February 5, 2008, the voters of the District approved a bond proposition authorizing the issuance of \$10,000,000 in general obligation bonds (the “**2008 Authorization**”). The District has issued all bonds from the 2008 Authorization.

In 2009, the District issued refunding bonds (the “**2009 Refunding Bonds**”) in the original principal amount of \$7,290,000 to refund a portion of the District’s outstanding bonds under the 1993 Authorization. In 2012, the District issued refunding bonds (the “**2012 Refunding Bonds**”) in the original principal amount of \$17,700,000 to refund a portion of the District’s outstanding bonds under the 1993 Authorization and the 2004 Authorization. In 2016, the District issued refunding bonds (the “**2016 Refunding Bonds**”) in the original principal amount of \$13,055,000 to refund a portion of the District’s outstanding bonds under the 2004 Authorization and the 2008 Authorization.

On June 7, 2016, the voters of the District approved a bond proposition authorizing the issuance of \$70,000,000 in general obligation bonds under Measure B (the “**2016 Measure B Authorization**”). On June 7, 2016, the voters of the District approved a bond proposition authorizing the issuance of \$25,000,000 in general obligation bonds under Measure E (the “**2016 Measure E Authorization**”) and, together with the 2016 Measure B Authorization, the “**2016 Authorizations**”). On October 18, 2016, the District issued its

General Obligation Bonds, Election of 2016 (Measure B), Series 2016A in the principal amount of \$23,500,000 and its General Obligation Bonds, Election of 2016 (Measure E), Series 2016A in the principal amount of \$9,000,000.

The District's general obligation bonds authorized under the 2004 Authorization, 2008 Authorization and 2016 Authorizations, including the Series 2018 Bonds, are payable from a special *ad valorem* property tax which the County is required to levy in an amount sufficient to pay such obligations. The following table sets forth the bonds outstanding as of July 1, 2018, excluding the Series 2018 Bonds.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Summary of Outstanding General Obligation Bonds

Series Name	Issuance Date	Original Principal Amount	Outstanding Principal Amount as of July 1, 2018
2009 Refunding Bonds	February 2010	\$ 7,290,000	\$ 3,695,000
2012 Refunding Bonds	August 2012	17,700,000	9,950,000
2016 Refunding Bonds	May 4, 2016	13,055,000	12,835,000
2016 Measure B Bonds	October 18, 2016	23,500,000	22,560,000
2016 Measure E Bonds	October 18, 2016	9,000,000	8,810,000
		<u>\$70,545,000</u>	<u>\$57,850,000</u>

Source: The District.

See APPENDIX B – “FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017,” Note 7 and “DEBT SERVICE SCHEDULES – Combined Annual Debt Service” in the front part of this Official Statement.

Tax and Revenue Anticipation Notes. The District's notes are a general obligation of the District, payable from the District's general fund and any other lawfully available moneys. The District evaluates each year whether or not temporary borrowing will be necessary or economically beneficial. For the last five years, the District has not issued temporary notes. The District does not plan to issue tax and revenue anticipation notes in fiscal year 2017-18.

The Governmental Accounting Standards Board (“GASB”) released its Statement Number 45 (“**Statement Number 45**”), which requires municipalities to account for other post-employment benefits (meaning other than pension benefits) (“OPEB”) liabilities much like municipalities are required to account for pension benefits. The expense is generally accrued over the working career of employees, rather than on a pay-as-you-go basis, which has been the practice for most municipalities and public sector organizations. OPEBs generally include post-employment health benefits (medical, dental, vision, prescription drug and mental health), life insurance, disability benefits and long term care benefits. Statement Number 45 was phased in over a three-year period based upon the entity's revenues. Statement Number 45 became effective for the District beginning in fiscal year 2008-09.

For more information regarding the District's annual required contribution for fiscal year 2016-17 and the District's net OPEB obligation at June 30, 2017, as well as the basic assumptions upon which the actuarial valuation was based as of such date, see Note 9 to the District's financial statements attached hereto as APPENDIX B – “FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017.”

Accrued Vacation. The District does not have any long-term portion of accumulated and unpaid employee vacation as of June 30, 2017. See APPENDIX B – “FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017.”

Labor Relations

As of January 31, 2018, the District budgeted a total of 356.9 FTE employees, including 230.9 FTE certificated (credentialed teaching) staff, 103.0 FTE classified (non-teaching) staff, and 23.0 FTE management, supervisor and confidential FTE personnel. For fiscal year 2016-17, the total certificated and classified payrolls was \$20.6 million and \$5.4 million, respectively. For fiscal year 2017-18, the total certificated and classified payrolls are budgeted to be approximately \$21.0 million and \$5.8 million, respectively.

The District’s certificated and classified employees are represented by formal bargaining organizations as shown in the following table below.

ALBANY UNIFIED SCHOOL DISTRICT Labor Organizations

<u>Labor Organization</u>	<u>Employees Represented</u>	<u>Contract Expiration</u>
Albany Teachers Association (ATA)	230.9	June 30, 2019 ⁽¹⁾
California Schools Employees Association (CSEA)	77.1	June 30, 2019 ⁽²⁾
Service Employees International Union (SEIU)	21.4	June 30, 2018 ⁽³⁾
	<u>329.4</u>	

⁽¹⁾ Contract negotiations relating to wage and other article reopeners are underway.

⁽²⁾ Contract negotiations relating to wage reopeners are underway.

⁽³⁾ Contract negotiations are expected to occur during fiscal year 2018-19.

Source: The District.

Retirement Benefits

The District participates in retirement plans with CalSTRS which covers all full-time certificated District employees, and the State Public Employees’ Retirement System (“CalPERS”), which covers certain classified employees. Classified school personnel who are employed four or more hours per day may participate in CalPERS.

CalSTRS. Contributions to CalSTRS are fixed in statute. For fiscal year 2013-14, teachers contributed 8.0% of salary to CalSTRS, while school districts contributed 8.25%. In addition to the teacher and school contributions, the State contributed 4.517% of teacher payroll to CalSTRS (calculated on payroll data from two fiscal years ago). Unlike typical defined benefit programs, however, neither the CalSTRS employer nor the State contribution rate varies annually to make up funding shortfalls or assess credits for actuarial surpluses. The State does pay a surcharge when the teacher and school district contributions are not sufficient to fully fund the basic defined benefit pension (generally consisting of 2.0% of salary for each year of service at age 60 referred to herein as “pre-enhancement benefits”) within a 30-year period. However, this surcharge does not apply to systemwide unfunded liability resulting from recent benefit enhancements.

As part of the 2014-15 State Budget, the Governor signed Assembly Bill 1469 which implemented a new funding strategy for CalSTRS and increased the employer contribution rate in fiscal year 2014-15 from 8.25% to 8.88% of covered payroll. Such rate increased by 1.85% beginning in fiscal year 2015-16 until the

employer contribution rate is 19.10% of covered payroll as further described below. AB 1469 increased member contributions, which were previously set at 8.0% of pay, to 10.25% of pay for members hired on or before December 31, 2012 and 9.205% of pay for members hired on or after January 1, 2013 effective July 1, 2016. The State's total contribution also increased from approximately 3.0% in fiscal year 2013-14 to 6.30% of payroll in fiscal year 2016-17, plus the continued payment of 2.5% of payroll annually for a supplemental inflation protection program for a total of 8.80%. In addition, AB 1469 provides the State Teachers Retirement Board with authority to modify the percentages paid by employers and employees for fiscal year 2021-22 and each fiscal year thereafter to eliminate the CalSTRS unfunded liability by June 30, 2046. The State Teachers Retirement Board would also have authority to reduce employer and State contributions if they are no longer necessary.

On February 1, 2017, the State Teachers' Retirement Board voted to adopt revised actuarial assumptions reflecting members' increasing life expectancies and current economic trends. The revised assumptions include a decrease from 7.50% to a 7.25% investment rate of return for the June 30, 2016 actuarial valuation, a decrease from 7.25% to a 7.0% investment rate of return for the June 30, 2017 actuarial valuation, a decrease from 3.75% to a 3.50% projected wage growth, and a decrease from 3.0% to a 2.75% price inflation factor.

As of June 30, 2016, an actuarial valuation (the "**2016 CalSTRS Actuarial Valuation**") for the entire CalSTRS defined benefit program showed an estimated unfunded actuarial liability of \$96.7 billion, an increase of approximately \$20.5 million from the June 30, 2015 valuation. The funded ratios of the actuarial value of valuation assets over the actuarial accrued liabilities as of June 30, 2016, June 30, 2015 and June 30, 2014, based on the actuarial assumptions, were approximately 63.7%, 68.5% and 68.5%, respectively. Future estimates of the actuarial unfunded liability may change due to market performance, legislative actions and other experiences that may differ from the actuarial assumptions. The following are certain of the actuarial assumptions set forth in the 2016 CalSTRS Actuarial Valuation: measurement of accruing costs by the "Entry Age Normal Actuarial Cost Method," a 7.25% investment rate of return for measurements as of June 30, 2016 and an assumed 7.0% investment rate of return for measurements subsequent to June 30, 2016, 3.0% interest on member accounts, projected 3.5% wage growth, projected 2.75% inflation and demographic assumptions relating to mortality rates, length of service, rates of disability, rates of withdrawal, probability of refund, and merit salary increases. The 2016 CalSTRS Actuarial Valuation also assumes that all members hired on or after January 1, 2013 are subject to the provisions of PEPRA (as defined herein). See "*California Public Employees' Pension Reform Act of 2013*" below for a discussion of the pension reform measure signed by the Governor in August 2012 expected to help reduce future pension obligations of public employers with respect to employees hired on or after January 1, 2013. Future estimates of the actuarial unfunded liability may change due to market performance, legislative actions, changes in actuarial assumptions and other experiences that may differ from the actuarial assumptions.

As indicated above, there was no required contribution from teachers, schools districts or the State to fund the unfunded actuarial liability for the CalSTRS defined benefit program and only the State legislature can change contribution rates. The 2016 CalSTRS Actuarial Valuation stated that the aggregate contribution rate as of June 30, 2017, inclusive of an equivalent rate contribution of 10.219% from members, 8.000% from employers relating to the base rate, 0.250% from employers based on the sick leave rate, 10.096% from employers based on the supplemental rate, 1.881% from the State based on the base rate and 4.021% from the State based on the supplemental rate is equivalent to 34.467%.

Pursuant to Assembly Bill 1469, school districts' contribution rates will increase in accordance with the following schedule:

CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM
School District Contribution Rates

Effective Date (July 1)	School District Contribution Rate
2014	8.88%
2015	10.73
2016	12.58
2017	14.43
2018	16.28
2019	18.13
2020	19.10

Source: Assembly Bill 1469.

The following table sets forth the District's total employer contributions to CalSTRS for fiscal years 2012-13 through 2016-17, and the budgeted contribution for fiscal year 2017-18.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Contributions to CalSTRS for Fiscal Years 2012-13 through 2017-18

Fiscal Year	Contribution
2012-13	\$1,391,127
2013-14	1,474,023
2014-15	1,684,606
2015-16	2,077,951
2016-17	2,461,916
2017-18	2,930,621 ⁽¹⁾

⁽¹⁾ Projected. Excludes CalSTRS on-behalf payments.

Source: The District.

With the implementation of AB1469, the District anticipates that its contributions to CalSTRS will increase in future fiscal years as compared to prior fiscal years. The District, nonetheless, is unable to predict all factors or any changes in law that could affect its required contributions to CalSTRS in future fiscal years.

CalSTRS produces a comprehensive annual financial report and actuarial valuations which include financial statements and required supplementary information. Copies of the CalSTRS comprehensive annual financial report and actuarial valuations may be obtained from CalSTRS. The information presented in these reports is not incorporated by reference in this Official Statement.

CalPERS. The District also participates in CalPERS for all full-time and some part-time classified employees. All qualifying classified employees of K-12 school districts in the State are members in CalPERS, and all of such districts participate in the same plan. As such, all such districts share the same contribution rate in each year. The school districts' contributions to CalPERS fluctuate each year and include a normal cost component and a component equal to an amortized amount of the unfunded liability. Accordingly, the District cannot provide any assurances that the District's required contributions to CalPERS will not significantly increase in the future above current levels.

The CalPERS Schools Actuarial Valuation as of June 30, 2016 indicates that the funded ratio as of June 30, 2016 is 71.9% on a market value of assets basis. According to the CalPERS Schools Actuarial Valuation as of June 30, 2015, the CalPERS Schools plan had a funded ratio of 77.5% on a market value of assets basis. The funded ratio, on a market value basis, as of June 30, 2014, June 30, 2013, June 30, 2012, June 30, 2011 and June 30, 2010 was 86.6%, 80.5%, 75.5%, 78.7% and 69.5%. In April 2013, the CalPERS Board of Administration approved changes to the CalPERS amortization and smoothing policy intended to reduce volatility in employer contribution rates. Beginning with the June 30, 2013 actuarial valuation, CalPERS employed a new amortization and smoothing policy that will pay for all gains and losses over a fixed 30-year period with the increases or decreases in the rate spread directly over a 5-year period (as compared to the current policy of spreading investment returns over a 15-year period with experience gains and losses paid for over a rolling 30-year period). Such changes, the implementation of which were delayed until fiscal year 2015-16 for the State, schools and all public agencies, have increased contribution rates in the near term but are expected to lower contribution rates in the long term. In November 2015, the CalPERS Board of Administration approved a proposal pursuant to which the discount rate would be reduced by a minimum of 0.05 percentage points to a maximum of 0.25 percentage points in years when investment returns outperform the then-current discount rate of 7.5% by at least four percentage points. In December 2016, the CalPERS Board of Administration voted to lower the discount rate from 7.5% to 7.375% for fiscal year 2017-18, 7.25% for fiscal year 2018-19, and 7.0% beginning fiscal year 2019-20. The new discount rates will take effect beginning July 1, 2017 for the State and July 1, 2018 for school districts. The change in the assumed rate of return is expected to result in increases in the District's normal costs and unfunded actuarial liabilities.

In February 2014, the CalPERS Board of Administration adopted actuarial demographic assumptions that take into account public employees living longer. Such assumptions are expected to increase costs for the State and public agency employers (including school districts), which costs will be amortized over 20 years and phased in over three years beginning in fiscal year 2014-15 for the State and amortized over 20 years and phased in over five years beginning in fiscal year 2016-17 for the employers. CalPERS applied the assumptions beginning with the June 30, 2015 valuation for the schools pool, which was used to establish employer contribution rates for fiscal year 2016-17. CalPERS estimates that the new demographic assumptions could cost public agency employers up to 9.0% of payroll for safety employees and up to 5.0% of payroll for miscellaneous employees at the end of the five year phase in period. To the extent, however, that future experiences differ from CalPERS' current assumptions, the required employer contributions may vary. In April 2016, CalPERS approved an increase to the contribution rate for school districts from 11.847% during fiscal year 2015-16 to 13.888% during fiscal year 2016-17. In April 2017, CalPERS adopted an employer contribution rate of 15.531% for the schools pool and a member contribution rate of 6.5% for school employees subject to PEPR for the period of July 1, 2017 to June 30, 2018.

The following table sets forth the District's total employer contributions to CalPERS for fiscal years 2012-13 through 2016-17, and the budgeted contribution for fiscal year 2017-18.

ALBANY UNIFIED SCHOOL DISTRICT
(Alameda County, California)
Contributions to CalPERS for Fiscal Years 2012-13 through 2017-18

Fiscal Year	Contribution
2012-13	\$665,327
2013-14	708,815
2014-15	754,444
2015-16	832,166
2016-17	956,300
2017-18 ⁽¹⁾	1,142,598

⁽¹⁾ Projected.
Source: The District.

The District's total employer contributions to CalPERS for fiscal years 2012-13 through 2016-17 were equal to 100% of the required contributions for each year. With the change in actuarial assumptions described above, the District anticipates that its contributions to CalPERS will increase in future fiscal years as the increased costs are phased in. The implementation of PEPRA (see "*California Public Employees' Pension Reform Act of 2013*" below), however, is expected to help reduce certain future pension obligations of public employers with respect to employees hired on or after January 1, 2013. The District cannot predict the impact these changes will have on its contributions to CalPERS in future years.

CalPERS produces a comprehensive annual financial report and actuarial valuations that include financial statements and required supplementary information. Copies of the CalPERS comprehensive annual financial report and actuarial valuations may be obtained from CalPERS Financial Services Division. The information presented in these reports is not incorporated by reference in this Official Statement.

California Public Employees' Pension Reform Act of 2013. The Governor signed the California Public Employee's Pension Reform Act of 2013 (the "**Reform Act**" or "**PEPRA**") into law on September 12, 2012. The Reform Act affects both CalSTRS and CalPERS, most substantially as they relate to new employees hired after January 1, 2013 (the "**Implementation Date**"). As it pertains to CalSTRS participants hired after the Implementation Date, the Reform Act changes the normal retirement age, increasing the eligibility for the 2.0% "age factor" (the percent of final compensation to which an employee is entitled to for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. For non-safety CalPERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2.0% age factor from age 55 to 62 and also increases the eligibility requirement for the maximum age factor of 2.5% to age 67.

The Reform Act also implements certain other changes to CalPERS and CalSTRS including the following: (a) all new participants enrolled in CalPERS and CalSTRS after the Implementation Date are required to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (b) CalSTRS and CalPERS are both required to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (currently 12 months for CalSTRS members who retire with 25 years of service), and (c) "pensionable compensation" is capped for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution and benefit base for members participating in Social Security or 120% for CalSTRS and CalPERS members not participating in social security.

The District is unable to predict what the amount of State pension liabilities will be in the future, or the amount of the contributions which the District may be required to make (except as already announced). CalSTRS and CalPERS liabilities are more fully described in APPENDIX B – "FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017." The District is not permitted to pay down its portion of retirement liability for CalSTRS or CalPERS.

GASB 67 and 68. In June 2012, the Governmental Accounting Standards Board approved a pair of related statements, Statement Number 67, Financial Reporting for Pension Plans ("**Statement Number 67**"), which addresses financial reporting for pension plans, and Statement Number 68, Accounting and Financial Reporting for Pensions ("**Statement Number 68**"), which establishes new accounting and financial reporting requirements for governments that provide their employees with pensions. The guidance

contained in these statements changed how governments calculated and reported the costs and obligations associated with pensions. Statement Number 67 replaced the requirements of Statement Number 25, Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans, for most public employee pension plans, and Statement Number 68 replaced the requirements of Statement Number 27, Accounting for Pensions by State and Local Governmental Employers, for most government employers. The new statements also replaced the requirements of Statement Number 50, Pension Disclosures, for those governments and pension plans. Certain of the major changes included: (i) the inclusion of unfunded pension liabilities on the government's balance sheet (such unfunded liabilities are currently typically included as notes to the government's financial statements); (ii) full pension costs would be shown as expenses regardless of actual contribution levels; (iii) lower actuarial discount rates would be required to be used for most plans for certain purposes of the financial statements, resulting in increased liabilities and pension expenses; and (iv) shorter amortization periods for unfunded liabilities would be required to be used for certain purposes of the financial statements, which generally would increase pension expenses. Statement Number 67 became effective beginning in fiscal year 2013-14, and Statement Number 68 became effective beginning in fiscal year 2014-15.

The District implemented the provisions of GASB 68 which required the District to recognize its proportionate share of its unfunded pension liabilities with CalPERS and CalSTRS. These amounts were presented as long-term liabilities and are funded as a component of the annual required contribution that District makes to CalPERS and CalSTRS on behalf of its employees. See APPENDIX B – “FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2015.”

Other Post-Employment Benefits (OPEBs). In addition to the retirement plan benefits with CalSTRS and CalPERS (see “– Retirement Benefits” above), the District provides medical, dental and vision benefits to retirees and their covered eligible dependents. The Postemployment Benefits Plan (the “**Plan**”) is a single-employer defined benefit healthcare plan administered by the District. As of June 30, 2017, membership of the Plan consisted of 139 retirees and beneficiaries receiving benefits and 426 active plan members. For a description of the District's Plan, see Note 9 to the District's financial statements attached hereto as APPENDIX B – “FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017.” The contribution requirements of Plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements. For fiscal year 2017-18, the District has budgeted a contribution of \$540,192 to the Plan. As of June 30, 2017, approximately 139 retirees and beneficiaries met the eligibility requirements to receive post-employment health benefits.

Participation in Joint Powers Authority

The District participates in a joint ventures under a joint powers authority (“**JPA**”), the Alameda County Schools Insurance Group (“**ACSIG**”). During the fiscal year ended June 30, 2017, the District made payments of \$1,268,460 to ACSIG, for services rendered. For more information, see APPENDIX B – “FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2017,” Note 12.

Charter Schools

There are no charter schools currently operating within the District's boundaries.

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS

Limitations on Revenues

On June 6, 1978, California voters approved Proposition 13 (“**Proposition 13**”), which added Article XIII A to the State Constitution (“**Article XIII A**”). Article XIII A limits the amount of any *ad valorem* tax on real property to 1% of the full cash value thereof, except that additional *ad valorem* taxes may be levied to pay debt service on (i) indebtedness approved by the voters prior to July 1, 1978, (ii) bonded indebtedness for the acquisition or improvement of real property which has been approved on or after July 1, 1978 by two-thirds of the voters on such indebtedness, and (iii) bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% of the voters of the district, but only if certain accountability measures are included in the proposition. The tax for the payment of the 2018 Measure B Bonds and the 2018 Measure E Bonds fall within the exceptions described in (ii) and (iii) of the immediately preceding sentence, respectively. Article XIII A defines full cash value to mean “the county assessor’s valuation of real property as shown on the 1975-76 tax bill under full cash value, or thereafter, the appraised value of real property when purchased, newly constructed, or a change in ownership have occurred after the 1975 assessment.” This full cash value may be increased at a rate not to exceed 2% per year to account for inflation.

Article XIII A has subsequently been amended to permit reduction of the “full cash value” base in the event of declining property values caused by damage, destruction or other factors, to provide that there would be no increase in the “full cash value” base in the event of reconstruction of property damaged or destroyed in a disaster and in other minor or technical ways.

County of Orange v. Orange County Assessment Appeals Board No. 3. Section 51 of the State Revenue and Taxation Code permits county assessors who have reduced the assessed valuation of a property as a result of natural disasters, economic downturns or other factors, to subsequently “recapture” such value (up to the pre-decline value of the property) at an annual rate higher than 2%, depending on the assessor’s measure of the restoration of value of the damaged property. The constitutionality of this procedure was challenged in a lawsuit brought in 2001 in the Orange County Superior Court, and in similar lawsuits brought in other counties, on the basis that the decrease in assessed value creates a new “base year value” for purposes of Proposition 13 and that subsequent increases in the assessed value of a property by more than 2% in a single year violate Article XIII A. On appeal, the California Court of Appeal upheld the recapture practice in 2004, and the State Supreme Court declined to review the ruling, leaving the recapture law in place.

Legislation Implementing Article XIII A. Legislation has been enacted and amended a number of times since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1989.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the 2% annual adjustment are allocated among the various jurisdictions in the “taxing area” based upon their respective “situs.” Any such allocation made to a local agency continues as part of its allocation in future years.

Beginning in the 1981-82 fiscal year, assessors in the State no longer record property values on tax rolls at the assessed value of 25% of market value which was expressed as \$4 per \$100 assessed value. All taxable property is now shown at full market value on the tax rolls. Consequently, the tax rate is expressed as \$1 per \$100 of taxable value. All taxable property value included in this Official Statement is shown at 100% of market value (unless noted differently) and all tax rates reflect the \$1 per \$100 of taxable value.

Article XIII B of the State Constitution

An initiative to amend the State Constitution entitled “Limitation of Government Appropriations” was approved on September 6, 1979, thereby adding Article XIII B to the State Constitution (“**Article XIII B**”). Under Article XIII B state and local governmental entities have an annual “appropriations limit” and are not permitted to spend certain moneys which are called “appropriations subject to limitation” (consisting of tax revenues, state subventions and certain other funds) in an amount higher than the “appropriations limit.” Article XIII B does not affect the appropriation of moneys which are excluded from the definition of “appropriations subject to limitation,” including debt service on indebtedness existing or authorized as of January 1, 1979, or bonded indebtedness subsequently approved by the voters. In general terms, the “appropriations limit” is to be based on certain 1978-79 expenditures, and is to be adjusted annually to reflect changes in consumer prices, populations, and services provided by these entities. Among other provisions of Article XIII B, if these entities’ revenues in any year exceed the amounts permitted to be spent, the excess would have to be returned by revising tax rates or fee schedules over the subsequent two years.

In fiscal year 2016-17 the District had an appropriations limit of \$24,517,277 with appropriations subject to the limit of \$24,517,277. In fiscal year 2017-18, the District estimates an appropriations limit of \$25,025,381. Any proceeds of taxes received by the District in excess of the allowable limit are absorbed into the State’s allowable limit.

Article XIII C and Article XIII D of the State Constitution

On November 5, 1996, the voters of the State of California approved Proposition 218, popularly known as the “Right to Vote on Taxes Act.” Proposition 218 added to the State Constitution Articles XIII C and XIII D (“**Article XIII C**” and “**Article XIII D**,” respectively), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the “Title and Summary” of Proposition 218 prepared by the California Attorney General, Proposition 218 limits “the authority of local governments to impose taxes and property-related assessments, fees and charges.” Among other things, Article XIII C establishes that every tax is either a “general tax” (imposed for general governmental purposes) or a “special tax” (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIII C further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIII A of the State Constitution and special taxes approved by a two-thirds vote under Article XIII A, Section 4. Article XIII D deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIII C or XIII D will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District does not impose any taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the County pursuant to Article XIII A of the State Constitution. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

Statutory Limitations

On November 4, 1986, State voters approved Proposition 62, an initiative statute limiting the imposition of new or higher taxes by local agencies. The statute (a) requires new or higher general taxes to be approved by two-thirds of the local agency's governing body and a majority of its voters; (b) requires the inclusion of specific information in all local ordinances or resolutions proposing new or higher general or special taxes; (c) penalizes local agencies that fail to comply with the foregoing; and (d) required local agencies to stop collecting any new or higher general tax adopted after July 31, 1985, unless a majority of the voters approved the tax by November 1, 1988.

Appellate court decisions following the approval of Proposition 62 determined that certain provisions of Proposition 62 were unconstitutional. However, the California Supreme Court upheld Proposition 62 in its decision on September 28, 1995 in *Santa Clara County Transportation Authority v. Guardino*. This decision reaffirmed the constitutionality of Proposition 62. Certain matters regarding Proposition 62 were not addressed in the Supreme Court's decision, such as whether the decision applies retroactively, what remedies exist for taxpayers subject to a tax not in compliance with Proposition 62, and whether the decision applies to charter cities.

Proposition 98 and Proposition 111

On November 8, 1988, voters approved Proposition 98, a combined initiative constitutional amendment and statute called the "Classroom Instructional Improvement and Accountability Act" (the "**Accountability Act**"). The Accountability Act changed State funding of public education below the university level, and the operation of the State's Appropriations Limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (collectively, "**K-14 districts**") at a level equal to the greater of (a) the same percentage of general fund revenues as the percentage appropriated to such districts in 1986-87, which percentage is equal to 40.9%, or (b) the amount actually appropriated to such districts from the general fund in the previous fiscal year, adjusted for growth in enrollment and inflation.

Since the Accountability Act is unclear in some details, there can be no assurance that the Legislature or a court might not interpret the Accountability Act to require a different percentage of general fund revenues to be allocated to K-14 districts than the 40.9% percentage, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the Governor's Budget. In any event, the Governor and other fiscal observers expect the Accountability Act to place increasing pressure on the State's budget over future years, potentially reducing resources available for other State programs, especially to the extent the Article XIII B spending limit would restrain the State's ability to fund such other programs by raising taxes.

The Accountability Act also changes how tax revenues in excess of the State Appropriations Limit are distributed. Any excess State tax revenues up to a specified amount would, instead of being returned to taxpayers, be transferred to K-14 districts. Such transfer would be excluded from the Appropriations Limit for K-14 districts and the K-14 school Appropriations Limits for the next year would automatically be increased by the amount of such transfer. These additional moneys would enter the base funding calculation for K-14 districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which could be transferred to schools is 4% of the minimum State spending for education mandated by the Accountability Act, as described above.

On June 5, 1990, California voters approved Proposition 111 (Senate Constitutional Amendment 1), which further modified the State Constitution to alter the spending limit and education funding

provisions of Proposition 98. Most significantly, Proposition 111 (1) liberalized the annual adjustments to the spending limit by measuring the “change in the cost of living” by the change in State per capita personal income rather than the Consumer Price Index, and specified that a portion of the State’s spending limit would be adjusted to reflect changes in school attendance; (2) provided that 50% of the “excess” tax revenues, determined based on a two-year cycle, would be transferred to K-14 school districts with the balance returned to taxpayers (rather than the previous 100% but only up to a cap of 4% of the districts’ minimum funding level), and that any such transfer to K-14 school districts would not be built into the school districts’ base expenditures for calculating their entitlement for State aid in the following year and would not increase the State’s appropriations limit; (3) excluded from the calculation of appropriations that are subject to the limit appropriations for certain “qualified capital outlay projects” and certain increases in gasoline taxes, sales and use taxes, and receipts from vehicle weight fees; (4) provided that the Appropriations Limit for each unit of government, including the State, would be recalculated beginning in the 1990-91 fiscal year, based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Senate Constitutional Amendment 1 had been in effect; and (5) adjusted the Proposition 98 formula that guarantees K-14 school districts a certain amount of general fund revenues, as described below.

Under prior law, K-14 school districts were guaranteed the greater of (a) 40.9% of general fund revenues (the “first test”) or (b) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIII B by reference to per capita personal income) and enrollment (the “second test”). Under Proposition 111, school districts would receive the greater of (a) the first test, (b) the second test or (c) a third test, which would replace the second test in any year when growth in per capita general fund revenues from the prior year was less than the annual growth in State per capita personal income. Under the third test, school districts would receive the amount appropriated in the prior year adjusted for change in enrollment and per capita general fund revenues, plus an additional small adjustment factor. If the third test were used in any year, the difference between the third test and the second test would become a “credit” to be paid in future years when general fund revenue growth exceeds personal income growth.

Proposition 30 and Proposition 55

On November 6, 2012, voters approved Proposition 30, also referred to as the Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment. Proposition 30 temporarily (a) increased the personal income tax on certain of the State’s income taxpayers by one to three percent for a period of seven years from January 1, 2012 through the end of 2018, and (b) increased the sales and use tax by one-quarter percent for a period of four years from January 1, 2013 through the end of 2016. The revenues generated from such tax increases are included in the calculation of the Proposition 98 minimum funding guarantee (see “– Proposition 98 and Proposition 111” above). The revenues generated from such temporary tax increases are deposited into a State account created pursuant to Proposition 30 (the “**Education Protection Account**”), and 89% of the amounts therein are allocated to school districts and 11% of the amounts therein are allocated to community college districts.

The Proposition 30 sales and use tax increases expired at the end of the 2016 tax year. Under Proposition 30, the personal income tax increases were set to expire at the end of the 2018 tax year. However, the California Tax Extension to Fund Education and Healthcare Initiative (“**Proposition 55**”), approved by voters on November 8, 2016, extends by twelve years the temporary personal income tax increases on incomes over \$250,000 that was first enacted by Proposition 30; Proposition 55 did not extend the sales tax increases imposed by Proposition 30. Revenues from the income tax increase under Proposition 55 will be allocated to school districts and community colleges in the State.

Applications of Constitutional and Statutory Provisions

The application of Proposition 98 and other statutory regulations has become increasingly difficult to predict accurately in recent years. For a discussion of how the provisions of Proposition 98 have been applied to school funding, see “DISTRICT FINANCIAL MATTERS – State Funding of Education; State Budget Process.”

Proposition 2

Proposition 2, which included certain constitutional amendments to the Rainy Day Fund and, upon its approval, triggered the implementation of certain provisions which could limit the amount of reserves that may be maintained by a school district, was approved by the voters in the November 2014 Election. The Proposition 2 constitutional amendments related to the Rainy Day Fund (i) require deposits into the Rainy Day Fund whenever capital gains revenues rise to more than 8% of general fund tax revenues; (ii) set the maximum size of the Rainy Day Fund at 10% of general fund revenues; (iii) for the next 15 years, require half of each year’s deposit to be used for supplemental payments to pay down the budgetary debts or other long-term liabilities and, thereafter, require at least half of each year’s deposit to be saved and the remainder used for supplemental debt payments or savings; (iv) allow the withdrawal of funds only for a disaster or if spending remains at or below the highest level of spending from the past three years; (v) require the State to provide a multiyear budget forecast; and (vi) create a Proposition 98 reserve (the Public School System Stabilization Account) to set aside funds in good years to minimize future cuts and smooth school spending. The State may deposit amounts into such account only after it has paid all amounts owing to school districts relating to the Proposition 98 maintenance factor for fiscal years prior to fiscal year 2014-15. The State, in addition, may not transfer funds to the Public School System Stabilization Account unless the State is in a Test 1 year under Proposition 98 or in any year in which a maintenance factor is created.

SB 858

SB 858 became effective upon the passage of Proposition 2. SB 858 includes provisions which could limit the amount of reserves that may be maintained by a school district in certain circumstances. Under SB 858, in any fiscal year immediately following a fiscal year in which the State has made a transfer into the Public School System Stabilization Account, any adopted or revised budget by a school district would need to contain a combined unassigned and assigned ending fund balance that (a) for school districts with an A.D.A. of less than 400,000, is not more than two times the amount of the reserve for economic uncertainties mandated by the Education Code, or (b) for school districts with an A.D.A. that is more than 400,000, is not more than three times the amount of the reserve for economic uncertainties mandated by the Education Code. In certain cases, the county superintendent of schools may grant a school district a waiver from this limitation on reserves for up to two consecutive years within a three-year period if there are certain extraordinary fiscal circumstances.

The District, which has an A.D.A. of less than 400,000, is required to maintain a reserve for economic uncertainty in an amount equal to 3% of its general fund expenditures and other financing uses.

SB 751

Senate Bill 751 (“**SB 751**”), enacted on October 11, 2017, alters the reserve requirements imposed by SB 858. Under SB 751, in a fiscal year immediately after a fiscal year in which the amount of moneys in the Public School System Stabilization Account is equal to or exceeds 3% of the combined total general fund revenues appropriated for school districts and allocated local proceeds of taxes for that fiscal year, a school district budget that is adopted or revised cannot have an assigned or unassigned ending fund balance

that exceeds 10% of those funds. SB 751 excludes from the requirements of those provisions basic aid school districts (also known as community funded districts) and small school districts having fewer than 2,501 units of average daily attendance.

The Series 2018 Bonds are payable from *ad valorem* taxes to be levied within the District pursuant to the State Constitution and other State law. Accordingly, the District does not expect SB 858 or SB 751 to adversely affect its ability to pay the principal of and interest on the Series 2018 Bonds as and when due.

Future Initiatives

Article XIII A, Article XIII B, Article XIII C, Article XIII D, as well as Propositions 62, 98, 111 and 218 were each adopted as measures that qualified for the ballot pursuant to the State's initiative process. From time to time other initiative measures could be adopted, further affecting District revenues or the District's ability to expend revenues.

APPENDIX B**FINANCIAL STATEMENTS OF THE DISTRICT
FOR THE FISCAL YEAR ENDED JUNE 30, 2017**

APPENDIX C**PROPOSED FORM OF OPINION OF BOND COUNSEL**

[To come]

APPENDIX D

FORM OF CONTINUING DISCLOSURE CERTIFICATE

This Continuing Disclosure Certificate (the “Disclosure Certificate”) is executed and delivered by the Albany Unified School District (the “District”) in connection with its issuance of \$_____ aggregate principal amount of Albany Unified School District General Obligation Bonds, Election of 2016 (Measure B), Series 2018B (the “2018 Measure B Bonds”) and \$_____ aggregate principal amount of Albany Unified School District General Obligation Bonds, Election of 2016 (Measure E), Series 2018B (the “2018 Measure E Bonds” and, together with the 2018 Measure B Bonds, the “Bonds”). The 2018 Measure B Bonds are being issued pursuant to a paying agent agreement dated as of [August] 1, 2018 (the “2018 Measure B Paying Agent Agreement”), by and between the District and U.S. Bank National Association, as paying agent (the “Paying Agent”), and acknowledged by the County of Alameda (the “County”), and a resolution adopted by the Board of Education on February 27, 2018 (the “District Resolution”). The 2018 Measure E Bonds are being issued pursuant to a paying agent agreement dated as of [August] 1, 2018 (the “2018 Measure E Paying Agent Agreement” and, together with the 2018 Measure B Paying Agent Agreement, the “Paying Agent Agreements”), by and between the District and the Paying Agent, and acknowledged by the County, and the District Resolution.

The District covenants and agrees as follows:

SECTION 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders (defined below) and Beneficial Owners (defined below) of the Bonds and in order to assist the Participating Underwriter (defined below) in complying with the Rule (defined below).

SECTION 2. Definitions. In addition to the definitions set forth in the Paying Agent Agreements, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Beneficial Owner” shall mean any person who has or shares the power, directly or indirectly, to make investment decisions concerning ownership of any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries).

“Dissemination Agent” shall mean Isom Advisors, a Division of Urban Futures, Inc., or any successor Dissemination Agent designated in writing by the District and which has filed with the District a written acceptance of such designation.

“Holder” shall mean the person in whose name any Bond shall be registered.

“Listed Event” shall mean any of the events listed in Sections 5(a) or 5(b) of this Disclosure Certificate.

“MSRB” shall mean the Municipal Securities Rulemaking Board established pursuant to Section 15(B)(b)(1) of the Securities Exchange Act of 1934 or any other entity designated or authorized by the Securities and Exchange Commission to receive reports or notices pursuant to the Rule. Until otherwise designated by the MSRB or the Securities and Exchange Commission, filings with the MSRB are to be

made through the Electronic Municipal Market Access (EMMA) website of the MSRB currently located at <http://emma.msrb.org>.

“Official Statement” shall mean the Official Statement relating to the Bonds dated _____, 2018.

“Participating Underwriter” shall mean RBC Capital Markets, LLC, or any other original underwriter(s) of the Bonds required to comply with the Rule in connection with the offering of the Bonds.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine months after the end of the District’s fiscal year (currently ending June 30) (the “Annual Report Due Date”) for each year in which the Bonds are outstanding, commencing with the report for the 2017-18 fiscal year (which is due not later than April 1, 2019), provide to the MSRB an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report must be submitted in electronic format, accompanied by such identifying information as is prescribed by the MSRB, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; provided that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the Annual Report Due Date if they are not available by that date in accordance with Section 4(a). If the District’s fiscal year changes, the District shall give notice of such change in the same manner as for a Listed Event under Section 5(e). The Annual Report shall be submitted on a standard form in use by industry participants or other appropriate form and shall identify the Bonds by name and CUSIP numbers.

(b) Not later than 15 business days prior to the Annual Report Due Date set forth in Section 3(a) above, the District shall provide the Annual Report to the Dissemination Agent (if other than the District). If the District is unable to provide to the MSRB an Annual Report by the Annual Report Due Date, the District shall send a notice in a timely manner to the MSRB in substantially the form attached hereto as Exhibit A.

(c) The Dissemination Agent shall (if the Dissemination Agent is other than the District) file a report with the District certifying that the Annual Report has been provided pursuant to this Disclosure Certificate, and stating the date it was provided to the MSRB.

SECTION 4. Content of Annual Reports. The District’s Annual Report shall contain or include by reference the following:

- (1) Audited financial statements of the District for the preceding fiscal year, prepared in accordance with the laws of the State of California, and including all statements and information prescribed for inclusion therein by the Controller of the State of California. If the District’s audited financial statements are not available by the Annual Report Due Date, the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be provided to the MSRB in the same manner as the Annual Report when they become available.

To the extent not included in the audited financial statement of the District, the Annual Report shall also include the following:

- (2) Adopted budget of the District for the current fiscal year or a summary thereof.
- (3) District average daily attendance.
- (4) District outstanding debt.
- (5) Information regarding total assessed valuation of taxable properties within the District, if and to the extent provided to the District by the County.
- (6) Information regarding total secured tax charges and delinquencies on taxable properties within the District, if and to the extent provided to the District by the County.
- (7) Information regarding the top ten taxpayers within the District, if and to the extent provided to the District by the County.

Any or all of the items listed above may be set forth in one or a set of documents or may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been made available to the public on the MSRB's website. The District shall clearly identify each such other document so included by reference.

SECTION 5. Reporting of Significant Events.

(a) The District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, in a timely manner not later than ten (10) business days after the occurrence of the event:

- (1) Principal or interest payment delinquencies;
- (2) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (3) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (4) Substitution of credit or liquidity providers, or their failure to perform;
- (5) Adverse tax opinions or issuance by the Internal Revenue Service of proposed or final determination of taxability or of a Notice of Proposed Issue (IRS Form 5701 TEB);
- (6) Tender offers;
- (7) Defeasances;
- (8) Rating changes; or
- (9) Bankruptcy, insolvency, receivership or similar event of the obligated person.

Note: For the purposes of the event identified in subparagraph (9), the event is considered to occur when any of the following occur: the appointment of a

receiver, fiscal agent, or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

(b) The District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, if material, in a timely manner not later than ten (10) business days after the occurrence of the event:

- (1) Unless described in Section 5(a)(5), other material notices or determinations by the Internal Revenue Service with respect to the tax status of the Bonds or other material events affecting the tax status of the Bonds;
- (2) Modifications to rights of Bond holders;
- (3) Optional, unscheduled or contingent Bond calls;
- (4) Release, substitution, or sale of property securing repayment of the Bonds;
- (5) Non-payment related defaults;
- (6) The consummation of a merger, consolidation, or acquisition involving an obligated person, or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms; or
- (7) Appointment of a successor or additional paying agent or the change of name of a paying agent.

(c) The District shall give, or cause to be given, in a timely manner, notice of a failure to provide the annual financial information on or before the Annual Report Due Date, as provided in Section 3(b).

(d) Whenever the District obtains knowledge of the occurrence of a Listed Event described in Section 5(b), the District shall determine if such event would be material under applicable federal securities laws.

(e) If the District learns of the occurrence of a Listed Event described in Section 5(a), and determines that knowledge of a Listed Event described in Section 5(b) would be material under applicable federal securities laws, the District shall, within ten (10) business days of occurrence, file a notice of such occurrence with the MSRB in electronic format, accompanied by such identifying information as is prescribed by the MSRB. Notwithstanding the foregoing, notice of the Listed Event described in Section 5(b)(3) need not be given under this subsection any earlier than the notice (if any) of the underlying event is given to Holders of affected Bonds pursuant to the respective Paying Agent Agreement.

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate with respect to any Bonds upon the maturity, legal defeasance, prior redemption or acceleration of such Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(e).

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Dissemination Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate. The initial Dissemination Agent shall be Isom Advisors, a Division of Urban Futures, Inc.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

(a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a), 5(b), 5(d) or 5(e) or this Section 8(a), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of an obligated person with respect to the Bonds, or the type of business conducted;

(b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the Annual Report following such amendment or waiver, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver, and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(e), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate, or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Disclosure Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate, any Holder or Beneficial Owner of the applicable series of Bonds may take such

actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate, provided that any such action may be instituted only in the Superior Court of the State of California in and for the County of Alameda. The sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

SECTION 11. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter, and Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity (except the right of the Dissemination Agent or any Holder or Beneficial Owner to enforce the provisions of this Disclosure Certificate on behalf of the Holders).

Date: _____, 2018

ALBANY UNIFIED SCHOOL DISTRICT

By _____
Superintendent

EXHIBIT A

FORM OF NOTICE TO THE MUNICIPAL SECURITIES RULEMAKING BOARD
OF FAILURE TO FILE ANNUAL REPORT

Name of District: ALBANY UNIFIED SCHOOL DISTRICT

Name of Bond Issues: Albany Unified School District General Obligation Bonds, Election of 2016 (Measure B), Series 2018B; and Albany Unified School District General Obligation Bonds, Election of 2016 (Measure E), Series 2018B

Date of Issuance: _____, 2018

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by Section 4 of the Continuing Disclosure Certificate of the District, dated the Date of Issuance. [The District anticipates that the Annual Report will be filed by _____.]

Dated: _____

ALBANY UNIFIED SCHOOL DISTRICT

By _____ [to be signed only if filed]

APPENDIX E

COUNTY OF ALAMEDA

INVESTMENT POLICIES AND PRACTICES

DESCRIPTION OF INVESTMENT POOL

APPENDIX F

BOOK-ENTRY SYSTEM

The information in numbered paragraphs 1-10 of this Appendix F, concerning The Depository Trust Company (“DTC”) and DTC’s book-entry system, has been provided by DTC for use in securities offering documents, and the District takes no responsibility for the accuracy or completeness thereof. The District cannot and does not give any assurances that DTC, DTC Participants or Indirect Participants will distribute to the beneficial owners either (a) payments of interest, principal or premium, if any, with respect to the Series 2018 Bonds or (b) certificates representing ownership interest in or other confirmation of ownership interest in the Series 2018 Bonds, or that they will so do on a timely basis or that DTC, DTC Participants or DTC Indirect Participants will act in the manner described in this Official Statement. The current “Rules” applicable to DTC are on file with the Securities and Exchange Commission and the current “Procedures” of DTC to be followed in dealing with DTC Participants are on file with DTC. As used in this appendix, “Securities” means the Series 2018 Bonds, “Issuer” means the District, and “Agent” means the Paying Agent.

1. The Depository Trust Company (“DTC”), New York, NY, will act as securities depository for the securities (the “Securities”). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for each issue of the Securities, each in the aggregate principal amount of such issue, and will be deposited with DTC. If, however, the aggregate principal amount of any issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.

2. DTC, the world’s largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a “banking organization” within the meaning of the New York Banking Law, a member of the Federal Reserve System, a “clearing corporation” within the meaning of the New York Uniform Commercial Code, and a “clearing agency” registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC’s participants (“Direct Participants”) deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants’ accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation (“DTCC”). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly (“Indirect Participants”). DTC has a Standard & Poor’s rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC’s records. The ownership interest of each actual purchaser of each Security (“Beneficial Owner”) is in turn to be recorded on the Direct and Indirect Participants’ records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates

representing their ownership interests in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

9. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

10. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

11. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

**ALBANY UNIFIED SCHOOL DISTRICT
COUNTY OF ALAMEDA, STATE OF CALIFORNIA**

Res. No. 2017-18-14

RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION BONDS OF THE ALBANY UNIFIED SCHOOL DISTRICT IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$34,000,000 (MEASURE B) AND \$10,000,000 (MEASURE E); PRESCRIBING THE TERMS OF SAID BONDS; APPROVING THE FORMS OF AND AUTHORIZING THE EXECUTION AND DELIVERY OF ONE OR MORE PAYING AGENT AGREEMENTS, BOND PURCHASE AGREEMENTS, AND A CONTINUING DISCLOSURE CERTIFICATE; AND AUTHORIZING THE EXECUTION OF NECESSARY DOCUMENTS AND CERTIFICATES RELATING TO SAID BONDS

WHEREAS, an election was duly called and regularly held in the Albany Unified School District (the “District”), County of Alameda (the “County”), State of California (the “State”), on June 7, 2016, pursuant to Section 15100 *et seq.* of the Education Code of the State (the “Education Code”), at which the following bond measure (“Measure B”) was submitted to the electors of the District:

“To rebuild Marin and Ocean View elementary schools with seismically safe school facilities that support modern learning standards in subjects such as science, the humanities, engineering, and math; relieve overcrowding; enhance school safety, accessibility, sustainability, and energy efficiency; and improve other school facilities; shall Albany Unified School District issue \$70 million of bonds at legal rates for the acquisition and improvement of land and facilities, with citizen oversight and all funds staying in Albany to benefit local schools?”; and

WHEREAS, an election was duly called and regularly held in the District on June 7, 2016, pursuant to Section 15266 *et seq.* of the Education Code, at which the following bond measure (“Measure E”) was submitted to the electors of the District:

“To relieve Albany Middle School overcrowding, construct classrooms, science labs, and flexible learning spaces that meet seismic safety and accessibility codes; replace old portables with modern classrooms; and acquire technology and equipment at all schools to support science, engineering, math, and the humanities; shall Albany Unified School District issue \$25 million of bonds at legal rates, with independent oversight, no money for administrators’ salaries, and all funds benefitting Albany schools?”; and

WHEREAS, passage of Measure B required a two-thirds affirmative vote of the votes cast therein, and at least two-thirds of the votes cast on the proposition were in favor of issuing said bonds; and

WHEREAS, passage of Measure E required a 55% affirmative vote of the votes cast therein, and at least 55% of the votes cast on the proposition were in favor of issuing said bonds; and

WHEREAS, the District has issued its “Albany Unified School District General Obligation Bonds, Election of 2016 (Measure B), Series 2016A” in the aggregate principal amount of \$23,500,000; and

WHEREAS, the District has issued its “Albany Unified School District General Obligation Bonds, Election of 2016 (Measure E), Series 2016A” in the aggregate principal amount of \$9,000,000; and

WHEREAS, a school district is authorized by Section 53506 *et seq.* of the Government Code of the State (the “Government Code”) to issue and sell its bonds at public or private sale; and

WHEREAS, this Board of Education (the “Board”) intends to sell said bonds by negotiated sale to RBC Capital Markets, LLC (the “Underwriter”); and

WHEREAS, Section 53508.7 of the Government Code provides that a private sale is limited to bonds sold pursuant to Sections 15140 or 15146 of the Education Code; and

WHEREAS, in accordance with Section 15146 of the Education Code, the Board has determined that conditions in the municipal marketplace require the increased flexibility an Underwriter can provide in structuring and planning the sale of the bonds; and

WHEREAS, in accordance with Section 15146 of the Education Code, estimates of the costs associated with the issuance of said bonds are attached hereto as Exhibit A; and

WHEREAS, the Board of Supervisors (the “Board of Supervisors”) of the County of Alameda (the “County”) has adopted the procedures authorized by Section 15140(b) of the Education Code, and has directed that any school district in the County that has not received a qualified or negative certification in its most recent interim report shall issue and sell its own bonds; and

WHEREAS, the District has not received a qualified or negative certification in its most recent interim report; and

WHEREAS, the Superintendent of Schools of the County has jurisdiction over the District; and

WHEREAS, the District now wishes to request that the County authorize the District to issue and sell bonds on its own behalf; and

WHEREAS, the District has appointed Isom Advisors, A Division of Urban Futures, Inc., as Municipal Advisor to the District (the "Municipal Advisor") and Orrick, Herrington & Sutcliffe LLP as Bond and Disclosure Counsel to the District ("Bond Counsel") with respect to said bonds; and

WHEREAS, U.S. Bank National Association, San Francisco, California, serves as the paying agent for the District's bonds under appointment by the Treasurer-Tax Collector of the County (the "County Treasurer"); and

WHEREAS, the District desires that the County Treasurer annually establish tax rates on taxable property within the District for repayment of said bonds, pursuant to Sections 29100-29103 of the Government Code, and that the Board of Supervisors annually approve the levy of such tax, and that the County Treasurer annually collect such tax and apply the proceeds thereof to the payment of principal of and interest on the bonds when due, all pursuant to Sections 15250 and 15251 of the Education Code; and

WHEREAS, the Board recognizes that Senate Bill 222 (Chapter 78, Statutes of 2015), which provides for a statutory lien to secure repayment of general obligation bonds, was passed by the legislature and approved by the Governor of the State (the "Governor") and became effective January 1, 2016; and

WHEREAS, the pledge included in this Resolution to secure payment of the bonds is intended to be a consensual agreement with the bondholders; and

WHEREAS, Senate Bill 1029 ("SB1029") was signed by the Governor on September 12, 2016 and places additional responsibilities on any issuer of public debt, including adopting debt management policies that meet certain criteria; and

WHEREAS, the District represents that it is in compliance with SB1029 pre-issuance requirements, the Bonds will be issued in compliance with the adopted debt policy of the District and the District will comply with all post-issuance requirements of SB1029; and

WHEREAS, the Board has approved a request to the State Board of Education for waiver of the District's statutory bonding limit in connection with the bonds;

WHEREAS, there have been submitted and are on file with the Secretary of this Board proposed forms of Bond Purchase Agreements; Paying Agent Agreements, providing for the terms of issuance and repayment of the bonds; and a Continuing Disclosure Certificate; and

WHEREAS, a proposed form of the Official Statement describing the bonds will be submitted to this Board for approval at a subsequent meeting;

NOW, THEREFORE, THE BOARD OF EDUCATION OF ALBANY UNIFIED SCHOOL DISTRICT DOES HEREBY FIND, RESOLVE, DETERMINE AND ORDER, AS FOLLOWS:

Section 1. Recitals. All of the above recitals are true and correct.

Section 2. Authority for Issuance. The Bonds are authorized to be issued pursuant to Article 4.5 of Chapter 3, of Part 1 of Division 2 of Title 5 of the Government Code, and other applicable provisions of law, including applicable provisions of the Education Code.

Section 3. Designation of Bonds. The Measure B bonds shall be sold in one or more series, to be designated the “Albany Unified School District General Obligation Bonds, Election of 2016 (Measure B), 2018 Series B” (the “Measure B Bonds”), in the aggregate principal amount not to exceed \$34,000,000, with such additional designations as may be necessary to distinguish between bonds of different payment mechanisms or features, as authorized hereby.

The Measure E bonds shall be sold in one or more series, to be designated the “Albany Unified School District General Obligation Bonds, Election of 2016 (Measure E), 2018 Series B” (the “Measure E Bonds” and together with the Measure B Bonds, the “Bonds”), in the aggregate principal amount not to exceed \$10,000,000, with such additional designations as may be necessary to distinguish between bonds of different payment mechanisms or features, as authorized hereby.

Section 4. Terms of Bonds. The Bonds shall be issued in a principal amount not to exceed \$34,000,000 Measure B Bonds and \$10,000,000 Measure E Bonds each in the form of current interest bonds. The Bonds will only be issued in an amount exceeding the District’s statutory bonding capacity if the State Board of Education approves the District’s request to waive its statutory bonding limit in connection with such Bonds.

(a) Date of Bonds. The Bonds shall be dated as of the date of their delivery, or such other date as shall be set forth in the Bond Purchase Agreement or the respective Paying Agent Agreement.

(b) Denominations. The Bonds shall be issued in denominations of \$5,000 principal amount or any integral multiple thereof.

(c) Maturity. (i) The Bonds shall mature on the date, in each of the years, in the principal amounts and in the aggregate principal amount as shall be set forth in the related Bond Purchase Agreement. No Bond shall mature prior to August 1, 2018, and no Bond shall mature later than the date which is 30 years from the date of the Bonds, to be determined as provided in subsection (a) of this Section. No Bond shall have principal maturing on more than one principal maturity date. Any Bond may mature in the same year as any other Bond.

(d) Interest Payment. (i) The Bonds shall bear interest at an interest rate not to exceed 8.0% per annum, computed on the basis of a 360-day year of twelve (12) 30-day months, payable semiannually on August 1 and February 1 in each year (or on such other semiannual interest payment dates as shall be set forth in the related Bond Purchase Agreement).

(e) Obligation. The Board of Supervisors and officers of the County are obligated by statute to provide for the levy and collection of property taxes in each year sufficient to pay all principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The District hereby requests the Board of Supervisors to annually levy a tax upon all taxable property in the District sufficient to redeem the Bonds, and to pay the principal, redemption premium, if any, and interest thereon as and when the same become due.

Section 5. Redemption and Defeasance Provisions. The Bonds shall be subject to redemption prior to their respective stated maturity dates at the option of the District as set forth in the respective Bond Purchase Agreement, the respective Paying Agent Agreement and in the Bonds. The Bonds shall also be subject to mandatory sinking fund redemption, as specified in the respective Bond Purchase Agreement, and in the Bonds. The Bonds shall also be subject to defeasance in the manner provided in the respective Paying Agent Agreement.

Section 6. Bond Purchase Agreements; Sale of Bonds. The forms of instrument entitled "Bond Purchase Agreement" (the "Bond Purchase Agreement"), in substantially the forms on file with the Secretary of the Board, are hereby approved. The Superintendent of the District (the "Superintendent"), the Chief Business Official of the District (the "Chief Business Official") or such other officer of the District designated for the purpose (each, an "Authorized District Representative") is hereby authorized and directed on behalf of the District to execute and approve one or more instruments in substantially said forms providing for the sale by the Board and the purchase by the Underwriter of the Bonds at a purchase price to be set forth therein; provided, that (i) said purchase price shall not be less than 100% of the principal amount of the Bonds (taking into account the purchase price and principal amount of any Bonds sold on the same date pursuant to any other Bond Purchase Agreement); (ii) the true interest cost for the Bonds shall not be in excess of 5.0% per annum (taking into account the true interest cost of any Bonds sold on the same date pursuant to any other Bond Purchase Agreement); (iii) the maximum interest rate on the Bonds shall not be in excess of 8.0% per annum; (iv) the Underwriter's discount shall not exceed 0.285% of the aggregate principal amount of the Bonds sold thereunder (excluding any costs of issuance the Underwriter agrees to pay pursuant to the Bond Purchase Agreements); and (v) the Bonds shall otherwise conform to the limitations specified herein; and provided further, that such execution and approval shall constitute conclusive evidence of the approval by the Board and the District of any changes or revisions therein from the forms of Bond Purchase Agreements submitted herewith. The Authorized District Representative is hereby authorized and directed to execute and deliver one or more Bond Purchase Agreements, as necessary; provided that, any such Bond Purchase Agreement so executed and delivered shall conform to the limitations provided in this Section 6.

Section 7. Investment of Funds. The proceeds of the sale of the Bonds, exclusive of any premium and accrued interest received, shall be deposited in the County treasury to the credit of the building fund of the District (the "Building Fund"). Any premium and accrued interest received by the District shall be deposited upon receipt in the interest and sinking fund of the District within the County treasury.

All funds held by the County Treasurer hereunder shall be invested by the County Treasurer in the County Investment Pool; provided that, in the sole discretion of the District, funds deposited in the Building Fund may be invested in the Local Agency Investment Fund administered by the State Treasurer, any investment authorized pursuant to Sections 53601 and 53635 of the Government Code, or in the sole discretion of the District, in investment agreements, including guaranteed investment contracts, float contracts or other investment products (hereinafter collectively referred to as "Investment Agreements"); provided that such agreements comply with the requirements of Section 148 of the Internal Revenue Code of 1986 (the "Code"), and with the requirements of each rating agency then rating the Bonds necessary in order to maintain the then-current rating on the Bonds, if any. The County Treasurer shall assume no

responsibility in the reporting, reconciling or monitoring of the investment of proceeds related to the Bonds.

The Authorized District Representative may request the County Treasurer, subject to his or her fiduciary responsibilities, to invest funds held in the interest and sinking fund of the District and in the Building Fund in specific investments, so as to effectively coordinate the investments to the construction program of the District and the debt service payments on the Bonds. Pursuant to Section 5922 of the Government Code, the Board hereby finds and determines that the Investment Agreements will reduce the amount and duration of interest rate risk with respect to amounts invested pursuant to the Investment Agreements and are designed to reduce the amount or duration of payment, rate, spread or similar risk or result in a lower cost of borrowing when used in combination with the Bonds or enhance the relationship between risk and return with respect to investments of proceeds of the Bonds and funds held to pay the Bonds.

Section 8. Tax Covenants.

(a) The Bonds. The Bonds may be issued as taxable or tax-exempt bonds under Section 103 of the Code. The following provisions of this Section 8 shall only apply to tax-exempt bonds.

(b) General. The District shall not take any action, or fail to take any action, if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on the Bonds under Section 103 of the Code. Without limiting the generality of the foregoing, the District hereby covenants that it will execute and deliver and comply with the requirements of the Tax Certificate of the District (the "Tax Certificate"), to be executed and delivered by the District on the date of issuance of the Bonds. The provisions of this subsection (b) shall survive payment in full or defeasance of the Bonds.

(c) Yield Restriction. In the event that at any time the District is of the opinion that for purposes of this Section it is necessary or helpful to restrict or limit the yield on the investment of any moneys held by the County Treasurer on behalf of the District, in accordance with this Resolution or pursuant to law, the District shall so request of the County Treasurer in writing, and the District shall make its best efforts to ensure that the County Treasurer shall take such action as may be necessary in accordance with such instructions.

(d) Reliance on Opinion of Bond Counsel. Notwithstanding any provision of this Section, if the District shall provide to the County Treasurer an opinion of counsel of nationally recognized standing in the field of law relating to municipal bonds (an "Opinion of Bond Counsel") that any specified action required under this Section is no longer required or that some further or different action is required to maintain the exclusion from federal income tax of interest on the Bonds, the County Treasurer may conclusively rely on such Opinion of Bond Counsel in complying with the requirements of this Section and of the Tax Certificate, and the covenants hereunder shall be deemed to be modified to that extent.

Section 9. Continuing Disclosure. The form of instrument entitled "Continuing Disclosure Certificate" (the "Continuing Disclosure Certificate"), in substantially the form on file with the Secretary of the Board, is hereby approved and authorized. The Authorized

District Representative is hereby authorized and directed on behalf of the District to execute and deliver one or more instruments in substantially said form, with such changes thereto as deemed necessary in order to permit the Underwriter to comply with the requirements of Securities and Exchange Commission Rule 15c2-12 (the "Rule"). The District hereby covenants and agrees that it will comply with and carry out all of the provisions of such Continuing Disclosure Certificate.

Section 10. Paying Agent Agreements. The forms of instrument entitled "Paying Agent Agreement" (the "Paying Agent Agreement"), each by and between the District and U.S. Bank National Association, as paying agent, in substantially the forms on file with the Secretary of the Board, are hereby approved and authorized. The Authorized District Representative is authorized and directed to execute and deliver two or more instruments in substantially said forms with such changes thereto as may be acceptable to the Authorized District Representative, in accordance with this Resolution, such approval to be conclusively evidenced by the execution and delivery thereof.

Section 11. Pledge of Tax Revenues. The District hereby pledges all revenues from the property taxes collected from the levy by the Board of Supervisors for the payment of the Bonds and the outstanding bonds of the District heretofore or hereafter issued pursuant to voter approved measures of the District, including any refunding bonds thereof (for the purpose of this pledge, hereinafter collectively referred to as the "District Bonds") and amounts on deposit in the interest and sinking fund of the District to the payment of the principal or redemption price of and interest on the District Bonds. This pledge shall be valid and binding from the date hereof for the benefit of the owners of the District Bonds and successors thereto. The property taxes and amounts held in the interest and sinking fund of the District shall be immediately subject to this pledge, and the pledge shall constitute a lien and security interest which shall immediately attach to the property taxes and amounts held in the interest and sinking fund of the District to secure the payment of the District Bonds and shall be effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recordation, filing, or further act.

The pledge is an agreement between the District and the bondholders to provide security for the Bonds in addition to any statutory lien that may exist, and the Bonds and each of the other District Bonds secured by the pledge are or were issued to finance one or more of the projects specified in the applicable voter-approved measure.

Section 12. Bond Insurance. The Authorized District Representative is hereby authorized to solicit proposals from municipal bond insurers, and, if such officer determines it is in the best interest of the District, to arrange for the issuance of a policy of municipal bond insurance for one or more maturities of the Bonds and to execute and deliver an insurance commitment and all other documents necessary in connection therewith.

Section 13. Appointment of Bond Counsel, Municipal Advisor and Underwriter. The appointment of the firm of Orrick, Herrington & Sutcliffe LLP as Bond Counsel to the District in connection with the Bonds is hereby confirmed. The appointment of the firm of Isom Advisors, A Division of Urban Futures, Inc. as Municipal Advisor to the District in connection with the Bonds is hereby confirmed. The appointment of the firm of RBC Capital Markets, LLC as Underwriter to the District in connection with the Bonds is hereby confirmed.

Section 14. Approval of Actions. The Board, the Superintendent, the Chief Business Official, and any other officer of the District to whom authority is delegated by one of the named officers for the purposes of the Bonds, are hereby authorized and directed to execute and deliver any and all agreements, certificates, letters, and representations, including paying agent agreements, depository agreements, investment agreements for proceeds of the Bonds, cost of issuance custodian agreements, fiscal agent agreements, signature certificates, no-litigation certificates, certificates concerning the contents of one or more official statements relating to the Bonds, representation letters to The Depository Trust Company, the Tax Certificate and any other certificates or agreements proposed to be executed and delivered in connection with the sale of the Bonds, investment of the proceeds or compliance with the Code, as applicable, and to enter into any agreements, which any of them deem necessary or desirable to accomplish the transactions authorized herein.

Section 15. Notice to California Debt and Investment Advisory Commission. Orrick, Herrington & Sutcliffe LLP, as bond counsel to the District, on behalf of the Board, is hereby authorized and directed to cause notices of the proposed sale and final sale of the Bonds to be filed in a timely manner with the California Debt and Investment Advisory Commission pursuant to Section 8855 of the Government Code.

Section 16. Filing with Board of Supervisors. The Secretary of the Board is hereby authorized and directed to file a certified copy of this Resolution upon the adoption hereof with the Secretary of the Board of Supervisors.

Section 17. Effective Date. This Resolution shall take effect from and after its adoption.

PASSED AND ADOPTED by the Board of Education of the Albany Unified School District of the County of Alameda, this 27th day of February, 2018, by the following vote:

AYES: 5

NOES: 0

ABSTAIN: 0

ABSENT: 0

Paul Block

President of the Board of Education
Albany Unified School District

Nat Williams

Secretary to the Board of Education
Albany Unified School District

EXHIBIT A

**ALBANY UNIFIED SCHOOL DISTRICT
GENERAL OBLIGATION BONDS,
ELECTION OF 2016 (MEASURE B), 2018
SERIES B**

**ALBANY UNIFIED SCHOOL DISTRICT
GENERAL OBLIGATION BONDS,
ELECTION OF 2016 (MEASURE E), 2018
SERIES B**

COSTS OF ISSUANCE (ESTIMATE)*

<u>Service</u>	<u>Provider</u>	<u>Measure B Bonds Cost Estimate</u>	<u>Measure E Bonds Cost Estimate</u>	<u>Total Cost Estimate</u>
Bond & Disclosure Counsel Fee and Expenses	Orrick, Herrington & Sutcliffe LLP	\$42,500.00	\$40,000.00	\$82,500.00
Municipal Advisor Fees and Expenses	Isom Advisors, A Division of Urban Futures, Inc.	62,500.00	30,000.00	92,500.00
Paying Agent	U.S. Bank National Association	1,250.00	1,250.00	2,500.00
Printing POS/OS	TBD	1,250.00	1,250.00	2,500.00
Rating Agency	Moody's	22,000.00	10,000.00	32,000.00
Demographic & Financial Data	California Municipal Statistics, Inc.	1,000.00	1,000.00	2,000.00
Contingency		4,500.00	1,500.00	6,000.00
Total:		\$135,000.00	\$85,000.00	\$220,000.00

* Preliminary, subject to change.

SECRETARY'S CERTIFICATE

I, Secretary to the Board of Education of the Albany Unified School District, County of Alameda, California, do hereby certify as follows:

The attached is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly held at the regular meeting place thereof on February 27, 2018, and entered in the minutes thereof, at which meeting all of the members of said Board of Education had due notice and at which a quorum was present, and said resolution was adopted by the following vote:

AYES:

5

NOES:

0

ABSTAIN:

0

ABSENT:

0

An agenda of said meeting was posted at least 72 hours before said meeting at 1000 San Pablo Avenue, Albany, California, a location freely accessible to members of the public, and a brief description of said resolution appeared on said agenda. A copy of said agenda is attached hereto.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office. Said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 28th day of February 2018.



Secretary to the Board of Education
Albany Unified School District

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: The purpose of this item is to approve the 2018-2019 Local Control Accountability Plan. California Education Code mandates districts approve updates to the LCAP by July 1.

BACKGROUND INFORMATION:

Enacted in 2013, California's Local Control Funding Formula (LCFF) significantly changed how districts in the state are funded. LCFF allocates funding for all students and additional funding to provide targeted services for English Learners, foster youth, and students identified as socio-economically disadvantaged.

An important component of LCFF is the Local Control Accountability Plan (LCAP). Districts are required to prepare an LCAP and describe how annual goals for all students will be met.

DETAILS:

All Districts are required to update their Local Control Accountability Plan annually and 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 local control and accountability plan, an assessment of the effectiveness of the specific actions described in the local control and accountability plan 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 reviews and assessment.

The AUSD LCAP update reflects the following:

- No AUSD goals were changed as a result of the LCAP update process. The District's LCAP goals are aligned to the District Strategic Plan:
- AUSD made progress toward meeting the goals, actions and services included in the LCAP. Highlights include:
 - Ongoing efforts to implement state standards in English language arts, mathematics,

- science and history/social science.
- English Learner Progress
- Overall academic achievement in English language arts and mathematics, graduation rates, and parent engagement.
- Two areas of need were identified through a review of the California School Dashboard metrics:
 - Districtwide suspension rates: The Districtwide suspension rate for 2016-2017 was 3.1%; however, year-to-date suspension rate data suggests the 2017-2018 suspension rate has declined sharply from 2016-2017.
 - English language arts and mathematics achievement for students receiving special education services and ,mathematics achievement for Black/African American students.
- One action was added to Goal 1 of the LCAP:
 - Action 1.1.1: The District will staff 3.0 FTE TK-5 Teachers on Special Assignment for one additional year (2018-2019).
- The District has taken steps to more clearly align the actions and services of the LCAP with the corresponding budget allocations.
- The District will explore additional tools that will enable the District to measure the effectiveness of the LCAP actions and services more frequently throughout the school year.

District staff will initiate the 2019-2020 LCAP process in Fall 2018, by which time a number of District, school and student performance indicators will be available for public review and analysis.

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 2018-2019 LOCAL CONTROL AND ACCOUNTABILITY PLAN

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19



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)

[LCFF Evaluation Rubrics](#): 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

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and Assessment

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

In the current year, 2017-2018, Albany Unified School District serves approximately 3704 students in Transitional Kindergarten through 12th grades. 19.26% of the students qualify for free or reduced lunch, 16.28% are English learners, and less than 1% are Fosters youth. In total, 29.3 % of the students enrolled in TK-12th grade qualify for free or reduced lunch, are English learners, and/or are foster youth.

The student enrollment by ethnicity is as follows:

3704 total number of students:

16.55% Hispanic or Latino

33.23% White (Non-Hispanic)

0.11% American-Indian

25.89% Asian

0.19% Pacific Islander

0.62% Filipino

2.94% Black/African-American
 18.41% Two or More Races
 2.05% Unknown

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% Caucasian, 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 is \$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 1200 students in grades nine to twelve. MacGregor High School is the District's continuation high school and serves about 32 students. 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 900 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 spends an average of \$12,252 annually on each student and aligns 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 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 with a wide-array of core academic and elective programs. Overall student achievement is high; however, we need to continue to work on helping all students succeed by strengthening our approach to differentiated and culturally sensitive 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, administered in 2016, 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 and is especially proud of its efforts to increase African American/Black and Hispanic/Latino parent engagement. In addition, the District is making progress on bond-measure funded projects that will alleviate over-crowded facilities and will provide more modern learning environments. The District continues to engage staff and community members in the development of more inclusive and culturally sensitive practices.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 and local indicators as reported on the California School Dashboard.

IMPLEMENTATION OF ACADEMIC STANDARDS and INSTRUCTIONAL MATERIALS

Every year since the adoption of Common Core State Standards in Mathematics, English language arts, and Next Generation Science Standards (NGSS), the District has made significant progress in reviewing, piloting, adopting, and implementing new curriculum. 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.

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. Additionally, the District will continue to support the implementation of standards-aligned curriculum by allocating resources for professional development, teacher collaboration, and teachers on special assignment for the 2018-2019 school year.

ENGLISH LEARNER PROGRESS

Overall, the performance of English learners, as measured on the California School Dashboard, was very high (the highest rating possible) and received a color-coded rating of blue.

- The overall percentage of English learners making progress increased from 84.2% to 89.3% from 2016 to 2017.
- Smarter Balanced Assessment results in English language arts show three years of growth totaling a 20 percentage point increase in the percentage of English learners meeting and exceeding standards from 2015-2017.
- Smarter Balanced Assessment results in mathematics also show three years of growth totaling a 15 percentage point increase in the percentage of English learners meeting and exceeding standards from 2015-2017.
- The percentage of re-designated English learners meeting and exceeding standards in English language arts on the Smarter Balanced Summative Assessment in 2017 was twelve percentage points higher than all District students and forty-two percentage points higher than English learners.
- The percentage of re-designated English learners meeting and exceeding standards in mathematics on the Smarter Balanced Summative Assessment in 2017 was fourteen percentage points higher than all District students and twenty-two percentage points higher than English learners.
- The percentage of English learners advancing at least one performance level, or maintaining performance at the Early Advanced or Advanced level on the English learner test increased from 80% in 2016 to 85% in 2017.

The District will continue to support the needs of English learners through the implementation of a summer bridge program for students at risk of becoming Long Term English Learners as well as Long Term English Learners. Additionally, the District will continue to engage parents of English learners through site and District English Learner Advisory Committees. Additionally, the District will provide professional development to general education teachers as well as English Language Development specialists on meeting the needs of English learners in core educational programs.

ACADEMIC ACHIEVEMENT (GRADES 3-8)

Overall, the performance of all students in English language arts, as measured on the California School Dashboard, was very high (the highest rating possible) and received a color-coded rating of blue.

- Overall student performance on the 2017 English language arts summative assessment was 59.7 points above level 3 (standard met) and increased from the prior year by 4.7 points.
- Students with disabilities is the only student group whose performance did not earn a green or blue performance level status on the Fall 2017 California School Dashboard. Students with disabilities scored an average of 21 points below level 3 (standard met) and their performance declined by 4.3 points from the prior reporting period.

Overall, the performance of all students in mathematics, as measured on the California School Dashboard, was very high (the highest rating possible) and received a color-coded rating of blue.

- Overall student performance on the 2017 mathematics summative assessment was 46 points above level 3 (standard met) and increased from the prior year by 0.9 points.
- Students with disabilities and Black/African American students were the only two student groups whose performance did not earn green or blue performance level status on the Fall 2017 California School Dashboard.
- Students with disabilities scored an average of 37.1 points below level 3 (standard met); however, their performance increased by 4.3 points from the prior reporting period.
- Black/African American students scored an average of 15.7 points below level 3 (standard met) and their performance declined by 12.4 points from the prior reporting period.

Next steps include exploring additional opportunities for intervention to close opportunity gaps for students with disabilities and Black/African American students. Additionally, the District will provide professional development on culturally responsive teaching and practices and will continue to engage parents through parent engagement groups.

GRADUATION RATE 9-12

Overall, the graduation rate, as measured on the California School Dashboard, was very high (the highest rating possible) and received a color-coded rating of blue.

- As reported on the Fall 2017 California School Dashboard, the District's high school graduation rate is 95%. This is a 2.6 percentage point increase from the prior year reporting period.
- All subgroups increased or significantly increased their graduation rates on the California School Dashboard:
- The graduation rate for African American students was 100%. This is a 15.1 percentage point increase.
- The graduation rate for students with disabilities was 93.3%. This is a 11.7 percentage point increase.
- The graduation rate for English learners was 87.5%. This is a 4.8 percentage point increase.
- The graduation rate for socio-economically disadvantaged students was 96.7%. This is a 3.7 percentage point increase.

The District will continue to offer a robust academic and socio-emotional counseling program, provide college preparatory courses for students in grades 9-12, offer FLEX tutoring, and provide a-g credit recovery (through Brigham Young University's online high-school diploma program). Additionally, the District will continue to engage students through extra and co-curricular activities, including athletics, music, and visual and performing arts.

PARENT ENGAGEMENT

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. Parents are also actively engaged in the District's Albany Coming Together (ACT) Task Force and through the LCAP and budget development processes.

The District will continue to support the active engagement and involvement of parents through regularly scheduled meetings of the Superintendent's Roundtable, Black/African American Parent Group, and Latinas Familias. 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.

Equity Report

Albany City Unified - Alameda County

List of all schools in this district

Enrollment: 3,702 Socioeconomically Disadvantaged: 17.9% English Learners: 18.2% Foster Youth: 0.1%

Grade Span: K-12 Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		9	4
<u>English Learner Progress (1-12)</u>		1	0
<u>Graduation Rate (9-12)</u>		6	0
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		8	1
<u>Mathematics (3-8)</u>		8	0

Referring to the LCFF Evaluation Rubrics, 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 the highest achievement levels in all state indicators on the California School Dashboard with the exception of suspension rate which received an overall color-coded rating of orange.

SUSPENSION RATE

Overall, the suspension rate, as measured on the California School Dashboard was medium and received a color-coded rating of orange.

- The overall suspension rate for 2016-2017 was 3.1%. This is an increase of 1.5 percentage points from 1.6% in 2015-2016.
- All student groups experienced an increase in suspension rate from 2015-2016 to 2016-2017.
- Students identified as socioeconomically disadvantaged, students with disabilities, and Hispanic students experienced the most significant increases in suspension rates from the prior year and received a color-coded rating of red on the Fall 2017 California School Dashboard.
- The suspension rate for socioeconomically disadvantaged students increased from 1.5% in 2015-2016 to 4.6% in 2016-2017.

- The suspension rate for students with disabilities increased from 6.5% in 2015-2016 to 9.5% in 2016-2017. The suspension rate for Hispanic students increased from 2.6% in 2015-2016 to 4.8% in 2016-2017.
- During the 2016-2017 school year the unduplicated count of students suspended was 121. During the 2017-2018 school year to date, the unduplicated count of students suspended is 63. The 2017-2018 unduplicated count of suspensions to date is approximately half the unduplicated count of students suspended from the year prior.

Next Steps = The District will support professional development in the area of culturally responsive teaching and practices and will allocate resources for students in need of academic, social emotional and behavioral supports. These steps are outlined in Goal 1 (Actions 1.1.3; 1.2.1; 1.2.2 and 1.2.3) and Goal 2 (Actions 2.2.1, 2.2.2, 2.3.1, and 2.3.2).

Referring to the LCFF Evaluation Rubrics, 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)

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 blue (the highest rating possible).

- For students with disabilities, performance on the English Language arts summative assessment was low and received a color-coded rating of orange. Students with disabilities scored an average of 21 points below level 3 (standard met), and their performance declined by 4.3 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 1.1.3; 1.2.1; 1.2.2 and 1.2.3).

Overall, the performance of students on the mathematics summative assessment, as reported on the California School Dashboard, received a color-coded rating of blue (the highest rating possible).

- For students with disabilities, performance on the mathematics summative assessment was low and received a color-coded rating of yellow. Students with disabilities scored an average of 37.1 points below level ; however, their performance improved by 4.3 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 yellow. African American students scored an average of 15.7 points below level 3 (standard met) and their performance declined by 12.4 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 academic intervention. These steps are outlined in Goal 1 (Actions 1.1.3; 1.2.1; 1.2.2 and 1.2.3).

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Overall, the performance of English learners, as measured on the California School Dashboard, was very high (the highest rating possible) and received a color-coded rating of blue.

In order to continue to provide increased or improved services for English learners, the District will support the needs of English language acquisition during the implementation phase of the newly adopted TK-5th grade English Language Arts curriculum, provide teachers with specific training and professional development in the areas of vocabulary development and reading comprehension, and continue to provide English Language Development services at all elementary, middle, and high school sites, including English Language Development specialists. These actions are outlined in Goal 1 (Actions 1.3.1, 1.3.2, 1.3.3, and 1.3.4).

For students identified as socio-economically disadvantaged, the District will continue to provide access to intervention services in English language arts and mathematics in grades K-8 as well intervention services in multiple content areas in grades 9-12. These services will include small group instruction, as well as high school alternative education, tutoring services and counseling services in grades 6-12. These actions are outlined in Goal 1 (Actions 1.2.1, 1.2.2, and 1.2.3) and Goal 2 (Action 2.7.1).

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$47,704,693

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$10,546,996.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The District uses general fund expenditures for 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>

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$31,288,948

Annual Update

LCAP Year Reviewed: 2017-18

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 W.A.S.C. Plan, Goal #2

Annual Measurable Outcomes

Expected

Actual

17-18

State Priority/Metric 1a. Appropriately Credentialed Teachers

- 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.
- The District will maintain that 100% of the students have access to highly-qualified, fully credentialed, and well-compensated Teachers, Administrators, full-time librarians, Teaching Specialists in Literacy and

State Priority/Metric 1a. Appropriately Credentialed Teachers

- 99% of the students in the district have teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they were teaching.
- 99.3% of the students in the district have access to highly qualified and fully credentialed Administrators, full-time librarians, Teaching Specialists in Literacy and

Expected

Language Development, and for those students who qualify, Teachers of Special Education.

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.
- 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.

State Priority/Metric 2a: State Standards Implementation

- 100% of the students in grades 6-12 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.

Actual

Language Development, and for those students who qualify, Teachers of Special Education.

State Priority/Metric 1b. Instructional Materials

- 100% of the students in grades TK-12 have had access to board-adopted, Common Core State Standards-aligned instructional materials in Mathematics.
- 100% of the students in grades TK-12 have access to board-adopted, Common Core State Standards-aligned instructional materials in English- Language Arts. (At K-5, components of this program continue to be phased in: a reading adoption has been recommended for approval and will be implemented in 2018-2019).
- 100% of our TK-12 students 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 was maintained at approximately 2 devices for every 5 students.

State Priority/Metric 2a: State Standards

- 100% of the students in grades TK-12 have had 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.

Expected

- 0% in grades TK-5 will have access to Next Generation Science Standards.

State Priority/Metric 2b: State Standards Implementation

- 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 will be provided with access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 4a. Statewide Assessments, English and Mathematics

- 2015-16 Baseline data from the Smarter Balanced Assessment in English and Math show that 72% of our students met or exceeded 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.

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

Actual

- 0% in grades TK-3 had access to Next Generation Science Standards. 100% of students in grades 4-5 had some access to Next Generation Science Standards (provided by science specialists).

State Priority/Metric 2b: State Standards

- 100% of English learners achieving the Beginner, Early Intermediate, and Intermediate level on California English Language Development Test (CELDT) are provided with sheltered instructional services.
- 100% of English Learners identified as Early Advanced and Advanced on CELDT have access to core and elective programs with ongoing monitoring by an English Language Development specialist teacher.

State Priority/Metric 4a. Statewide Assessments, English and Mathematics

- 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.

State Priority/Metric 4a. Statewide Assessments, Science

- The California Assessment of Science Test (CAST) will not be operational until the 2018-2019 school year. Field test results are not available.

Expected

CA State Tests for Science. Results from this Field Test may not be available.

State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements

- 2017-18: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.

State Priority/Metric 4d. English Language Learner Progress

- 90% of EL students will make progress learning English.

State Priority/Metric 4e. English Language Learner Reclassification Rate

- -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.

State Priority/Metric 4f. AP Exam Passage rates

- -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 continue to address the underrepresentation of African American/Black and Hispanic/Latino

Actual

State Priority/Metric 4c. Percentage of pupils completing UC/CSU requirements

- 2015-16: 62.3% of high school students successfully completed the requirements for CSU and UC entrance
-2016-2017: 60.8% of high school graduates successfully completed the requirements for CSU and UC entrance.

State Priority/Metric 4d. English Language Learner Progress

- During the 2016-2017 school year, 89.3% of the English Learners made progress learning English as measured by the Fall 2017 California School Dashboard.

State Priority/Metric 4e. English Language Learner Reclassification Rate

- During the 2016-2017 school year, 60% of the District's English learners who were enrolled in US schools less than 5 years attained English proficiency; 85% of English learners students who were enrolled in US schools for 5 years or more attained English proficiency; 99% of the English learners who were enrolled in Albany Unified School District schools for 5 years or more attained English proficiency.

State Priority/Metric 4f. AP Exam Passage rates

- During the current school year, 2017-2018, 64% students in grades 11 and 12 at enrolled in at one Advanced Placement course.
- During the current school year, 2017-2018, 59% (43 of 73) of African American/Black students (grades 11 and

Expected

students in AP coursework. We will increase enrollment counts for these two groups by approximately 1-5%.

- -We will maintain that approximately 80% of AP exams will score at 3 or better.

State Priority/Metric 4g. Early Assessment Program

We are projecting at least 75% of students to meet or exceed standards in both English and Math.

State Priority/Metric 7a: Broad Course of study

- -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 two elective/enrichment courses per semester term.

State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low-Socioeconomic, and Foster Youth

Actual

12) are enrolled in at least one Advanced Placement course.

- During the current school year, 2017-2018, 54% (102 of 190) of Hispanic/Latino students (grades 11 and 12) are enrolled in at least one Advanced Placement course.
- During the 2016-2017 school year, 85.8% (554 of 645) of Advanced Placement examinations received a score of 3 or better.
- During the 2016-2017 school year, 17% (1 of 6) of Advanced Placement examinations taken by African American students received a score of 3 or higher.
- During the 2016-2017 school year, 67% (35 of 52) of Advanced Placement examinations taken by Hispanic/Latino students received a score of 3 or higher.

State Priority/Metric 4g. Early Assessment Program

- During the 2016-2017 school year, 53.75% of 11th grade students tested Exceeded Standards on the English language arts Smarter Balanced Summative Assessment (and were identified as "Ready" for college based on the California State University's Early Assessment Program and 29.25% of 11th grade students tested Met Standards (and were identified as "Conditionally Ready.")
- During the 2016-2017 school year, 45.06% of 11th grade students tested Exceeded Standards on the Mathematics Smarter Balanced Summative Assessment (and were identified as "Ready" for college based on the California State University's Early Assessment Program and 28.06% of 11th grade

Expected

- -100% of our students in K-12th grades identified through the CELDT as Beginner, Early Intermediate, and Intermediate will continue to be provided with additional specialized services appropriate to their needs.

State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs

- -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.

State Priority/Metric 8: Other Student Outcomes

- -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”).

Actual

students tested Met Standards (and were identified as "Conditionally Ready.")

State Priority/Metric 7a: Broad Course of study

- 100% of the students in grades 6-8 have had access to five core subject classes (English, Math, History, Science, and Physical Education) and up to two elective/enrichment classes.
- 100% of students in grades 9-12 have had access to all University of California “a-g subject course requirements,” and up two elective courses per semester term.

State Priority/Metric 7b: Programs and services developed and provided to English Language Learners, Low Socio-Economic, and Foster Youth

- 100% of English learners in grades TK-12 who achieved the Beginner, Early Intermediate, and Intermediate performance level on California English Language Development Test (CELDT) were provided with additional specialized services appropriate to their needs.

State Priority/Metric 7c: Programs and services developed and provided to individuals with exceptional needs

- 100% of the students in grades TK-12 who were identified through the Special Education or 504 assessment processes were provided with additional

Expected

Actual

specialized services, modifications, and/or accommodations appropriate to their needs.

State Priority/Metric State Priority/Metric 8: Other Student Outcomes

- 99% of students in grade 8 successfully completed a multi-disciplinary, extended learning project (also known as the "I-Search").
- 99% of students in grade 9 successfully completed a multi-disciplinary, extended learning project (also known as "Renewal Debates").

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: The District implemented the California Standards in English, English Language Development, Math, Science, and History/Social Studies. The District reviewed and recommended standards-based instructional materials for adoption.	Salary & Benefits CA Standards One-Time Allocation \$574,524	Salary & Benefits CA Standards One-Time Allocation \$414,627
		Materials & Supplies Educator Effectiveness Grant \$26,000	Materials & Supplies Educator Effectiveness Grant \$14,512
		Other Services Educator Effectiveness Grant \$25,000	Other Services Educator Effectiveness Grant \$33,362
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.	Services 1.1.1 The District staffed, trained, and supported 4.0 FTE Teachers on Special Assignment to provide	Salary & Benefits Educator Effectiveness Grant \$80,000	Salary & Benefits Educator Effectiveness Grant \$138,147
		Salary & Benefits Supplemental \$22,000	Salary & Benefits Supplemental \$0

<p>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.</p> <p>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.</p> <p>1.1.4 We will provide professional development in Culturally Responsive Pedagogy.</p> <p>1.1.5 We will support the development and implementation of a new Comprehensive Sexuality Education Program for students in 7th Grade.</p>	<p>coaching and to facilitate planning and collaboration with staff.</p> <p>1.1.2 The District provided professional development to include district-wide professional development days, summer workshops, and extra projects for hourly pay.</p> <p>1.1.3 The District conducted a review and adoption process for Reading/Language Arts materials aligned to the English Language Arts/English Language Development standards and frameworks in grades K-5. The District provided training, materials & supplies, time for collaboration and planning, conference registration fees and related travel expenses.</p> <p>1.1.4 The District supported professional development in Culturally Responsive Pedagogy.</p> <p>1.1.5 The District approved a new course and instructional materials for a new Comprehensive Sexuality Education Program for students in 7th Grade.</p>	<p>Other Services Supplemental \$10,000</p>	<p>Other Services Supplemental \$0</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.2: We will provide academic intervention for students	Action 1.2: The District provided academic intervention for students	Salary & Benefits Supplemental \$701,032	Salary & Benefits Supplemental \$635,846

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.

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 learners and students from low-socioeconomic backgrounds.

Services

1.2.1 The District staffed Intervention Specialists to provide research-based instructional strategies.

1.2.2 The District provided course sections of English Language Arts and Mathematics at the secondary schools to provide research-based intervention instruction that supports core access to English Language Arts and Mathematics

1.2.3 The District provided FLEX Program to offer mentoring, intervention, and tutoring to students in High School who struggle to meet CA State Standards.

Salary & Benefits Title I \$76,184

Salary & Benefits Title I
\$102,484

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 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.

Action 1.3: The District provided English Language Development Programs for students who are identified as English learners.

Services

1.3.1 The District staffed English Language Development (ELD) Specialists for each school site.

1.3.2 The District administered California English Language Development Tests in the fall and English Learner Proficiency Assessments for California (ELPAC) in the spring to identify, place and monitor progress of English learners.

1.3.3 Due to the implementation of the English Learner Proficiency Assessments for California (ELPAC), the District DID NOT review or purchase curriculum aligned with the CA English Language Arts/English Language Development Standards and Frameworks. The District did approve and purchase Units of Study Reading instructional materials for all students in grades K-5.

1.3.4 The District supported professional development for ELD teachers and general education teachers in the areas of California Standards and Language Development Instructional Strategies.

Salary & Benefits Supplemental
\$702,392

Materials & Supplies
Supplemental \$46,500

Salary & Benefits Title I \$75,786

Salary & Benefits Title III
\$54,089

Salary & Benefits Supplemental
\$685,690

Materials & Supplies
Supplemental \$32,628

Salary & Benefits Title I \$85,494

Salary & Benefits Title III
\$53,761

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 The District provided project-based, cross-disciplinary extended learning opportunities.	Salary & Benefits Base \$5,000	Salary & Benefits Base \$0
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.	Services 1.4.1 The District provided professional development to teachers on how to provide instruction in research, reading for information, writing informational reports, and writing opinion/argumentative essays.	Materials & Supplies Base \$5,000	Materials & Supplies Base \$5,000
1.4.2: We will purchase instructional materials and supplies.	1.4.2 The District 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. (Estimated 20 sections)	Action 1.5: The District provided 22 sections in Career Technical Education courses.	Salary & Benefits Base \$416,000	Salary & Benefits Base \$357,882
Services: 1.5.1: We will staff and train teachers.	Services: 1.5.1: The District staffed and trained teachers.	Materials & Supplies Base \$60,000	Materials & Supplies CCCOE-ROP Funds & LCFF 9-12 Add-On Funds \$53,000
1.5.2: We will purchase materials and supplies, including specialized equipment.	1.5.2: The District purchased materials and supplies, including specialized equipment.		

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. (Estimated 27 sections)	Action 1.6: The District provided 31 sections of Advanced Placement Courses in Mathematics, Science, Humanities, and other departments.	Salary and Benefits Base \$560,000	Salary & Benefits Base \$657,530
Services: 1.6.1: We will staff and train teachers.	Services: 1.6.1: The District staffed and trained teachers.		Salary & Benefits Parcel Tax \$36,507

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: The District provided a Visual and Performing Arts (VAPA) program for students in grades K-12.	Salary & Benefits Base \$416,000	Salary & Benefits Base \$365,649
Services: 1.7.1: We will provide music instruction to all students in grades 1-5 and music electives in grades 6-12.	Services: 1.7.1 The District provided music instruction to all students in grades 1-5 and music electives in grades 6-12.	Salary & Benefits Parcel Tax \$520,000	Salary & Benefits Parcel Tax \$514,746
1.7.2: We will provide visual arts electives in grades 7-12.	1.7.2 The District provided visual arts electives in grades 7-12.	Materials & Supplies Base \$5,000	Materials & Supplies Base \$5,000
1.7.3: We will provide performing arts electives in grades 7-12.	1.7.3 The District provided performing arts electives in grades 7-12.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.8: We will provide access to technology for students and staff to support learning and assessment.	Action 1.8: The District provided access to technology for students and staff to support learning and assessment.	Salary & Benefits Base \$457,000	Salary & Benefits Base \$183,445
Services: 1.8.1: We will maintain the staffing of two technicians to update and maintain hardware and software.	Services: 1.8.1 The District maintained the staffing of two technicians, and two administrative positions to update and maintain hardware and software.	Materials & Supplies Base \$185,000	Materials & Supplies Base \$116,371
1.8.2: We will maintain and refresh current computer devices for student and staff use.	1.8.2 The District maintained and refreshed current computer devices for student and staff use.		Other Services Base \$43,000
1.8.3 We will provide professional development related to the integration of technology into classroom instruction.	1.8.3 The District provided professional development related to the integration of technology into classroom instruction.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.9: We will provide library programs to students and staff to support learning.	Action 1.9: The District provided library programs to students and staff.	Salary & Benefits Base \$625,000	Salary & Benefits Parcel Tax \$649,516
Services: 1.9.1: We will staff fully credentialed librarians. (5.0 FTE)	Services: 1.9.1: The District staffed 5.0 FTE fully credentialed librarians.		
1.9.2: We will staff qualified library technicians. (0.5FTE)	1.9.2: The District staffed qualified library technicians. (0.5FTE)		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.10 We will attract and retain a highly qualified and diverse staff.	Action 1.10 The District made efforts to attract and retain a highly qualified and diverse staff.	Salary & Benefits Educator Effectiveness Grant \$30,000	Salary & Benefits Title II \$22,960
Services: 1.10.1 We will recruit for positions using multiple strategies for communicating and networking.	Services: 1.10.1 The District recruited for positions using multiple strategies for communicating and networking.	Other Services Educator Effectiveness Grant \$10,000	Other Services Title II \$22,467
1.10.2 We will provide a BTSA-Induction Program for teachers who need to clear their preliminary credentials.	1.10.2 The District provided a Beginning Teacher Support and Assessment (known as Induction) Program for teachers who need to clear their preliminary credentials.		

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 continued to staff classrooms with highly qualified teachers whose credentials were in alignment with their course assignments more than 99% of the time. Teachers on Special Assignment provided leadership for piloting and selecting instructional materials aligned with the District's vision of a balanced literacy program. TK-5 teachers participated in a rigorous, yearlong pilot of reading comprehension instructional materials. Through Curriculum Council (a District-wide committee composed of teachers and specialists from each elementary school that met four times per year), plans were developed for implementing a Districtwide reading assessment program as well as a District-wide writing assessment system to be operational in 2018-2019. At the secondary level, Teachers on Special Assignment provided general support for the continued implementation of state standards in English language arts, mathematics and science by developing and sharing lessons, attending professional development, and serving as a general resource for their job-alike colleagues.

Additionally, the District continued to support English learners to make progress in learning English through the staffing of English Language Development Specialists and the implementation of professional development and training. During the fall, all staff received ELD professional development, and during the course of the school year, ELD specialists provided professional development during staff meetings around the topics of academic vocabulary and small group instruction. ELD Specialists also received and shared training to implement the new initial and summative English learner test, English Learner Proficiency Assessment for California. While

instructional materials aligned to the ELA/ELD Framework were not piloted, ELD Specialists were involved in the adoption of instructional materials for all students in grades TK-5.

Students in the secondary grades were provided access to a broad range of course options including University of California/California State University a-g eligible courses, Advanced Placement coursework, and Career Technical Education courses. All students participated in the District's visual and performing arts program and had access to a library staffed by a fully credentialed librarian.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- -In 2016-2017, 78% of students in grades 3-8 and 11 met or exceeded standards on the English language arts Smarter Balanced Summative Assessment. This was a one percentage points increase over the year prior. In 2016-2017, 73% of students in grades 3-8 and 11 met or exceeded standards on the mathematics Smarter Balanced Summative Assessment. There was no increase over the year prior; however, AUSD's Smarter Balanced performance in mathematics was approximately 25 percentage points higher than student performance countywide and 35 percentage points higher than student performance statewide.
- -Districtwide, English learners continue to make progress learning English. Data from the California School Dashboard shows that in 2017, 89.35% of English learners made progress learning English. This is an increase of 5.1 percentage points from the year prior 2016. Additionally, English learners continued to make progress in meeting and exceeding standards as measured by Smarter Balanced Summative Assessment results in English language arts and mathematics. During the 2016-2017 school year, 63% of English learners met or exceeded standards in English language arts. The year prior the percentage of students meeting and exceeding standards English language arts was 56%. During the 2016-2017 school year, 64% of English learners met or exceeded standards in mathematics. The year prior the percentage of English learners meeting and exceeding standards in mathematics was 58%. ELD Specialists collaborated to develop common professional development sessions for their respective school sites, and met monthly to discuss the implementation of the District's English Language Development program. Additionally, sites maintained active English Learner Advisory Councils and all sites were represented at District English Learner Advisory Council meetings.
- -The rate of Advanced Placement examinations receiving a score of at least three remained at approximately 85% from 2015-2016 to 2016-2017. The rate of Advanced Placement course participation increased by approximately thirty percentage points from 2017 to 2018 for Hispanic/Latino students; however, the rate of Advanced Placement course participation decreased by approximately nine percentage points from 2017 to 2018 for Black/African-American students.
- -During the 2015-2016 school year, the District's graduation rate was 93.3%. This is an increase of 3.6 percentage points from the prior year cohort results. The 2016-2017 cohort graduation rate is not expected until June 2018; however, the preliminary one year graduation rate for 2016-2017 is 90%. The District's 2015-2016 UC/CSU a-g completion rate was 62.3%. The 2016-2017 UC/CSU a-g completion rate was 60.8%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions and services of this goal have been updated from the Original Budgeted Expenditures in June 2017 to the Estimated Actuals Expenditures in Spring 2018 to account for actual staff, compensation adjustments and finalized grant amounts.

For Action 1.1: The District planned to staff 5.0 FTE Teachers on Special Assignment; however, the District was only able to fill 4.0 FTE following the creation of an unexpected vacancy at the beginning of the school year.

For Action 1.8: The LCAP action reflects staffing two technicians; however, the expected budgeted amount includes two additional positions not identified explicitly in the LCAP as contributing to meeting the action. The LCAP for 2018-2019 has been amended to reflect the staffing of four positions to provide this service.

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.

In response to the feedback from teachers regarding the need for continued support in implementing the District's balanced literacy program, the District will fund 3.0 FTE Teachers on Special Assignment at the elementary level for the 2018-2019 school year. This change will be found in Goal 1.

Annual Update

LCAP Year Reviewed: 2017-18

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

17-18

State Priority/Metric 5a-e Pupil Engagement

- -5a: Average Daily Attendance Rates will remain above 95%.
- -5b: Chronic Absence Rates will remain below 5%.
- -5c: The Middle School Drop-Out rate will remain at 0%.

Actual

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.

- -5a: The 2016-2017 average daily attendance rate was 95.7 %. The 2017-2018 year-to-date average daily attendance rate is 95.58 %.

Expected

- -5d: The High School Drop-Out rate will remain below 5%.
- -5e: The High School Graduation rate will remain above 95%.

State Priority/Metric 6: School Climate:

- -6a: The High School Suspension rates will remain below 4%.
- -6b: The High School Expulsion rate will remain below 1%
- -6c: 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.

Actual

- -5b: The 2016-2017 chronic absenteeism rate was 5.0%.
- -5c: There were a total of 3 dropouts in grades seven and eight for the 2015-2016 school year (the last year of data reported).
- -5d: The 2015-2016 high school cohort drop-out rate was 4.5%
- -5e: In 2015-2016 the cohort graduation rate was 93.3%. The 2016-2017 one year graduation rate is 90%.

State Priority/Metric 6: School Climate:

- -6a: The 2016-2017 high school suspension rate was 3.1%. The year to date high school suspension rate is less than 1%.
- -6b: The 2016-2017 high school expulsion rate was 0.0 %.
- -6c: The CA Healthy Kids Survey was administered in March 2018. Results will be available in June 2018 and will be analyzed by District and site staff in order to determine next steps.

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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Action 2.1: We will provide a robust attendance reporting and intervention program.	Action 2.1: The District provided a robust attendance reporting and intervention program.	Salary & Benefits Base \$205,763	Salary & Benefits Base \$205,060
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: The District identified students at-risk of “severe chronic (>20%)” and “moderate (between 10% and 19.99%)” absence rates.	Salary & Benefits Parcel Tax \$211,343	Salary & Benefits Parcel Tax \$202,909
2.1.2: We will intervene with communication and counseling services.	2.1.2: The District intervened with site level communication and counseling services.	Other Services Base \$3,500	Other Services Base \$5,550
2.1.3: We will staff and train classified clerical staff for every school site and at the district office.	2.1.3: The District staffed and trained classified clerical staff for every school site and at the district office.		

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: The District provided counseling services for academic and intervention to students in grades 6-12th.	Salary & Benefits Parcel Tax \$564,309	Salary & Benefits Parcel Tax \$611,709
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	Services: 2.2.1 The District staffed and trained 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 The District provided counselors with program funds,		

2.2.2: We will provide counselors with program funds, training and professional development.

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: The District provided a School Social Worker and Mental Health services programs.	Salary & Benefits Parcel Tax \$199,912	Salary & Benefits Parcel Tax \$212,846
Services: 2.3.1: We will staff Mental Health Specialists	Services: 2.3.1 The District staffed Mental Health Specialists	Other Services Supplemental \$62,116	Other Services Supplemental \$62,279
2.3.2: We will contract with a coordinator of Mental Health programs who will supervise Interns.	2.3.2: The District contracted with a coordinator of Mental Health programs who supervised Interns.	Other Services Parcel Tax \$5,000	Other Services Parcel Tax \$0
2.3.3: We will staff a School Social Worker.	2.3.3: The District staffed a School Social Worker.		

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: The District provided students with schools that maintained a safe, inclusive, and positive climate.	Salary & Benefits Parcel Tax \$86,168	Salary & Benefits Parcel Tax \$86,340
Services: 2.4.1: We will provide a part-time Safe & Inclusive Schools Coordinator.	Services: 2.4.1 The District provided a part-time Safe & Inclusive Schools Coordinator.	Materials & Supplies Parcel Tax \$7,000	Materials & Supplies Parcel Tax \$5,000
		Salaries & Benefits Educator Effectiveness Grant \$20,000	Salary & Benefits Educator Effectiveness Grant \$0

<p>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.</p> <p>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.</p> <p>2.4.4: We will provide clubs and extracurricular activities so that students are engaged with activities that broaden their interests.</p> <p>2.4.5: We will review curriculum so that issues of equity and inclusion are considered and so that students learn social justice competencies.</p> <p>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.</p>	<p>2.4.2: The District coordinated programs including the Elementary Conflict Managers, the Middle School Safe School Ambassadors, the AHS Advisory and AHS Associated Student Body Leadership Team.</p> <p>2.4.3: The District taught curriculum specific to character building, social-emotional growth, and empowerment. These included Speak-Up/Be Safe, Second-Step, Physical and Sexual Health, & 9th Grade Identity, Health, & Society.</p> <p>2.4.4: The District provided clubs and extracurricular activities so students were engaged with activities that broadened their interests.</p> <p>2.4.5: The District reviewed curriculum so that issues of equity and inclusion are considered and so that students learn social justice competencies.</p> <p>2.4.6: The District supported professional development for all staff so that issues of equity and inclusion are strengthened.</p>	<p>Other Services Educator Effectiveness Grant \$5,000</p>	<p>Materials & Supplies Educator Effectiveness Grant \$2,500</p>
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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 6-12.

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.

Action 2.5: The District provided an athletics program for students in grades 4-12.

Services:

2.5.1 The District staffed an Athletics Director to coordinate programs.

2.5.2 The District staffed Athletics Coaches.

2.5.3 The District provided equipment, supplies, and transportation.

Salary & Benefits Parcel Tax
\$265,540

Other Services Parcel Tax
\$40,000

Salary & Benefits Parcel Tax
\$265,662

Other Services Parcel Tax
\$40,000

Action 6

Planned Actions/Services

Action 2.6: The District 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: The District will staff credentialed Physical Education teachers for every school site.

Actual Actions/Services

Action 2.6: The District provided 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 The District staffed credentialed Physical Education teachers for every school site.

Budgeted Expenditures

Salary & Benefits Parcel Tax
\$346,690

Salary & Benefits Base \$863,170

Estimated Actual Expenditures

Salary & Benefits Parcel Tax
\$347,506

Salary & Benefits Base \$944,176

Action 7

Planned Actions/Services

Action 2.7: We will staff specific counselors to provide services to struggling and at-risk students.
AHS 0.2 FLEX Counselor
AHS 0.2 At-Risk Counselor

Actual Actions/Services

Action 2.7: The District staffed specific counselors to provide services to struggling and at-risk students.
AHS 0.2 FLEX Counselor

Budgeted Expenditures

Salary & Benefits Supplemental
\$89,378

Estimated Actual Expenditures

Salary & Benefits Supplemental
\$88,895

AMS 0.5 At-Risk Counselor

AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

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 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 2016-2017 reflects the following services were provided at Albany Middle School, Albany High School and MacGregor High School:

- 294 students were served.
- A total of 2,967 physical visits were made to the mental health program (98 of these visits by parents/caregivers).
- An additional 746 additional collateral and consultative contacts made on behalf of these students, including meetings with and/or calls to outside providers, school staff, counselors and phone calls to parents.
- Of the 294 students, 84 (or 29%) participated in ongoing Individual therapy, and 29 (10%) in three student groups.

Additionally, through the support of a grant from the City of Berkeley (Albany Trauma Grant), a mental health counselor facilitated and supervised small group counseling sessions for Black/African American, Hispanic and Asian American students at Albany High School. Sessions met weekly and, based on feedback regarding outcomes for the 2016-2017 year cohort, produced positive results for participants.

In addition to counseling services, the District staffed a Safe Schools Coordinator. The coordinator developed and shared lessons for use during Albany Middle School's regularly scheduled "Advisory" periods. The coordinator also facilitated the District's "Speak Up Be Safe" program by distributing lessons to teachers in elementary grades and hosting a parent information evening to share information and answer questions about the program.

The District supported professional development around issues of equity and inclusion. Approximately 50 staff members Districtwide attended professional development at the Museum of Tolerance with plans to continue the professional learning for all District staff including Albany Children's Center during the 2018-2019 school year. Additionally, school sites hosted professional development and parent information sessions around topics of equity, inclusion, and developing safe and inclusive school environments. Events were made available to all families Districtwide.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2016-2017 the average daily attendance rate was 95.7 %. The 2017-2018 year-to-date average daily attendance rate is 95.58 %.

During the 2016-2017 school year the unduplicated count of students suspended was 121. During the 2017-2018 school year to date, the unduplicated count of students suspended is 63. The 2017-2018 year to day unduplicated count of students suspended is approximately half the unduplicated count of students suspended from the year prior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Each Action and Service of this goal has been updated from the Original Budgeted Expenditures in June 2017 to the Estimated Actuals Expenditures in Spring 2018 to account for actual staffing, compensation adjustments, and finalized grant amounts.

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.

Feedback from stakeholders reinforced the need for mental health and supportive programs for students. The District will continue to implement the actions and services as previously identified in Goal 2. Additionally, the services identified in Action 2.1 (Provide a robust attendance reporting and intervention program) will be supported by an allocated budget in the amount of \$10,000. Funds will be used for professional development and attendance incentives.

Annual Update

LCAP Year Reviewed: 2017-18

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 Achievement AHS W.A.S.C. Plan, Goal #2

Annual Measurable Outcomes

Expected

Actual

17-18

State Priority/Metric 1c: School Facilities

- The District will maintain that 100% of our schools will be clean and safe.
- 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.
- The District will work on short- and long-term plans for new construction and the provision of temporary portable buildings to alleviate overcrowding.

State Priority/Metric 1c: School Facilities

- 100% of our schools will be clean and safe.
- The District continues 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.
- The District continues to work on short- and long-term plans for new construction and the provision of temporary portable buildings to alleviate overcrowding.

Expected

State Priority/Metric 3a: Parental Input in Making Decisions

- -The District will maintain that 100% of our schools have active School Site Councils comprised 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 maintain that 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth

- -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.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs

- -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

Actual

State Priority/Metric 3a: Parental Input in Making Decisions

- -The District maintained that 100% of our schools had active School Site Councils comprised of parents and staff.
- -The District maintained that 100% of our schools had active Parent-Teacher Associations.
- -The District maintained 100% of our students had schools with active Parent & Community Volunteer programs.
- -The District maintained that 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students received targeted outreach programs through the implementation of parent engagement groups open to all parents to attend.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth

- -The District maintained that 100% of our schools had active site-based English Learner Advisory Committees composed of parents and staff, and a District English Language Advisory Committee composed of parents and staff.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs

- -The District maintained that 100% of our students had schools and district staff who implemented a Student Study Team Process as needed, and when appropriate, a section 504 Plan or an Individualized

Expected

Education Program that includes the parental participation of individuals with exceptional needs.

Local Priority/Metric: Effective communication strategies

- -2017-18 The District will establish baselines and set goals for improvement.

Actual

Education Program that included the parental participation of individuals with exceptional needs.

Local Priority/Metric: Effective communication strategies

- -2017-18 The District will administer California Healthy Kids Survey in March 2018, review results, 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: We 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 Supplemental \$15,000	Other Services Supplemental \$6,000
Services:	Services:	Materials & Supplies Supplemental \$5,000	Materials & Supplies Supplemental \$2,700
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 made ongoing efforts to increase the participation of parents from under-represented and under-performing groups, including students identified as socio-economically disadvantaged, English learners, foster youth, African American/Black, & Hispanic/Latino students.	Other Services Base \$75,000	Other Services Base \$11,050
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		Salary & Benefits Base \$130

<p>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.</p> <p>3.1.4: The District will provide a Student Study Team and Individualized Educational Process that includes the participation of parents.</p> <p>3.1.5 The District will strengthen student stakeholder input through the formation of a "Student Equity Advisory Council" facilitated by the Superintendent.</p> <p>3.1.6The 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.</p>	<p>American/Black and Hispanic/Latino families.</p> <p>3.1.3: The District maintained English Learner Advisory Committees, School Site Councils, and Parent Teacher Associations at every school site. The District also maintained a District English Learner Advisory Committee (DELAC).</p> <p>3.1.4: The District provided a Student Study Team and Individualized Educational Process that included the participation of parents.</p> <p>3.1.5 The District continued its efforts to strengthen student stakeholder input through a "Student Equity Advisory Council" facilitated by the Superintendent.</p> <p>3.1.6 The District continued its efforts to strengthen parent and community stakeholder input through the formation of the "Albany Coming Together" task force to address program improvements in curriculum, professional development, student engagement, parent engagement, policy development, and safe use of technology.</p>
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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.	Salary & Benefits Base \$496,245	Salary & Benefits Base \$484,692
Services: 3.2.1: The District will provide all schools with appropriately staffed clerical support.	Services: 3.2.1 The District provided all schools with appropriately staffed clerical support.		Salary & Benefits Supplemental \$21,233
3.2.2: The District will hire and train secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.	3.2.2: The District hired and trained secretarial staff to support the Education and Curriculum, Instruction, and Assessment Department.		Salary & Benefits Title I \$29,726

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 facilities across the school district.	Salary & Benefits Restricted Routine Maintenance \$480,649	Salary & Benefits Restricted Routine Maintenance \$641,826
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.	Services: 3.3.1 District staff and School Board Trustees approved an update and realignment to the 2014 Facility Master Plan. The School Board of Trustees approved the Albany High School Addition as the second project to be implemented and final design is in progress. Discussions on next steps for Marin Elementary and	Salary & Benefits Base \$17,407	Salary & Benefits Base \$17,327
		Materials & Supplies Base \$1,000	Materials & Supplies Base \$0

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.

Ocean View Elementary are in progress.

3.3.2: District staff, community, and architects finalized the design for the Albany Middle School Annex on the San Gabriel site. Construction of the Albany Middle School Annex is in progress.

3.3.3: District staff explored a permanent location for the District Office. A temporary solution has been implemented to split up the District Office between an office in Albany and an office in Berkeley.

3.3.4: District staff restructured, recruited, and retained maintenance and operations staff to maintain clean and safe learning environments for students.

3.3.6: District staff recruited and retained secretarial staff to support the Maintenance and Operations Department.

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.	Materials & Supplies Base \$7,500	Materials & Supplies Base \$6,000

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.

Services:

3.4.1: The District updated the district website with items related to Bond Measures B & E.

3.4.2: The District hosted regularly scheduled and open Citizens' Bond Oversight Committee meetings for community members to ask questions and receive information.

3.4.3: The District produced communications that included flyers to notify the community and school site neighbors regarding pertinent project information.

3.4.4: The District has not yet engaged stakeholders on temporary school facilities needed during the rebuilding process. A plan is being developed to engage stakeholders in 2018/19 to begin in 2019/20.

Action 5

Planned 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.

Services:

Actual Actions/Services

Action 3.5: The District adapted to and utilized up-to-date methods of communication that are intended to maintain a well informed school community.

Services:

Budgeted Expenditures

Other Services Base \$20,000

Estimated Actual Expenditures

Other Services Base \$10,000

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.

3.5.1 The District's website was redesigned and has current information on the district's budget, facilities construction, and AUSD news and events.

3.5.2 The District maintains social media accounts and used these channels to post and promote some information. With the reduction in district office administrative staffing, the district no longer has a communications manager. With the website redesign, members of the Albany community can more easily access information on our District webpage.

3.5.3 The District produced and distributed a Spring newsletter to the community. Major construction events and school achievements are now on the District website. Important events and meetings, as well as the Superintendent's monthly message, are also sent to the AUSD community via email.

3.5.4 The District's schools used a variety of methods to communicate with their parent community. The District's website was redesigned so the community has easier access to information on facilities, budget, and important events/messages.

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 continued its efforts to encourage communication with, and engagement from, parents. The District's Albany Coming Together task-force, composed of parents, community members and District staff met, throughout the fall semester to examine several areas including board policy, curriculum, professional development, and technology use. The task-force's process culminated in the development of over 100 recommendations to promote safe, inclusive and supportive environments for all students and staff. These recommendations were presented to the District Governing Board in February 2018. Following the presentation of the recommendations, a second smaller advisory committee was formed to prioritize the recommendations for District staff implementation.

The District continued to support increased engagement of Hispanic/Latino and Black/African American parents through parent advisory groups (who meet monthly), and the retention of a consultant to lead the work of the Hispanic/Latino parent engagement group. The District also plans to support the implementation of a Latino Summer Bridge program to intended to provide an orientation to Albany Middle School for incoming 6th grade students and Albany High School for incoming 9th grade students.

The District convened a committee of stakeholders to review the District's website which resulted in substantial changes to the appearance, content and useability of the District's website. During the spring, the District's communications manager position was dissolved and the website has become the main source of up-to-date information regarding events taking place Districtwide.

The District also continued its efforts to improve school facilities. Construction work on Albany Middle School and Albany High School was approved by the Governing Board, work began at Albany Middle School, and a decision was made regarding the timing and sequence of construction to be completed at Ocean View Elementary School and Marin Elementary School.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The efforts of the Albany Coming Together task-force resulted in well over 100 recommendations for consideration and action by the District in support of promoting safe, inclusive and supportive environments for all students and staff. The smaller advisory group prioritized these 100 recommendations to approximately 25 key recommendations. District staff continues to meet regularly with this advisory group to determine next steps for action.

The District made significant progress toward maintaining and improving the facilities across the District. Construction has begun on the new Albany Middle School school annex, and the design-build team concluded their process for the building of a new addition at Albany High School to provide additional classroom spaces. Additionally, the Governing Board approved the timing and sequence for Ocean View and Marin Elementary schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Actions and Services of this goal have been updated from the Original Budgeted Expenditures in June 2017 to the Estimated Actuals Expenditures in Spring 2018 to account for actual staffing, compensation adjustments and finalized grant amounts

For Action 3.1: An allocation of \$75,000 was made to support the recommendations of the ACT committee. Part of the allocation supported the recruitment of a consultant to support ACT in its work. As the recommendations were not finalized until February 2018, the remaining allocation of approximately \$65,000 will be expended during the 2018-2019 school year.

For Action 3.3: Due to an increased need, District maintenance staffing was increased by 1.0 FTE.

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.

With the exception of Action 3.1.6, the goals, expected outcomes, metrics, or actions and services to achieve this goal were implemented as planned. The actions and services for 2018-2019 will be carried out as planned.

Stakeholder Engagement

LCAP Year: **2018-19**

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, School Site Council meetings, Black Parent Advisory Group, Familias Latinas de Albany (Hispanic/Latino parent engagement group), District English Learner Advisory Committee, Parent Teacher Association meetings, Student Equity Advisory Council, District fundraising groups, and the District Leadership Team. The District also sought input through an online survey launched for the first time this year. The survey was posted online for approximately six weeks and approximately thirteen responses were gathered through the online survey. The availability of the survey was announced at a regularly scheduled Governing Board meeting on February 27, 2018, and the link to the survey was emailed directly to every AUSD family in early March. Approximately 350 stakeholders were engaged in approximately 20 site and community-based meetings. In order to promote access to, and inclusion of, families whose primary language is not English, the data exploring essential student needs was translated into Spanish and Mandarin and housed on the District's website. 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, Governing Board members, site administration, and District administration, was reconvened in January 2018. The Advisory Committee met on January 25, February 8, April 5, May 3 and May 17 with three main purposes: a) review data points that reflect essential student needs, b) receive input from a variety of stakeholders, and c) identify trends, new ideas, and possibilities in the LCAP feedback to inform the development of the 2018-2019 LCAP.

During its January 25 and February 8 meetings, the Advisory Committee reviewed a large amount of student data gathered from the California School Dashboard as well as from the California Department of Education's data warehouse. Data Quest. The data selected for review, and subsequent presentation as part of the stakeholder input sessions, reflected the eight state priorities identified for inclusion in the LCAP: Smarter Balanced Summative Assessment results, graduation rates, dropout rates, UC/CSU a-g completion rates, Advanced Placement course participation and examination results, attendance rates, chronic absenteeism rates, and suspension rates. Data from local indicators was also included for stakeholder review and input: implementation of state standards, climate survey results, and parent participation/involvement data.

The Advisory Committee determined to use the essential questions from the prior year LCAP development process:

1. What observations can be made about the data sets in the indicators reviewed?
2. What information not included in the data sets might also be important to consider and why?
3. What do all students need to be successful?
4. What do students need to be successful given their unique circumstances?

Every engagement opportunity provided a presentation of student needs, and a conversation about the essential questions. Notes from each meeting were taken and gathered together for review by the Advisory Committee.

During the April and May meetings, the Committee revisited the LCAP Annual Update, to determine strengths in current LCAP implementation and also reviewed the LCAP input from stakeholders in order to identify trends and patterns, compare alignment of LCAP input with current LCAP goals, actions and services, and determine next steps for the 2018-2019 LCAP.

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 2017-2018 school year. In addition to providing input, stakeholders received updates from District Staff on matters related to special education and school climate and were invited to ask questions and provide feedback to the Governing Board and community.

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 2018-2019 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 2018-2019 LCAP provide students access to a variety of supports including academic intervention and social-emotional counseling and mental health support

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 2.7: 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 2018-2019 LCAP provide students access to a variety of supports including academic intervention and social-emotional counseling and mental health support

Action 1.1: Staff teachers on special assignment, support the newly adopted materials for reading and language, provide professional development

Action 1.2: Staff intervention specialists

Action 1.3: Staff ELD specialists, purchase curriculum aligned to ELD standards, provide professional development and provide a summer "bridge" program for students transitioning to AMS

Action 1.9: Staff fully credentialed librarians and qualified library technicians

Action 1.10: Recruit for positions using multiple strategies and provide a Beginning Teacher Support and Assessment/Induction program

4. Parents need access to increased opportunities for engagement and professional development.

- The following goals, actions and services in the 2018-2019 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

Additionally, in response to concerns raised regarding services provided to students receiving special education services (in grades 6-12), and following a series of staff reports to the Governing Board and community regarding the District's special education program and addressing those concerns, District staff identified the following actions have been implemented, or will be implemented during the 2018-2019 school year:

- A para-professional handbook will be developed
- 0.5 FTE will be allocated to conduct elementary initial assessments
- During the Spring of 2018, a clerk was hired for Albany Middle School and Albany High School to assist with scheduling IEP meetings and placing substitute para-professionals
- At the elementary sites, special education teachers will be provided a substitute one day per month in lieu of clerk time (as provided to AMS and AHS)
- Salary and benefits will be bargained with CSEA during negotiations
- Each resource and special day class program will have at least one para-educator whose hours span the entire school day
- In collaboration with the Human Resources Department, the Special Education Department will provide training to all new para-professionals, and professional development opportunities will be provided for special education para-professionals during the school year

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: Elementary Grade Students, including English Language Learners, need access to CA State Standards aligned instructional materials in reading, writing and vocabulary.

Identified Essential Need #2: Elementary Grade Students need access to instructional materials aligned to the CA State 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 State 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 standardized tests.

State Priority/Metric 4d-g: Pupil Achievement. English Language Learners need access to programs that help them acquire fluency 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. 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</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</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</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 1b. Instructional Materials as measured by annual inventory checks and adoption cycles.	credentialed librarians, Teaching Specialists in Literacy and Language Development, Teachers of Special Education, and highly qualified Secretaries.	students have access to highly-qualified, 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.	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.	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.
	State Priority 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 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 will have access to board- adopted, Common Core 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/Algeb ra II 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 board- adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.	100% of our TK-12 students will have access to board- adopted, Common Core State Standards-aligned instructional materials in English-Language Arts.

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>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.)</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</p>	<p>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.)</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>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.)</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>100% of our TK-12 students will have access to instructional materials that are aligned to the Next Generation Science Standards.</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 2b: State Standards Implementation for English Language Development, as measured by curriculum adoptions, professional development activities, and specialized programs.	to NGSS-aligned instructional materials.			
	<p>2015-16: The ratio of student-to-computer devices in 3rd through 12th grades is 2 devices to every 5 students.</p> <p>State Priority Metric 2a: State Standards Implementation 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>State Priority/Metric 2a: State Standards Implementation 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</p>	<p>State Priority/Metric 2a: State Standards Implementation 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>~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</p>	<p>State Priority/Metric 2a: State Standards Implementation 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,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority/Metric 4a-c: Pupil Achievement</p> <p>4a. Statewide Assessments, English and Math as measured by 3rd-8th grade performance on the Smarter Balanced Assessments.</p> <p>4a. Statewide Assessments, Science as measured by the upcoming assessments, aligned to the Next</p>	<p>2015-16: Approximately 50% of our students have access to CA State Standards in Science.</p> <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>assessments, lesson plans, unit plans, meeting notes, and classroom observations.</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 4a-c: Pupil Achievement</p>	<p>assessments, lesson plans, unit plans, meeting notes, and classroom observations.</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> <p>State Priority/Metric 4a-c: Pupil Achievement</p>	<p>meeting notes, and classroom observations.</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> <p>State Priority/Metric 4a-c: Pupil Achievement</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Generation Science Standards and administered in grades 5, 8, and 10.</p> <p>4c. Percentage of pupils completing UC/CSU requirements as measured by an analysis of the transcripts of the graduating 12th grade students.</p> <p>State Priority/Metric 4d-g: Pupil Achievement</p> <p>4d. English Language Learner Progress as measured by the CA English Language Development Test (CELDT) and the soon to be implemented CA English Language</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 4a-c: Pupil Achievement</p> <p>4a. Statewide Assessments, English and Math 2015-16: Overall, 72% of our students met or exceeded standards in English Language Arts/Literacy and 69% met or exceeded standards in Mathematics.</p>	<p>4a. Statewide Assessments, English and Math 2015-16 Baseline data from the Smarter Balanced Assessment in English and Math show that 72% of our students met or exceeded 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.</p> <p>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.</p>	<p>4a. Statewide Assessments, English and Math 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.</p> <p>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.</p>	<p>4a. Statewide Assessments, English and Math We will measure performance on the 2017-18 and 2018-19 administrations of SBAC, compare results, and set targets for improvement. The percentage of students meeting and exceeding standards will increase by five percentage points each year.</p> <p>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.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficiency Assessment for California (ELPAC)		4c. Percentage of pupils completing UC/CSU requirements 2017-18: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.	4c. Percentage of pupils completing UC/CSU requirements 2018-19: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.	4c. Percentage of pupils completing UC/CSU requirements 2018-19: Approximately 65% of high school students will successfully complete the requirements for CSU and UC entrance.
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.	4a. Statewide Assessments, Science There are no baseline assessment results available because the new assessments are being piloted and no results will be published.	4d. English Language Learner Progress 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.	4d. English Learner Progress as measured by the CA English Language Development Test (CELDT) 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.	4d. English Learner Progress as measured by the CA English Language Development Test (CELDT) 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.
4f. Advanced Placement Exam Passage rates, as measure by the results published by the College Board.	4c. Percentage of pupils completing UC/CSU requirements 2014-15: 59% of students successfully completed the requirements for CSU and UC entrance.	4e. English Language Learner Reclassification Rate 60% of our EL students who will have been in US schools less than 5	4e. English Language Learner Reclassification Rate 65% of our EL students who will have been in	4e. English Language Learner Reclassification Rate 65% of our EL students who will have been in
	4d. English Language Learner Progress			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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>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>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>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.</p>	<p>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.</p>
4g. Early Assessment Program, as measured by 11th grade student performance on the Smarter Balanced Assessments in English and Math.	<p>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.</p> <p>85% of our ELs who had been in US schools for 5</p>	<p>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>We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will</p>	<p>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>We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will</p>	<p>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> <p>We will continue to address the underrepresentation of African American/Black and Hispanic/Latino students in AP coursework. We will increase enrollment</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority/Metric 7a-c: Course Access</p> <p>7a: Broad Course of study, as measured by middle and high school student access to core classes and elective offerings.</p>	<p>years or more attained English proficiency.</p> <p>4f. Advanced Placement (AP) Exam Passage rates 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.</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>increase enrollment counts for these two groups by approximately one to five percentage points.</p> <p>4g. Early Assessment Program We are projecting at least 75% of students to meet or exceed standards in both English and Math.</p> <p>State Priority/Metric 7a-c: Course Access</p>	<p>increase enrollment counts for these two groups by approximately one to five percentage points.</p> <p>4g. Early Assessment Program We are projecting at least 75% of students to meet or exceed standards in both English and Math.</p> <p>State Priority/Metric 7a-c: Course Access</p>	<p>counts for these two groups by approximately one to five percentage points.</p> <p>4g. Early Assessment Program We are projecting at least 75% of students to meet or exceed standards in both English and Math.</p> <p>State Priority/Metric 7a-c: Course Access 7a: Broad Course of study</p>
<p>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>				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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>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 students enrolled in AP coursework 29.14% (44 of 151) of Hispanic/Latino students enrolled in AP coursework</p>	<p>7a: Broad Course of study 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>7a: Broad Course of study 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 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 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>4g. Early Assessment Program 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,</p>	<p>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</p>	<p>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 English</p>	<p>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</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>which translates to "Ready" 30% of students met standards, which translates to "Conditionally Ready."</p> <p>State Priority/Metric 7a-c: Course Access 7a: Broad Course of study 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 to two elective/enrichment courses per semester term.</p>	<p>Intermediate, and Intermediate will continue to be provided with additional specialized services appropriate to their needs.</p> <p>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 8: Other Student Outcomes</p> <p>We will maintain that 98% of our 8th Grade Students (~300) will successfully complete a</p>	<p>Learner Proficiency Assessments for California as Beginner, Early Intermediate, and Intermediate will continue to be provided with additional specialized services appropriate to their needs.</p> <p>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 8: Other Student Outcomes</p> <p>We will maintain that 98% of our 8th Grade Students (~300) will</p>	<p>Intermediate will continue to be provided with additional specialized services appropriate to their needs.</p> <p>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 8: Other Student Outcomes</p> <p>We will maintain that 98% of our 8th Grade Students (~300) will successfully complete a multi-disciplinary,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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 specialized services appropriate to their needs.</p> <p>7c: Programs and services developed and provided to individuals with exceptional needs 100% of our students in TK-12th grade identified through the Special Education or 504 assessment processes</p>	<p>multi-disciplinary, extended learning project (also known as the “I-Search”).</p> <p>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”).</p>	<p>successfully complete a multi-disciplinary, extended learning project (also known as the “I-Search”).</p> <p>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”).</p>	<p>extended learning project (also known as the “I-Search”).</p> <p>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”).</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>are provided with additional specialized services, modifications, and/or accommodations appropriate to their needs.</p> <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>2016-2017 96% of our 9th Grade Students successfully completed a multi-disciplinary, extended learning project (also known as the “Debate Project”).</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

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 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.

2018-19 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 3 FTE TK-5 Teachers on Special Assignment to provide coaching and to facilitate planning and collaboration with

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:

1.1.2 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.

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.

1.1.2 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

1.1.4 We will provide professional development in Culturally Responsive Teaching and Practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$574,524	\$616,337	\$365,160
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	\$77,570
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	\$32,000
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	\$77,520
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Other Services	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$22,251	\$23,586
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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[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)

[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)

All Schools

[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 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

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 assessments and those who are identified are unduplicated pupils. This is also a strategy to address performance gaps for

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.

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.

English Language Learners and students from low-socioeconomic backgrounds.

Services:

1.2.1 We will staff Reading 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$701,032	\$397,139	\$405,082
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$76,184	\$66,187	\$67,511
Source	Title I	Title I	Title I
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$22,213	\$22,613
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$214,321	\$214,700
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$36,493	\$38,683
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$14,364	\$14,364
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$12,653	\$12,653
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.

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

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.

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

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 (ELD) Specialists for each school site.

1.3.2: We will administer 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

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.

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.

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	\$478,135
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$46,500	\$96,573	\$98,505
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	\$47,746
Source	Title I	Federal Funds	Federal Funds
Budget Reference	Salary & Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$54,089	\$16,988	\$17,294
Source	Title III	Supplemental	Supplemental
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$254,063	\$269,307
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	\$609
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$46,500	\$46,500
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$4,218	\$4,218
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)

All Schools
 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

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 1.4: 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.

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 information, writing informational reports, and writing opinion/argumentative essays.

1.4.2: We will purchase instructional materials and supplies.

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.

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 (5.0 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	\$69,053
Source	Base	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$60,000	\$210,572	\$214,784
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	\$104,423
Source		Parcel Tax	Parcel Tax
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$35,610	\$37,747
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$100,216	\$106,229
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	\$53,902
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	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount		\$55,000	\$80,000
Source		Other	Other
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/Services

Action 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	\$410,040
Source	Base	Base	Base
Budget Reference	Salary and Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$216,795	\$229,803
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)

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

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

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.

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.

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).

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).

2019-20 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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$416,000	\$179,744	\$183,339
Source	Base	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$520,000	\$373,746	\$381,221
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	\$86,847
Source	Base	Base	Base
Budget Reference	Materials & Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$181,472	\$192,361
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

Unchanged 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 (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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$457,000	\$293,985	\$299,277
Source	Base	Base	Base
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$185,000	\$171,422	\$181,708
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)

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/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/ServicesAction 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. (0.5FTE)**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).1.9.2: We will staff qualified library
technicians (0.65FTE).**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.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$625,000	\$429,595	\$438,187
Source	Base	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$17,992	\$18,316
Source		Parcel Tax	Parcel Tax
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$191,986	\$203,506
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.

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

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 a BTSA-Induction Program for teachers who need to clear their preliminary credentials.

Program (now known as Induction) for teachers who need to clear their preliminary credentials.

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	\$32,640
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	\$6,937
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	\$9,467
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 #1

The state mandated metrics, listed below, do not capture the most essential student needs.

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 recent expressions of hate speech have impacted many students, staff, and community members.

Identified Essential Need #2

When disaggregated by race/ethnicity, suspension rates in 2015-16 and 2016-17 are not disproportionate as compared to enrollment rates. On the new CA Dashboard, every subgroup is in the blue and green status. Every subgroup has both a low or very low rate and also declined or declined significantly when comparing 2014-15 to 2015-16.

However, the new CA Dashboard does not desegregate by gender. Our essential need is related to suspension rates by gender. There is a very high 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

2016-2017 Average Daily Attendance Rate is ~94%.

5b Chronic Absenteeism Rates

2016-17 Moderate Chronic Absenteeism (missing between 10% and 19.99% of the school year) = 1.5%

2016-17 Severe Chronic Absenteeism (missing more than 20% of the school year) = 5%

5c Middle School Drop-Out Rate

2015-16 = 0% (0 students)

5d High School Drop-Out Rate

2015-16 = 4.8% (15 students)

5e High School Graduation Rate

2015-16 93.3%

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)

Albany High School Pupil Suspension Rate

2016-17: 3.5% (41 suspensions)

MacGregor Continuation High School Pupil Suspension Rate

2016-17: 30% (3 suspension)

6b Albany High School Pupil Expulsion Rate

2014-15: 0.2%

6b MacGregor Continuation High School Pupil Expulsion Rate

2015-16: 0%

6b Albany High School Pupil Expulsion Rate

2015-16: 0.2%

6b MacGregor Continuation High School Pupil Expulsion Rate

2015-16: 0%

6b Albany High School Pupil Expulsion Rate

2016-17: 0.2%

6b MacGregor Continuation High School Pupil Expulsion Rate

2016-17: 0%

6c Other Local Measures = 2016 CA Healthy Kids Survey

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.

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.	<p>State Priority/Metric 5a-e: Pupil Engagement: 5a School Attendance Rates 2016-2017 Average Daily Attendance Rate is ~94%.</p> <p>5b Chronic Absenteeism Rates 2016-17 Moderately Chronic Absenteeism (missing between 10% and 19.99% of the school year) = 1.5%</p> <p>2016-17 Severely Chronic Absenteeism (missing more than 20% of the school year) = 5%</p> <p>5c Middle School Drop-Out Rate 2015-16 = 0% (0students)</p>	<p>State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.</p> <p>5b: Chronic Absence Rates will remain below 5%.</p> <p>5c: The Middle School Drop-Out rate will remain at 0%.</p> <p>5d: The High School Drop-Out rate will remain below 5%.</p>	<p>State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.</p> <p>5b: Chronic Absence Rates will remain below 5%.</p> <p>5c: The Middle School Drop-Out rate will be 0%.</p> <p>5d: The High School Drop-Out rates will remain below 5%.</p>	<p>State Priority/Metric 5a-e Pupil Engagement 5a: Average Daily Attendance Rates will remain above 95%.</p> <p>5b: Chronic Absence Rates will remain below 5%.</p> <p>5c: The Middle School Drop-Out rate will remain at 0%.</p> <p>5d: The High School Drop-Out rates will remain below 5%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>5d High School Drop-Out Rate 2015-16 = 4.8% (15 students)</p> <p>5e High School Graduation Rate 2015-16 93.3%</p> <p>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)</p> <p>6b Albany High School Pupil Expulsion Rate 2014-15: 0.2% 6b MacGregor Continuation High School Pupil Expulsion Rate 2014-15: 0%</p> <p>6c Other Local Measures = 2016 CA Healthy Kids Survey 95% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to</p>	<p>5e: The High School Graduation rate will remain above 95%.</p> <p>State Priority/Metric 6: School Climate: 6a: The High School Suspension rates will remain below 4%.</p> <p>6b: The High School Expulsion rate will remain below 1%</p> <p>6c: 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>5e: The High School Graduation rate will be above 95%.</p> <p>6a: The High School Suspension rates will remain below 4%.</p> <p>6b: The High School Expulsion rates will remain below 1%</p> <p>6c: We will have administered the CA Healthy Kids Survey in spring, 2018. We will review the data and establish goals during the fall, 2018.</p>	<p>5e: The High School Graduation rate will be above 95%.</p> <p>6a: The High School Suspension rates will remain below 4%.</p> <p>6b: The High School Expulsion rates will remain below 1%</p> <p>6c: We will have administered the CA Healthy Kids Survey in spring, 2018. We will have reviewed the data and established goals in fall 2018 for ongoing monitoring in 2019-2020.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	High levels of School Connectedness. 78% of 7th, 91% of 9th, and 91% of 11th graders reported Moderate to High levels of Meaningful Participation.			

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged 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 communication and counseling services.

2.1.3: We will staff and train classified clerical staff for every school site and at the district office.

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).

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$205,763	\$135,466	\$137,905
Source	Base	Base	Base
Budget Reference	Salary & Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$211,343	\$100,977	\$102,795
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	\$83,420
Source	Base	Base	Base
Budget Reference	Other Services	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$106,371	\$112,754
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

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

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

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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

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

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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$564,309	\$402,096	\$410,138
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$211,836	\$224,547
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

2017-18 Actions/Services

Action 2.3: We will provide a School Social Worker and Mental Health services programs.

Services:

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Action 2.3: We will provide a School Social Worker and Mental Health services programs.

Services:

Select from New, Modified, or Unchanged for 2019-20

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	2.3.1: We will staff Mental Health Specialists (1.0 FTE).	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.	2.3.2: We will contract with a coordinator of Mental Health programs who will supervise Interns.	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.	2.3.3: We will staff a School Social Worker (0.6 FTE).	2.3.3: We will staff a School Social Worker.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$199,912	\$40,455	\$41,265
Source	Parcel Tax	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$62,116	\$138,206	\$140,971
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	\$25,804
Source	Parcel Tax	Supplemental	Supplemental
Budget Reference	Other Services	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$43,096	45,682
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

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 2.4: 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.

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).

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 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 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.

2.4.2: 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.

2.4.2: 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,168	\$60,395	\$61,603
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	30,386
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

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 2.5: 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.

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.

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	\$51,651
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	\$152,700
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	Other Services	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$69,735	\$73,920
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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$346,690	\$544,108	\$554,991
Source	Parcel Tax	Base	Base
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$863,170	\$320,872	\$327,290
Source	Base	Parcel Tax	Parcel Tax
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$229,171	\$242,922
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		\$156,697	\$166,099
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

Unchanged Action

2017-18 Actions/Services

Action 2.7: We will staff specific 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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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

AHS 0.2 At-Risk Counselor
AMS 0.5 At-Risk Counselor

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$89,378	\$67,014	\$68,355
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salary & Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$24,296	\$25,754
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 to the community as a whole 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 3a: Parental Input in Making Decisions

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 Parent Advisory Group.

2016-17: 100% of our students have a district with a Hispanic/Latino Parent Engagement Team.

State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth

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.

State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs

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.

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</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</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</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</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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>	<p>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.</p>	<p>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>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>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>State Priority/Metric 3a: Parental Input in Making Decisions 2016-17: 100% of our students have schools with active School Site Councils comprised of parents and staff.</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>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>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>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</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 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 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>

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.	with a Black/African-American Parent Engagement Design Team. 2016-17: 100% of our students have a district with a Hispanic/Latino Parent Engagement Design Team.	The District will maintain that 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs. State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth 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.	The District will provide 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs. State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth 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.	The District will provide 100% of our parents of Black/African American, Hispanic, or Low-Socio Economic students with targeted outreach programs. State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth 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.
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.	State Priority/Metric 3b: Parental Participation in Programs for English Language Learners, Low-Socioeconomic, and Foster Youth 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	State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs The District will maintain that 100% of our students have schools and a district staff who	State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs The District will maintain that 100% of our students have schools	State Priority/Metric 3c: Parental Participation in Programs for Individuals with Exceptional Needs The District will maintain that 100% of our students have schools

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Priority/Metric: Effective communication strategies as measured by: the number of website postings, the number of meetings, and attendance at public meetings.	<p>comprised of parents and staff.</p> <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 of individuals with exceptional needs.</p> <p>Local Priority/Metric: Effective communication strategies 2017-18 The District will establish baselines and set goals for improvement.</p>	<p>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.</p> <p>Local Priority/Metric: Effective communication strategies 2017-18 The District will establish baselines and set goals for improvement.</p>	<p>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.</p> <p>Local Priority/Metric: Effective communication strategies 2018-19 The District will evaluate baselines and methods, make modifications as needed, and set goals for improvement.</p>	<p>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.</p> <p>Local Priority/Metric: Effective communication strategies 2019-20 The District will evaluate past performance and methods, make modifications as needed, and set goals for improvement.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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,

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,

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 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.

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.

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 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.

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 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	Other Services/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

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 3.2: 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.

2018-19 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 (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).

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 Student Services and Curriculum, Instruction, and Assessment Departments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$496,245	\$326,660	\$332,540
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	\$11,917
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$4,683	\$4,768
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$236,148	\$250,317
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$6,037	\$6,400
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$2,417	\$2,562
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

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 3.3: 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.

2018-19 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 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).

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 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.

3.3.3: District staff will recruit and retain secretarial staff to support the Business and Maintenance Departments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$480,649	\$456,376	\$464,591
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	\$267,164
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)

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

2017-18 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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

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.

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

2018-19 Actions/Services

Action 3.5: The District will adapt to and utilize up-to-date methods of

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.

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.

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.

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: **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

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).

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

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).

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.

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).

- 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

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).

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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

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.

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).

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.

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).

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.

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).

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.

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).

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

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).

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).

Citations

Borders, L. D., & Drury, S. M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70(4), 487-498.

Broussard, C. A. (2003). Facilitating home-school partnerships for multiethnic families: School social workers collaborating for success. *Children & Schools*, 25(4), 211-222.

Chrispeels, Janet H., and Elvia Rivero. "Engaging Latino families for student success: How parent education can reshape parents' sense of place in the education of their children." *Peabody Journal of Education* 76, no. 2 (2001): 119-169.

Coburn, C. E., Pearson, P. D., & Woulfin, S. (2011). Reading policy in the era of accountability. *Handbook of reading research*, 4, 561-593.

Delgado-Gaitan, C. (1991). Involving parents in the schools: A process of empowerment. *American journal of Education*, 20-46.

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).

Davies, D. (1991). Schools Reaching Out: Family, School, and Community Partnerships for Student Success. *Phi Delta Kappan*, 72(5), 376.

DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A review of the literature on teaching academic English to English language learners. *Review of Educational Research*, 84(3), 446-482.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press, 5500 Central Avenue, Boulder, CO 80301.

Howard, T. C., & Reynolds, R. (2008). Examining parent involvement in reversing the underachievement of African American students in middle-class schools. *The Journal of Educational Foundations*, 22(1/2), 79.

Howard, T. C. (2015). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. Teachers College Press.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.

Taylor, B., Pearson, P., Peterson, D., & Rodriguez, M. (2005). The CIERA School Change Framework: An evidence-based approach to professional development and school reading improvement. *Reading Research Quarterly*, 40-69.

Zosky, D. L., Avant, D. W., & Thompson, J. (2014). Social Work and Special Education Students' Attributions of Poverty: A Leadership Opportunity for School Social Workers. *School Social Work Journal*, 38(2).

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).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	9,780,197.00	9,540,740.00	9,780,197.00	10,546,996.00	10,487,300.00	30,814,493.00
Base	4,423,585.00	3,417,862.00	4,423,585.00	4,085,272.00	3,840,604.00	12,349,461.00
CA Standards One-Time Allocation	574,524.00	414,627.00	574,524.00	0.00	0.00	574,524.00
CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	0.00	53,000.00	0.00	340,788.00	321,013.00	661,801.00
Educator Effectiveness Grant	196,000.00	188,521.00	196,000.00	0.00	0.00	196,000.00
Federal Funds	0.00	0.00	0.00	145,834.00	150,469.00	296,303.00
Other	0.00	0.00	0.00	55,000.00	80,000.00	135,000.00
Parcel Tax	2,245,962.00	2,972,741.00	2,245,962.00	3,291,392.00	3,396,242.00	8,933,596.00
Restricted Routine Maintenance	480,649.00	641,826.00	480,649.00	708,417.00	731,755.00	1,920,821.00
Supplemental	1,653,418.00	1,535,271.00	1,653,418.00	1,749,449.00	1,791,596.00	5,194,463.00
Title I	151,970.00	217,704.00	151,970.00	122,433.00	126,177.00	400,580.00
Title II	0.00	45,427.00	0.00	48,411.00	49,444.00	97,855.00
Title III	54,089.00	53,761.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	9,780,197.00	9,540,740.00	9,780,197.00	10,546,996.00	10,487,300.00	30,814,493.00
	9,780,197.00	9,540,740.00	8,772,396.00	50,000.00	25,000.00	8,847,396.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	5,145,310.00	4,984,720.00	10,130,030.00
2000-2999: Classified Personnel Salaries	0.00	0.00	976,894.00	1,537,046.00	1,564,716.00	4,078,656.00
3000-3999: Employee Benefits	0.00	0.00	17,407.00	3,255,748.00	3,328,972.00	6,602,127.00
4000-4999: Books And Supplies	0.00	0.00	13,500.00	226,525.00	226,525.00	466,550.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	246,867.00	246,867.00	493,734.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	30,500.00	30,500.00	61,000.00
6000-6999: Capital Outlay	0.00	0.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	9,780,197.00	9,540,740.00	9,780,197.00	10,546,996.00	10,487,300.00	30,814,493.00
	Base	4,423,585.00	3,417,862.00	3,901,433.00	50,000.00	25,000.00	3,976,433.00
	CA Standards One-Time Allocation	574,524.00	414,627.00	574,524.00	0.00	0.00	574,524.00
	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	0.00	53,000.00	0.00	0.00	0.00	0.00
	Educator Effectiveness Grant	196,000.00	188,521.00	196,000.00	0.00	0.00	196,000.00
	Parcel Tax	2,245,962.00	2,972,741.00	2,245,962.00	0.00	0.00	2,245,962.00
	Restricted Routine Maintenance	480,649.00	641,826.00	0.00	0.00	0.00	0.00
	Supplemental	1,653,418.00	1,535,271.00	1,648,418.00	0.00	0.00	1,648,418.00
	Title I	151,970.00	217,704.00	151,970.00	0.00	0.00	151,970.00
	Title II	0.00	45,427.00	0.00	0.00	0.00	0.00
	Title III	54,089.00	53,761.00	54,089.00	0.00	0.00	54,089.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	1,812,688.00	1,585,439.00	3,398,127.00
1000-1999: Certificated Personnel Salaries	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	0.00	0.00	0.00	210,572.00	214,784.00	425,356.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	96,573.00	98,505.00	195,078.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	0.00	0.00	0.00	1,877,923.00	1,915,484.00	3,793,407.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	1,049,367.00	1,070,357.00	2,119,724.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	66,187.00	67,511.00	133,698.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	32,000.00	32,640.00	64,640.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	496,245.00	756,111.00	769,722.00	2,022,078.00
2000-2999: Classified Personnel Salaries	Parcel Tax	0.00	0.00	0.00	268,969.00	273,811.00	542,780.00
2000-2999: Classified Personnel Salaries	Restricted Routine Maintenance	0.00	0.00	480,649.00	456,376.00	464,591.00	1,401,616.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	50,907.00	51,824.00	102,731.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	4,683.00	4,768.00	9,451.00
3000-3999: Employee Benefits	Base	0.00	0.00	17,407.00	1,226,973.00	1,190,943.00	2,435,323.00
3000-3999: Employee Benefits	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	0.00	0.00	0.00	100,216.00	106,229.00	206,445.00
3000-3999: Employee Benefits	Federal Funds	0.00	0.00	0.00	45,043.00	47,746.00	92,789.00
3000-3999: Employee Benefits	Parcel Tax	0.00	0.00	0.00	1,040,710.00	1,103,157.00	2,143,867.00
3000-3999: Employee Benefits	Restricted Routine Maintenance	0.00	0.00	0.00	252,041.00	267,164.00	519,205.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	545,311.00	565,551.00	1,110,862.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	38,910.00	41,245.00	80,155.00
3000-3999: Employee Benefits	Title II	0.00	0.00	0.00	6,544.00	6,937.00	13,481.00
4000-4999: Books And Supplies	Base	0.00	0.00	8,500.00	76,000.00	106,000.00	190,500.00
4000-4999: Books And Supplies	CCCOE-ROP Funds & LCFF 9-12 Add-On Funds	0.00	0.00	0.00	30,000.00	0.00	30,000.00
4000-4999: Books And Supplies	Federal Funds	0.00	0.00	0.00	4,218.00	4,218.00	8,436.00
4000-4999: Books And Supplies	Parcel Tax	0.00	0.00	0.00	41,790.00	41,790.00	83,580.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	5,000.00	61,864.00	61,864.00	128,728.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	12,653.00	12,653.00	25,306.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	133,000.00	133,000.00	266,000.00
5000-5999: Services And Other Operating Expenditures	Parcel Tax	0.00	0.00	0.00	62,000.00	62,000.00	124,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	42,000.00	42,000.00	84,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	9,867.00	9,867.00	19,734.00
5700-5799: Transfers Of Direct Costs	Base	0.00	0.00	0.00	30,500.00	30,500.00	61,000.00
6000-6999: Capital Outlay	Other	0.00	0.00	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 Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,687,507.00	5,229,624.00	5,687,507.00	6,083,502.00	5,906,799.00	17,677,808.00
Goal 2	2,974,889.00	3,080,432.00	2,974,889.00	3,062,926.00	3,160,742.00	9,198,557.00
Goal 3	1,117,801.00	1,230,684.00	1,117,801.00	1,400,568.00	1,419,759.00	3,938,128.00

* Totals based on expenditure amounts in goal and annual update sections.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

**ITEM: INDEPENDENT CONTRACTOR AGREEMENT WITH ALAMEDA
COUNTY OFFICE OF EDUCATION**

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

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: To review and approve a contract between Albany Unified School District and Alameda County Office of Education to provide teacher professional development on the topic of Culturally Responsive Teaching and Practices.

BACKGROUND INFORMATION: Annually, AUSD offers teacher professional development in areas identified by teachers. During the Spring of 2018, teachers were polled and identified culturally responsive teaching and practices as a desired topic for summer learning.

DETAILS: The professional development will explore instructional approaches from an equity-based lens and examine how AUSD's social justice and social emotional learning competencies are reflected in English language arts and mathematics instruction. Participants will explore the ways in which classroom identities—both teacher and student—affect the classroom experience, and begin to identify design principles that value, consider, and leverage these factors in planning instruction. This professional learning experience is designed to strengthen the foundation for teaching and learning through exploring power, privilege, and bias with a focus on action and implementation.

Dates of Service: Monday August 13-Thursday 16, 2018.

FINANCIAL INFORMATION: The total cost of the contract will not exceed \$4000.00 and will be paid for using Supplemental Funds allocated in the LCAP.

This contract aligns with LCAP Goal 1-Action 1.1.4: We will provide professional development in Culturally Responsive Teaching and Practices.

STRATEGIC OBJECTIVES ADDRESSED:



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



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



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

<p>RECOMMENDATION: INDEPENDENT CONTRACTOR AGREEMENT WITH ALAMEDA COUNTY OFFICE OF EDUCATION</p>

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

This agreement is hereby entered into this **26th day of June, 2018** in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Alameda County Office of Education

CONTRACTOR

313 W Winton, Ave

MAILING ADDRESS

Hayward

CA

94544

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"):

The professional development will explore instructional approaches from an equity-based lens and examine how AUSD's social justice and social emotional learning competencies are reflected in English language arts and mathematics instruction. Participants will explore the ways in which classroom identities—both teacher and student—affect the classroom experience, and begin to identify design principles that value, consider, and leverage these factors in planning instruction. This professional learning experience is designed to strengthen the foundation for teaching and learning through exploring power, privilege, and bias with a focus on action and implementation.

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:

X Provide services under this AGREEMENT on the following specific dates:

Monday August 13-Thursday August 16, 2018

OR

☐ Commence providing services under this AGREEMENT on _____ and complete performance no later than _____.

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 \$4000.00 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 \$800.00 for a total amount of Four (4) days.**
 - ☐
 - 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, 1051 Monroe Street, Albany, CA, 94706.

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

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

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 incidental 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:

Alameda County Of Education

Tax Identification Number:
(confidential)

By: _____
Name: Marie Williams
Title: Director III
Educational and Student Support Services

By: _____
Name: _____
Title: _____

Address for District Notices:

Albany Unified School District
1051 Monroe Street
Albany, CA 94706

Address for Contractor Notices:

Date of Board Approval: _____

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: **DEPARTMENT OF REHABILITATION (DOR)
SIGNATURE AUTHORIZATON**

PREPARED BY: **DIANE MARIE, DIRECTOR, SPECIAL EDUCATION**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE:

The purpose of this item is to ask the Board of Trustees to authorize Superintendent Valerie Williams to sign contracts with the Department of Rehabilitation (DOR). This authorization gives approval to sign and execute any and all documents required by Department of Rehabilitation to effectuate the execution of contracts and/or amendments.

BACKGROUND INFORMATION:

At the March 28, 2017 Regular Board Meeting, the Board approved a We Can Work! Contract with the Department of Rehabilitation. It was explained at that time that the Department of Rehabilitation is required to provide Pre-employment Transition Services (PETS) to high school students with all types of disabilities between the ages of 16-21. These services are an outcome oriented and coordinated set of activities, which promote movement from school to post school. The contract focuses specifically on the provision of work based learning experiences. CBO Allan Garde was listed as the person authorized to sign contracts and execute documents required by the Department of Rehabilitation. CBO Garde's resignation has necessitated the Board authorizing another Staff to sign documents in order for the District to be reimbursed for expenses covered by this grant.

DETAILS:

The District works in partnership with the Department of Rehabilitation (DOR), Greater East Bay District, Berkeley Branch to develop work experiences for high school students with disabilities. Students from AHS are referred to DOR for We Can Work services to enable them to obtain skills and insight into the world of work.

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: Authorize Superintendent Valerie Williams to sign contracts with the Department of Rehabilitation (DOR). This authorization gives approval to sign and execute any and all documents required by Department of Rehabilitation to effectuate the execution of contracts and/or amendments.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 28, 2017

ITEM: APPROVE WORK EXPERIENCE CONTRACT WITH THE DEPARTMENT OF REHABILITATION, WE CAN WORK PROGRAM

PREPARED BY: DIANE MARIE, DIRECTOR OF SPECIAL EDUCATION 

TYPE OF ITEM: CONSENT

PURPOSE:

Board of Trustees to approve Work Experience Contract with the Department of Rehabilitation to participate in the We Can Work program.

BACKGROUND INFORMATION:

The Department of Rehabilitation is required to provide Pre-employment Transition Services (PETS) to high school students with all types of disabilities between the ages of 16-21. These services are an outcome oriented and coordinated set of activities which promote movement from school to post school. The contract will focus specifically on the provision of work based learning experiences.

DETAILS:

The District in partnership with the Department of Rehabilitation (DOR), Greater East Bay District, Berkeley Branch would enter into an agreement to work collaboratively with high school students with disabilities needing work experience. Students from AHS would be referred to DOR for We Can Work services to enable them to obtain skills and insight into the world of work. District staff will sign and execute any and all documents required by DOR to effectuate the execution of contracts and/or amendments to the contract.

 X Standard Contract

 Contract deviates from Standard Contract

KEY QUESTIONS AND ANSWERS:

Q. What expenses will be covered by this Contract?

A. The Department of Rehabilitation will reimburse the District for an amount up to \$37,387.00 *per school year* for student wages and staff time to complete required paperwork. This would be a not to exceed total of \$74,774.00 for the two years.

Q. What time period is covered by the Contract?

A. Reimbursement would be for the 2017-2018 and 2018-2019 school years.

FINANCIAL INFORMATION:

There is no impact to the District budget.

STRATEGIC OBJECTIVES ADDRESSED:

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

RECOMMENDATION: Approve Contract between Albany Unified School District and the Department of Rehabilitation.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

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

PREPARED BY: VALERIE WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW & ACTION

PURPOSE: To review and approve the Amendment to Agreement for Design-Build Services for the Albany Middle School Annex Project by and between Albany Unified School District and Rodan Builders, Inc. (“Design-Build Contractor”)

BACKGROUND INFORMATION: Key Board Meeting Dates are below.

At the [April 24, 2018 Regular Board Meeting](#), the Board approved an Amendment with Rodan Builders and authorized Change Order 2 relating to changes resulting from plan approvals by jurisdictional authorities (DSA, PG&E, and EBMUD). At the [February 13, 2018 Regular Board Meeting](#), the Board approved an Amendment with Rodan Builders and authorized Change Order 1 for preliminary design work needed to receive firm and competitive bids for proposed work. At the [October 10, 2017 Regular Board Meeting](#), the Board approved an Amendment with Rodan Builders and authorized Phase II – Construction for the Albany Middle School Annex Project. At the [August 22, 2017 Regular Board Meeting](#), the Board received an update on the final design of the Albany Middle School Annex Project and approved the Albany Middle School Annex Educational Specifications. At the [June 27, 2017 Regular Board Meeting](#), the Board received an update on the Albany Middle School Annex Project. At the [February 28, 2017 Regular Board Meeting](#), the Board approved the agreement with Rodan Builders for the Albany Middle School Annex Project. At the [September 27, 2016 Regular Board Meeting](#), the Board approved a Bridging Architectural Agreement (Design-Build Method) with HY Architects for the Albany Middle School Annex. At the [August 9, 2016 Regular Board Meeting](#), the Board approved Resolution 2016-17-01: Sustainability & the Design and Construction of High Performance Schools. At the [January 12, 2016 Regular Board Meeting](#), HY Architects provided an update of the San Gabriel Site Project based on multiple design meetings with the design team. At the [December 8, 2015 Regular Board Meeting](#), the Board created a Sustainability / Integrated Design Committee to assist with the design of the upcoming construction projects. At the [March 10, 2015 Regular Board Meeting](#), the Board approved an agreement with HY

Architects authorizing the development of Schematic Design level detail for the project. At the [October 28, 2014 Regular Board Meeting](#), the Board approved an agreement with WLC Architects to develop a scope for the project. At the [March 25, 2014 Board Meeting](#), the Board reviewed a Facilities Master Plan developed by WLC Architects.

DETAILS: This Amendment, which represents Change Order #3 to the Design/Build Agreement, adds measures in the public right of way for improved pedestrian safety as well as work related to City trees and sidewalks (PCO #2); it also adds infrastructure in the Drama Classroom required for future sound and lighting systems (PCO #6); it also adds card reader access and exterior security cameras throughout the new facility (PCO #7), as further described below. The work included in this Amendment was planned and budgeted for. This change order is being recommended for approval based on a thorough review by the District's Program Manager and concurrence by the DSA Inspector of Record that the proposed compensation is fair and justified for the added work. The Amendment includes:

- Proposed Change Order #2 – Turnkey development of the Michael Baker International (Traffic Consultant) recommendations for improved pedestrian safety at the corner of Brighton and San Gabriel. Scope of work also includes removal and replacement of trees and concrete and asphalt repairs necessary to construct the new buildings. Cost: \$174,972.
- Proposed Change Order #6 – Changes to the Drama Theater to include infrastructure necessary to install future lighting and sound systems. The improvement lowers the pipe grid to make it more accessible to students and modifies the doors to provide better sound control within the performance space. Cost: \$64,526.
- Proposed Change Order #7 – Addition of card readers and access control for 29 exterior doors on the building, including providing schedule capabilities for restrooms and the elevator. This also covers installation of 18 cameras at various locations on the building. Cost: \$127,946.

KEY QUESTIONS AND ANSWERS:

1. Where can I go to learn more about the Albany Middle School Annex project?
 - a. The Albany Unified School District website at: www.ausdk12.org has a lot of information and is routinely updated with pertinent information.
2. Will \$11,601,473 be the final cost of construction?
 - a. The \$11,601,473 represents the cost to build the project as submitted to the Division of the State Architect plus various changes requested to date. No further changes are anticipated unless additional requirements are added to the project or unforeseen conditions are encountered prior to completion.

FINANCIAL INFORMATION: 2016 Measure B Bond:

Phase	<i>Board Approval 02/28/2017</i>	<i>Board Approval 10/10/2017</i>	<i>Board Approval 02/13/2018</i>	<i>Board Approval 04/24/2018</i>	Recommendation of 06/26/2018
Guaranteed Maximum Price (GMP)	\$11,656,987	\$10,533,009	\$10,580,509	\$11,234,029	\$11,601,473

STRATEGIC OBJECTIVES ADDRESSED:

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

RECOMMENDATION: Board of Trustees to review and approve the Amendment to Agreement for Design-Build Services for the Albany Middle School Annex Project by and between Albany Unified School District and Rodan Builders. Inc. (“Design-Build Contractor”)

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

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

- I. Pursuant to Article VII – Contract Documents of the Design-Build Services Agreement, the following sections of the Agreement are amended as follows:
- a. Article IV – Contract Sum;
Final Guaranteed Maximum Contract Sum is eleven million six hundred one thousand four hundred and seventy three dollars (\$11,601,473.00)
 - b. Scope of Work;
Fixed pricing for the following Proposed Change Orders:
 - Proposed Change Order #2 – Turnkey development of the Michael Baker International (Traffic Consultant) recommendations for improved pedestrian safety at the corner of Brighton and San Gabriel. Scope of work also includes removal and replacement of trees and concrete and asphalt repairs necessary to construct the new buildings. Cost: \$174,972.
 - Proposed Change Order #6 – Changes to the Drama Theater to include infrastructure necessary to install future lighting and sound systems. The improvement lowers the pipe grid to make it more accessible to students and modifies the doors to provide better sound control within the performance space. Cost: \$64,526.
 - Proposed Change Order #7 – Addition of card readers and access control for 29 exterior doors on the building, including providing schedule capabilities for restrooms and the elevator. This also covers installation of 18 cameras at various locations on the building. Cost: \$127,946.

Amendment (Total of above): \$367,444

Guaranteed Maximum Price (GMP): \$11,601,473.00

DESIGN-BUILD CONTRACTOR:

Rodan Builders, Inc.

By:

Its: _____

Date: _____

DISTRICT:

Albany Unified School District

By:

Its: _____

Date: _____

ALBANY UNIFIED SCHOOL DISTRICT

CONSTRUCTION COST SUMMARY

June 18, 2018

Project: Albany Middle School Annex

Contractor: Rodan Builders

Component	Firm	Qty	Unit	Unit Cost	Subtotal
<u>Rodan PCO #02 - Offsite & Pedestrian Safety Improvements</u>					
Demolition and rough grading	Tri-Valley	1	Lot	42,772.00	42,772
New concrete curb/gutter, curb ramps, sidewalk - 4 locations	Berkeley Conc	1	Lot	48,900.00	48,900
Landscape/decomposed granite	Rodan	1	Lot	12,640.00	12,640
Pavement striping, crosswalks	Compass	1	Lot	13,100.00	13,100
Solar-powered flashing stop signs, traffic signs, posts, electrical	Atlas/Rodan	1	Lot	32,380.00	32,380
Tree removal	Rodan	1	Lot	10,000.00	10,000
					0
					0
					0
Direct Costs Subtotal:					159,792
Overhead & Profit: 7.50%					11,984
Subtotal:					171,776
Bonding & Insurance: 2.00%					3,196
Total Construction Cost:					174,972

Reviewed by: Adam Bayer
Derivi Castellanos Architects
District's Project Manager

ALBANY UNIFIED SCHOOL DISTRICT

CONSTRUCTION COST SUMMARY

June 18, 2018

Project: Albany Middle School Annex

Contractor: Rodan Builders

Component	Firm	Qty	Unit	Unit Cost	Subtotal
<u>Rodan PCO #06 - Revisions to Drama Classroom</u>					
Delete glazing at north	Progress	1	Lot	(684.00)	(684)
Additional electrical at Drama Classroom and CL	Atlas	1	Lot	36,000.00	36,000
Supply and install screen, projector mount	Rodan	1	Lot	11,500.00	11,500
Doubl doors with STC rating	Rodan	1	ea	11,500.00	11,500
Credit for roll-up door, deleted	DW Nicholson	1	Lot	(4,500.00)	(4,500)
Lower the height of the pipe grid	Rodan	1	Lot	5,112.00	5,112
					0
					0
					0
Direct Costs Subtotal:					58,928
Overhead & Profit: 7.50%					4,420
Subtotal:					63,348
Bonding & Insurance: 2.00%					1,179
Total Construction Cost:					64,526

Reviewed by: Adam Bayer
Derivi Castellanos Architects
District's Project Manager

ALBANY UNIFIED SCHOOL DISTRICT

CONSTRUCTION COST SUMMARY

June 25, 2018

Project: Albany Middle School Annex

Contractor: Rodan Construction

Component	Firm	Qty	Unit	Unit Cost	Subtotal
<u>Rodan PCO #07: Access Control & CCTV</u>					
Update door hardware groups	General	1	Lot	11,560.00	11,560
AD-300 all in one networked locksets	OJO	1	Lot	32,893.00	32,893
Conduit and cabling, install OFCI cameras	Atlas	1	Lot	62,293.00	62,293
Install OFCI security camera brackets	Rodan	1	Lot	10,100.00	10,100
					0
					0
					0
Direct Costs Subtotal:					116,846
Overhead & Profit: 7.50%					8,763
Subtotal:					125,609
Bonding & Insurance: 2.00%					2,337
Total Construction Cost:					127,946

Reviewed by: Adam Bayer
Derivi Castellanos Architects
District's Project Manager

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

**ITEM: INDEPENDENT CONTRACTOR AGREEMENT WITH
M.R. CHRISTENSEN CONSTRUCTION, INC.**

PREPARED BY: VAL WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE:

The Board of Trustees to review and approve the Independent Contractor Agreement with M.R. Christensen Construction, Inc. relating to the Cornell Restroom Alteration

BACKGROUND INFORMATION/DETAILS:

Due to the a portion of the district office staff moving to the Cornell elementary site, the restroom needs to be altered for adult needs. In addition, upgrades must occur in order to meet updated American Disability Act standards. The project involves providing labor and materials to complete the alteration of a restroom for staff use at the Cornell Elementary School in accordance with the architect's plans. In accordance with California Uniform Public Construction Cost Accounting (CUPCCAA), the District may contract without going through formal or informal bidding procedures since the scope of the work is less than \$45,000.

KEY QUESTIONS AND ANSWERS:

Q: When with this work take place?

A: The work shall commence on June 27, 2018 and be completed by August 10, 2018.

FINANCIAL INFORMATION: \$44,581.00 from Measure B Bonds.

STRATEGIC OBJECTIVES ADDRESSED: This Board Item addresses:



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

RECOMMENDATION: The Board of Trustees to review and approve the Independent Contractor Agreement with M.R. Christensen Construction, Inc.

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

This agreement is hereby entered into this 26 day of June, 2018 in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and
M.R. Christensen Construction, Inc

1465 Civic Court, Suite 1050

<u>Concord,</u>	<u>CA</u>	<u>94520</u>
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 labor and materials to complete the Cornell Elementary School

Restroom Alteration in accordance with the Derivi Castellanos Architects plans A1.11, A1.20 and A1.21. The scope of work excludes hazmat demolition and and electrical which shall be completed under separate scopes.

The work shall commence on June 27, 2018 and shall be fully completed by August 10, 2018. The Contractor to coordinate with the District to prepare the space for furniture installation on July 11, 2018 and for occupancy on July 16, 2018. The Contractor shall provide suitable isolation of the work area in advance of furniture being moved into the space on July 11, 2018 and for district staff to occupy the space on July 16, 2018. Coordinate electrical install requirements with District electrician.

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

3. Term. CONTRACTOR shall:

☐

Provide services under this AGREEMENT on the following specific date's

_____, _____, _____, _____, _____, _____, _____, and

complete performance no later than _____;

OR

☒

Commence providing services under this AGREEMENT on June 27, 2018 and complete performance no later than August 10, 2018.

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

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

- a. Such compensation shall be based on:
- ☐ An hourly rate of \$ _____ for a total amount of _____ hours.
- ☐ A daily rate of \$ _____ for a total amount of _____ days.
- ☒ Percentage of completion, not to exceed \$44,581
- b. Payment method shall be:
- ☐ Upon Completion.
- ☐ Date of Service
- ☒ **Other (Specify):** invoice 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, 1051 Monroe Street, Albany, CA, 94706.

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

which would otherwise exist as to a party, person, or entity described in this paragraph.

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

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

☐ The following Contracted Parties have **more than limited contact** (as

determined by District) with District students during the Term of this Agreement:

[Attach and sign additional pages, as needed.]

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

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

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

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

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

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

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

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying

information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.

15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. Contractor shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.

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

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

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
 Name: Valerie Williams
 Title: Superintendent

Address for District Notices:

Albany Unified School District
 1051 Monroe Street
 Albany, CA 94706

Date of Board Approval: _____

CONTRACTOR: _____
M.R. Christensen Construction, Inc.

Tax Identification Number: 264-14-5703

By _____
 Name: Matt Christensen
 Title: President/Project Manager

Address for Contractor Notices:

M.R. Christensen Construction, Inc
1465 Civic Court, Suite 1050
Concord, Ca. 94520

M.R. Christensen Construction
PROJECT: Cornell Elementary Toilet Room Alteration
LOCATION: Albany, Ca.
ARCHITECT: DCA

DESCRIPTION OF WORK: Build new restroom in existing classroom

01000 GENERAL CONDITIONS									
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL	
Job Start-Up	4	hrs	2	80	8	320		328	
Temporary Heat, Light & Power					0	0		0	
Protect Existing Finishes	8	hrs	10	60	80	480		560	
Insurance and Bonds					0	0		0	
Building Permit					0	0		0	
General Supervision	1.5	mo		5000	0	7,500		7,500	
Temporary Facilities	1.5	mo	150		225	0		225	
Travel and Parking	1.5	mo	350		525	0		525	
Radios and Telephones	1.5	mo	100		150	0		150	
General Cleaning	8	hrs	10	55	80	440		520	
Final Cleaning	2	hrs	5	55	10	110		120	
					=====	=====	=====	=====	
Total: General Conditions					1,078	8,850	0	9,928	
									9,928

use existing

2000 DEMOLITION									
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL	
Hazardous Mat. Removal					0	0		0	
Selective Demolition	4	hrs	25	60	100	240		340	
Concrete Sawing & Demo					0	0		0	
Other					0	0		0	
					=====	=====	=====	=====	
Total: Demolition					100	240	0	340	
									340

excluded

see sec. 15400

3000 CONCRETE									
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL	
Trench Patching					0	0	0	0	
Other					0	0		0	
					=====	=====	=====	=====	
Total: Concrete					0	0	0	0	
									0

M.R. Christensen Construction

6000 CARPENTRY										TOTAL	
	#units	Unit	Mat.	Labor	Material	Labor	Sub				
Wall Framing	16	hrs	32	75	512	1,200				1,712	
Other					0	0				0	
					=====	=====	=====			=====	
Total: Rough Carpentry					512	1,200	0			1,712	

6200 FINISH CARPENTRY										TOTAL	
	#units	Unit	Mat.	Labor	Material	Labor	Sub				
Finish Carpentry	4	hrs	35	80	140	320				460	
Other					0	0				0	
					=====	=====	=====			=====	
Total: Finish Carpentry					140	320	0			460	

6400 CABINET WORK										TOTAL	
	#units	Unit	Mat.	Labor	Material	Labor	Sub				
Cabinets					0	0				0	
Counter Tops					0	0				0	
Other					0	0				0	
					=====	=====	=====			=====	
Total: Cabinet Work					0	0	0			0	

no work
no work

7200 INSULATION										TOTAL	
	#units	Unit	Mat.	Labor	Material	Labor	Sub				
Bldg. Insulation	8	hrs	50	70	400	560				960	
Other					0	0				0	
					=====	=====	=====			=====	
Total: Insulation					400	560	0			960	

7500 ROOFING										TOTAL	
	#units	Unit	Mat.	Labor	Material	Labor	Sub				
Built-up Roofing					0	0				0	
Other					0	0				0	
					=====	=====	=====			=====	
Total: Roofing					0	0	0			0	

8000 DOORS & FRAMES										TOTAL	
	#units	Unit	Mat.	Labor	Material	Labor	Sub				
Standard Wood Drs/Frames	1	ea	1200	440	1,200	440				1,640	
Other					0	0				0	
					=====	=====	=====			=====	

M.R. Christensen Construction

Total: Doors and Frames					1,200	440	0	1,640	
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9250 DRYWALL

	#units	Unit	\$/unit	\$/unit	Mat.	Labor	Material	Labor	Sub	TOTAL
G.W.B. (Walls & Ceilings)	48	hrs	20	75		960	3,600			4,560
Other						0	0			0
						=====	=====			=====
Total: GWB Systems						960	3,600		0	4,560

4,560

9600 FLOORING

	#units	Unit	\$/unit	\$/unit	Mat.	Labor	Material	Labor	Sub	TOTAL
Sheet Vinyl						0	0		2,400	2,400
Other						0	0			0
						=====	=====			=====
Total:Flooring						0	0		2,400	2,400

2,400

9900 PAINTING

	#units	Unit	\$/unit	\$/unit	Mat.	Labor	Material	Labor	Sub	TOTAL
Interior Painting	24	hrs	17	65		408	1,560			1,968
Other						0	0			0
						=====	=====			=====
Total: Painting						408	1,560		0	1,968

1,968

10000 SPECIALTIES

	#units	Unit	\$/unit	\$/unit	Mat.	Labor	Material	Labor	Sub	TOTAL
Toilet Room Signs	1	ea	55	60		55	60			115
Fire Extinguishers						0	0			0
Misc. Signage	1	ea	40	55		40	55			95
FRP	4	ea	62	80		248	320			568
Other						0	0			0
						=====	=====			=====
Total: Specialties						343	435		0	778

778

existing

10800 TOILET ACCESSORIES

	#units	Unit	\$/unit	\$/unit	Mat.	Labor	Material	Labor	Sub	TOTAL
General Accessories						0	0		1,578	1,578
Other						0	0			0
						=====	=====			=====
Total: Toilet Accessories						0	0		1,578	1,578

1,578

15300 FIRE SPRINKLERS										
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL		
Fire Sprinkler System					0	0		0	no work	
Other					0	0		0		
					=====	=====	=====			
Total: Fire Sprinklers					0	0	0	0	0	
										0

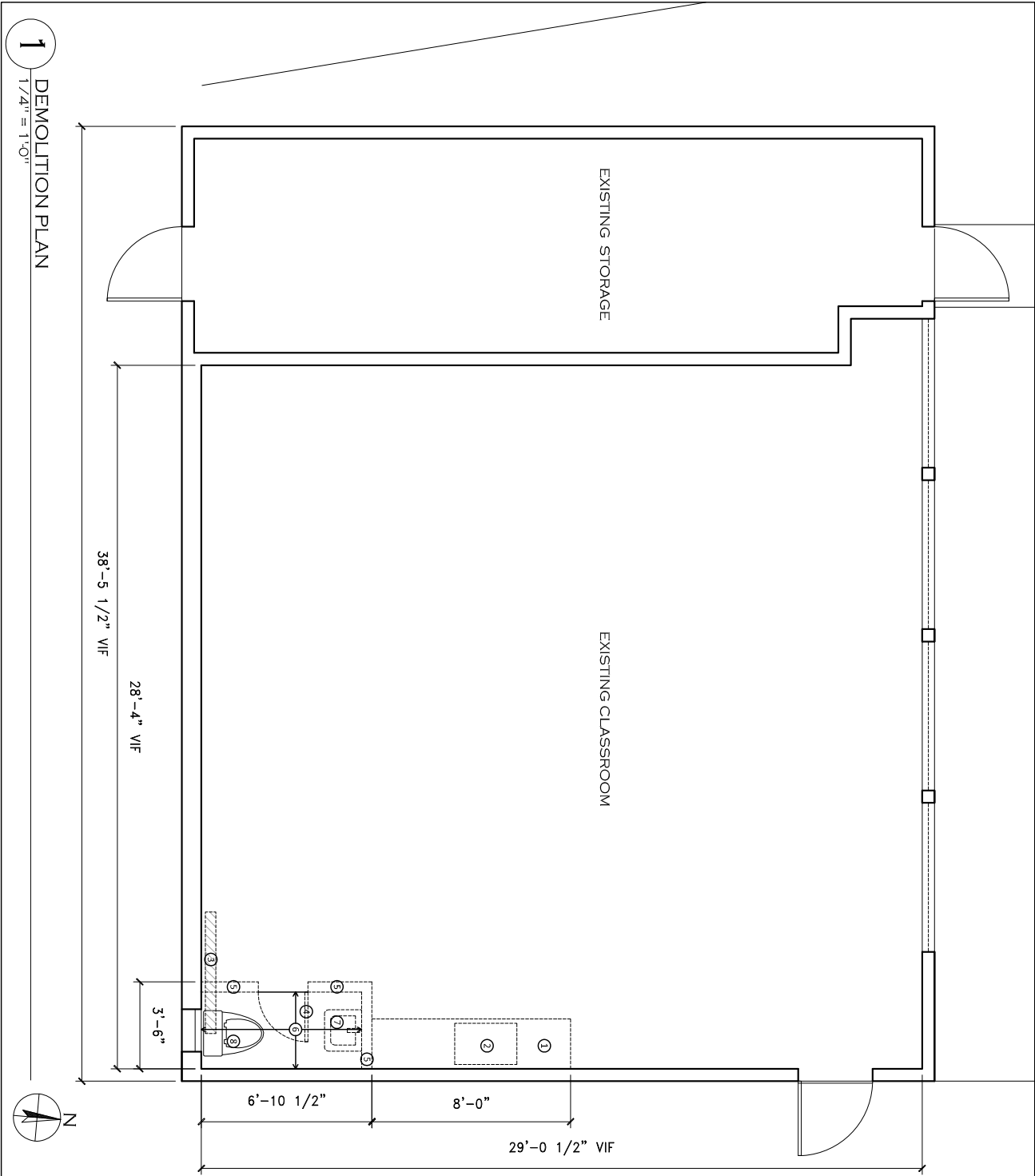
15400 PLUMBING										
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL		
Plumbing Piping					0	0	12,404	12,404	Monarch included	
Plumbing Fixtures					0	0			included	
Water Heaters					0	0				
Other					0	0				
					=====	=====	=====	=====		
Total: Plumbing					0	0	12,404	12,404	12,404	

15500 H.V.A.C. SYSTEMS										
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL		
HVAC Equipment					0	0	1,800	1,800	DT	
Exhaust Systems					0	0			included	
Ductwork					0	0			included	
HVAC Testing & Balancing					0	0			included	
Other					0	0		0		
					=====	=====	=====	=====		
Total: HVAC					0	0	1,800	1,800		
										1,800

16000 ELECTRICAL										
	#units	Unit	\$/unit Mat.	\$/unit Labor	Material	Labor	Sub	TOTAL		
Electrical System					0	0			0	separate PO separate PO no work, by others no work
Lighting System					0	0			0	
Fire Alarm System					0	0			0	
Telephone, Data					0	0			0	
Other					0	0			0	
					=====	=====	=====			
Total: Electrical					0	0	0		0	0

TOTAL			40,528
O.H.&P.	10%		4,053

			=====
TOTAL			44,581



GENERAL NOTES

- COORDINATE SCOPE OF WORK WITH REMOVALS BELOW ARE UNLIKE TO EACH SHEET. SEE ONLY CONCEPTUAL OF THE SCOPE OF WORK, AND ENTHUSIASTICALLY DECIDED NON-ENGINEERED OR TOLLY DECISIONS. ~~DO NOT CONSIDER THIS A CONSTRUCTION DOCUMENT.~~
- THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE REMOVAL OF ALL EXISTING MATERIALS, EQUIPMENT, AND FURNITURE PRIOR TO REMOVAL. ALL REMOVALS SHALL BE SHOWN FOR CLARITY. PRIOR TO START, COORDINATE WITH OWNER.

KEY NOTES

1. ~~REMOVE EXISTING WALL AND CEILING.~~
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DERIVI CASTELLANOS ARCHITECTS

Silicon Valley
25 S Market St, Suite 480
San Jose, CA 95113
(408) 320-4871

Central Valley
124 N Yosemite St
Stockton, CA 95203
(209) 462-2873

www.dcaai.com

Contractor:
M.A. Christensen Inc.
1465 Civic Court, Suite 1050

Albany Unified School District Office Restroom Alteration
CORNELL ELEMENTARY SCHOOL
1500 S. Market St.
ALBANY, CA 94706

Project #
A1.11

Sheet #
2 of 3

Revisions

No.	Description	Date
1	PRELIMINARY	JAN 18, 2018
2	NO. 1, 2, 3	JAN 18, 2018
3		JAN 18, 2018
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Scale:
AS SHOWN

Sheet Title:
DEMOLITION PLAN

Drawn By: JMC
Checked By:

Project No.: A1.11
Sheet Number: 2 of 3

CORNELL ELEMENTARY
STORAGE AREA, NIC

**EXISTING
CONCRETE
RAMP**

EXISTING
PLANTING AREA

**EXISTING
CONCRETE
WALKWAY**

APPROX.

1 FLOOR PLAN
NTS



GENERAL NOTES

- COORDINATE SCOPE OF WORK WITH DEMOLITION PLAN.
- KEYNOTES BELOW ARE UNIQUE TO EACH SHEET.
- THIS SHEET IS ONLY CONCEPTUAL OF THE WORK AND THE METHOD OF INSTALLATION DESCRIBED. NOT ENGINEERED OR PLANNED. ~~THIS SHEET SHALL NOT BE USED FOR CONSTRUCTION.~~
- OWNER FURNISHED CONTRACTOR INSTALLED IDEAL PRODUCTS SHALL BE PROVIDED BY OWNER'S REP TO CONTRACTOR. CONTRACTOR TO PROVIDE ALL ANCHORAGE, CONNECTIONS AND BACKING NECESSARY FOR INSTALLATION. CONTRACTOR TO COORDINATE WITH OWNER ON SCHEDULING RECEIPT OF OR ORDER OF PRODUCTS.
- PRODUCTS SHOWN ARE FOR LANDSCAPE AND COORDINATION PURPOSES AND ARE NOT IN CONTRACT (N/C).

KEY NOTES

- [illegible]

LEGEND

- [illegible]

ALBANY UNIFIED SCHOOL
DISTRICT OFFICE
RESTROOM ALTERATION
CORNELL ELEMENTARY SCHOOL
920 TALBOT AVENUE

Contractor:
M.R. Christensen Inc.
1465 Civic Court, Suite 105

SHEET THREE

FLOOR PLAN

SCALE

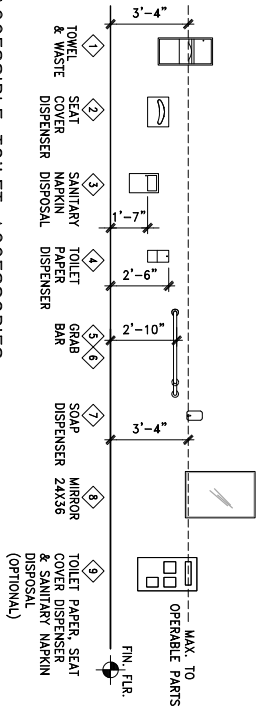
Business Development

№	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524
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Checked By:

Job no.

DATE _____



1	PAPER TOWEL DISPENSER/WASTE RECEPTACLE (RECESSION: BOBRICK MODEL B-389)	7	SOAP DISPENSER (NOT USED) (SURFACE MTD. BOBRICK MODEL B-2111)
2	SEAT COVER DISPENSER (SURFACE MTD. BOBRICK MODEL B-221)	8	2X36 CHANNEL FRAME MIRROR (BOBRICK MODEL B-165)
3	SANITARY NAPKIN DISPOSAL (RECESSION: BOBRICK MODEL B-353)	9	COMBINATION UNIT WALL MOUNTED (L OR R HANDED) (RECESSION: BOBRICK MODEL B-3574/B-3574S)
4	TOILET TISSUE DISPENSER (RECESSION: MODEL B-3888)	10	DECK MOUNTED SOAP DISPENSER (TO BE SELECTED BY OWNER)
5	GRAB BAR 36"L (BOBRICK MODEL B-5806X36)	NOTES: 3" MAX PROJECTION FOR SEMI-RECESSED SEAT COVER DISPENSER, SANITARY NAPKIN DISPOSAL, AND TOILET TISSUE DISPENSER AT ACCESSIBLE STALL, TYPICAL.	
6	GRAB BAR 42"L (BOBRICK MODEL B-5806X42)		

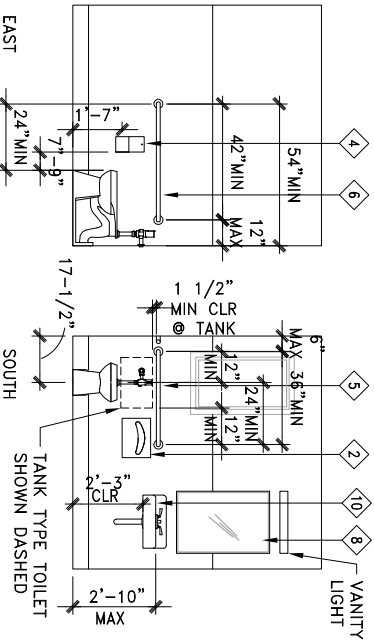
8'-0"

4'-0"

FRP WAINSCOT WITH METAL TRIM, TYP.

NORTH

1 RESTROOM INTERIOR ELEVATIONS



WEST

6"

9" MIN

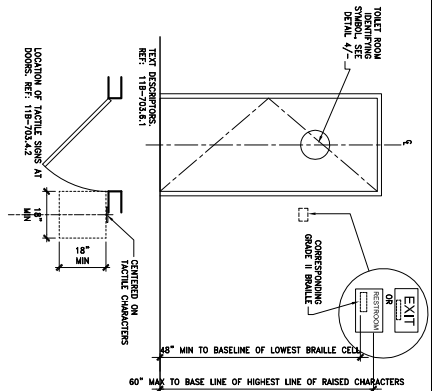
CLR

2'-3"

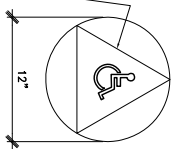
8" MIN

1

3 SIGNAGE AND IDENTIFYING SYMBOLS



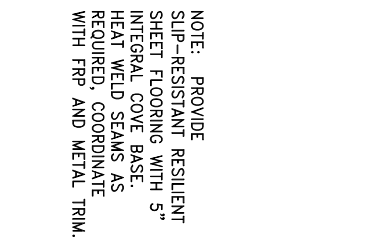
GENDER NEUTRAL



THESE GEOMETRIC SYMBOLS SHALL BE CENTERED LEFT TO RIGHT ON THE DOOR AT A CENTERLINE HEIGHT OF 60" ABOVE THE FLOOR. THE COLOR OF THE GEOMETRIC SIGN SHALL BE DISTINCTLY DIFFERENT FROM AND SHALL CONTRAST TO THE COLOR OF THE DOOR. INTERNATIONAL SYMBOL OF ACCESSIBILITY PICTOGRAM SHALL BE 4" TALL AND CENTERED ON SIGN. TYPICAL. NOTE: NO BRAILLE THESE SIGNS. FOR WHEELCHAIR PICTOGRAM, SEE DETAIL.

2 TOILET ROOM IDENTIFYING SYMBOL

FRP WAINSCOT WITH
METAL TRIM, TYP.



GENERAL NOTES

- COORDINATE SCOPE OF WORK WITH DEMOLITION AND FLOOR PLANS. RENOVATIONS ARE AMBIGUOUS TO EACH SHEET.
- THE PROJECT IS ONLY A CONVEYANCE OF THE SCOPE OF WORK, AND A NOTHING FULLY DESCRIBED, NOR ENGINEERED OR PLATY DETAIL. www.enr.com/040909
- OWNER FINISHED CONTRACTOR INSTALLED (OFCI) PRODUCTS SHALL BE PROVIDED BY OWNER'S REP TO CONTRACTOR FOR INSTALLATION BY CONTRACTOR. CONTRACTOR SHALL ADVISE OWNER OF ANY NEED TO CHANGE ALL ANCHORAGE, CONNECTIONS AND BACKING NECESSARY FOR INSTALLATION. CONTRACTOR TO COORDINATE WITH OWNER'S REPRESENTATIVE OF OFCI PRODUCTS. SUBMITTING RECEIPT OF OFCI PRODUCTS.

KEY NOTES

ALBANY UNIFIED SCHOOL
DISTRICT OFFICE
RESTROOM ALTERATION
RINNELL ELEMENTARY SCHOOL
920 TALBOT AVENUE
ALBANY, CA 94706

Contractor:
M.R. Christensen Inc.
1465 Civic Court, Suite 1050

SHEET TITLE:		INTERIOR ELEVATIONS AND DETAILS																																					
SCALE:		AS SHOWN																																					
<table border="1"> <thead> <tr> <th colspan="2">REVISIONS</th> <th>DATE</th> <th>BY</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Issue Description</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>100 % CD</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				REVISIONS		DATE	BY	1	Issue Description			2	100 % CD			3				4				5				6				7				8			
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Drawn By:	AMC																																						
Checked By:																																							

JOB NO.	SHEET NUMBER
DATE June 18, 2018	A1.2 3 of 3



DERIVI
CASTELLANOS
ARCHITECTS

Silicon Valley	Central Valley
95 S Market St, Suite 480	924 N Yosemite St
San Jose, CA 95113	Stockton, CA 95203
(408) 370-4871	(209) 663-3873

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: **RESOLUTION 2017-18-23: EDUCATION PROTECTION
ACCOUNT FINANCIAL SUMMARY**

PREPARED BY: **DOUG CRANCER, CHIEF BUSINESS OFFICIAL (INTERIM)**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE: Approve Resolution 2017-18-23: Education Protection Account (EPA) Financial Summary.

BACKGROUND INFORMATION: Proposition 30 was approved by voters on November 6, 2012 and Proposition 55 was approved by voters on November 8, 2016, which separates State-Aid funding into traditional State-Aid and Education Protection Account revenues. Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016. Article XIII, Section 36, requires that the Governing Board of the District shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the Governing Board.

DETAILS: Education Protection Account funds for 2018-19 are estimated to be \$4,496,347 which will be designated solely for instructional salaries and benefits.

KEY QUESTIONS/ANSWERS:

1. Can Education Protection Account (EPA) funding pay for expenditures of any educational purpose?
 - a. The only restriction is that EPA funds cannot pay for administration.

FINANCIAL INFORMATION: Zero fiscal impact. All EPA funds received are offset by a corresponding reduction of the same amount of State Aid.

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 Resolution 2017-18-23: Education Protection Account Financial Summary

ALBANY UNIFIED SCHOOL DISTRICT

Resolution No. 2017-18-23

THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within 10 days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Albany Unified School District; and

2. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Albany Unified School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Governing Board of the Albany Unified School District on this 26th day of June 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

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

Albany Unified School District
Education Protection Account Financial Summary
Fiscal Year 2018-19
General Fund, Resource 1400

Description	Function	Amount
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	4,561,019.00
Instruction-Related Services		
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
County Office of Education Only		
County Services to Districts (without regard to Function) (Goal 8600)	various	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		4,561,019.00
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance (Objects 9791-9795)		190,666.00
Revenue Limit Sources (Object 8012)		4,496,347.00
TOTAL AVAILABLE		4,687,013.00
BALANCE (Total Available minus Expenditures & Other Financing Uses)		125,994.00

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: **RESOLUTION 2017-18-24: TEMPORARY BORROWING
BETWEEN FUNDS (INTERFUND BORROWING)**

PREPARED BY: **DOUG CRANCER, CHIEF BUSINESS OFFICIAL (INTERIM)**

TYPE OF ITEM: **CONSENT AGENDA**

PURPOSE: Allow Albany Unified School District to temporarily borrow cash between funds in order to insure that a particular fund does not carry a negative cash balance.

BACKGROUND INFORMATION: Education Code 42603 permits the Governing Board of any school district to allow for temporary borrowing between funds. Albany Unified School District is expected to receive a significant portion of its operating funds in December when property & parcel taxes are received; therefore, at times, the General Fund must borrow funds from other Funds until property and parcel taxes revenue is received. Additionally, due to various programs being funded on a reimbursement basis (i.e. spend funds first and receive revenue at a later date), the District may need temporary cash flow assistance until revenue is received in its other Funds.

DETAILS: Should the need occur, Resolution 2017-18-24 authorizes the district to temporarily borrow cash between funds. Amounts transferred between funds shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

KEY QUESTIONS/ANSWERS:

1. Should I be concerned that we may run out of cash this year?
 - a. No, as illustrated in the District's Proposed Budget, the General Fund projects maintaining positive monthly cash balances during 2018-19 fiscal year. This resolution is routine to assist with any unanticipated temporary shortfalls.

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 RESOLUTION 2017-18-24: TEMPORARY
BORROWING BETWEEN FUNDS (INTERFUND BORROWING)**

ALBANY UNIFIED SCHOOL DISTRICT

In the Matter of Authorizing Inter-fund Loan for)
Cash Flow Purposes) RESOLUTION NUMBER 2017-18-24

TEMPORARY BORROWING BETWEEN FUNDS

WHEREAS, the Board of Trustees of the Albany Unified School District has determined that there may be insufficient cash to meet current obligations due to unanticipated temporary shortfalls; and

WHEREAS, Education Code Section 42603 permits the Governing Board of any school district to direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds and shall not be available for appropriation or be considered income to the borrowing fund; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year,

THEREFORE, BE IT RESOLVED that the Governing Board of the Albany Unified School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for fiscal year 2018-2019 to authorize the Superintendent or designee to temporarily transfer funds as needed for cash flow purposes and repay those transfers as funds become available.

PASSED AND ADOPTED by the Governing Board of the Albany Unified School District on this 26th day of June 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

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

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of June 26, 2018

ITEM: 2018-2019 BUDGET ADOPTION

PREPARED BY: DOUG CRANCER, CHIEF BUSINESS OFFICIAL (INTERIM)

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: To review and adopt the 2018-19 budget.

BACKGROUND INFORMATION: At the June 12, 2018 Regular Board Meeting, the Board held a public hearing on the proposed budget, received a presentation from staff, and staff responded to questions. At the conclusion of the presentation, the Board gave direction for staff to explore reducing the proposed appropriations (i.e. budgeted expenditures) in order to align with the 2018-19 projected deficit as presented in the 2017-18 Second Interim Report.

The 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. In the event that material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted state budget. However, due to the fact that the District's revised budget has been revised to encompass the Local Control Funding Formula cost-of-living-adjustment and one-time mandate funds approved by the legislature during the budget process, the District is not anticipating that a revision will be necessary.

The revised proposed budget contains financial summaries, multi-year projections and detailed financial state reports relating to the estimated financial activity for 2018-19 through 2020-21 specific to the Albany Unified School District.

DETAILS: Illustrated below is a comparison of the State budget that was approved by the State legislature that is awaiting the Governor's signature, and the May Revise. Please note that an additional column was provided to capture the changes due to revised enrollment projections, which were based on more relevant data:

Description	Funding per State Budget Approved by the Legislature Factors & Enrollment Changes	Funding per State Budget Approved by the Legislature Factors	Funding per May Revision Factors	Difference Due To State Funding Factors Only	Difference After State Funding Factors and Enrollment Changes
2018-19 Estimated Cost-of-Living-Adjustment (COLA) - LCFF Funding Purposes Only	3.70%	3.70%	3.00%	0.70%	0.70%
Average Amount per ADA					
2018-2019	\$8,835	\$8,835	\$8,775	\$60	\$60
2019-2020	\$9,094	\$9,092	\$9,031	\$61	\$63
2020-2021	\$9,337	\$9,335	\$9,273	\$62	\$64
LCFF Funds for Albany Unified					
2018-2019	\$31,288,948	\$31,288,948	\$31,078,547	\$210,401	\$210,401
2019-2020	\$32,041,591	\$31,910,633	\$31,694,654	\$215,979	\$346,937
2020-2021	\$32,438,793	\$32,259,033	\$32,043,874	\$215,159	\$394,919
Total Over Three Years				\$641,539	\$952,257
One-Time Mandate 2018-19 Mandate Revenue per ADA	\$168	\$168	\$344	(\$176)	(\$176)
One-Time Mandate 2018-19 Mandate Revenue	\$595,000	\$595,000	\$1,218,000	(\$623,000)	(\$623,000)
Net Change in State Funding & Enrollment Over Three Years					\$329,257

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 Revise released on May 13, 2016.

FINANCIAL INFORMATION: The District's 2018-19 General Fund projects a total operating deficit of \$1.30 million (\$1.27 million unrestricted deficit) resulting in an estimated ending fund balance of \$5.91 million.

The proposed budget also contains required budget reductions (in the absence of additional revenue) of \$2.5 million that ***must be implemented for 2019-20*** in order for the District to maintain a 3% reserve for economic uncertainty through 2021-2022. Therefore, while the available reserve percentage is projected to be 11.71% for the 2018-19 budget year, it is projected to be 7.32% at the end of 2020-21 and project to be 3.6% for 2021-22 ***after*** \$2.5 million of on-going reductions are implemented.

During 2019-20, the District estimates that the General Fund is projected to deficit spend by approximately \$507,000 (assumes \$2.5 million of unidentified expenditure reductions) resulting in a General Fund balance of approximately \$5.40 million.

During 2020-21, the District estimates that the General Fund is projected to deficit spend by approximately \$1.61 million (assumes a continued level of \$2.5 million of unidentified expenditure reductions) resulting in a General Fund balance of approximately \$3.8 million.

Despite current year and future projected deficit spending, the projected budget and multi-year projections support that the District is projecting to be able to meet its financial obligations for the current and subsequent two years provided that the District implements \$2.5 million of **on-going** budget reductions beginning in 2019-20.

Pursuant to Senate Bill (SB) 858 (Chapter 32/2014):

- The minimum reserve level for the 2018-19 fiscal year is \$1,431,200.
 - The amount of assigned and unassigned balances over the minimum reserve level for the 2018-19 fiscal year is \$4,152,759.
- The minimum reserve level for the 2019-20 fiscal year is \$1,397,300.
 - The amount of assigned and unassigned balances over the minimum reserve level for the 2019-20 fiscal year is \$3,704,065.
- The minimum reserve level for the 2020-21 fiscal year is \$1,441,000.
 - The amount of assigned and unassigned balances over the minimum reserve level for the 2020-21 fiscal year is \$2,076,223.
- The following are reasons for the reserve being greater than the minimum:
 - Reserve levels, as well as their fund balances, are determined by the governing board to meet local priorities and allow the district to save for potential future expected and unexpected expenditures and for eventual economic downturns;
 - Maintain cash flow to fund payroll and preserve the District's credit rating;
 - Funds to implement the new California Standards
 - Reserve amounts that the District is projected to deficit spend during the subsequent two years
 - Capital equipment and projects not covered by bond funds.

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: Adopt the 2018-2019 Budget



ALBANY UNIFIED SCHOOL DISTRICT

Val Williams, Superintendent
1051 Monroe Street, Albany CA 94706

2018-19 Proposed Budget Report (Revised)



Presented to the Board of Trustees

Public Hearing – June 12, 2018

Adoption – June 26, 2018

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ALBANY UNIFIED SCHOOL DISTRICT ALBANY, CALIFORNIA ORGANIZATION

BOARD OF TRUSTEES

MEMBER

Paul Black

Ross Stapleton-Gray

Charles Blanchard

Jacob Clark

Kim Trutane

POSITION

Member – President

Member – Vice President

Member

Member

Member

ADMINISTRATION

Valerie Williams
Superintendent of Schools

Marie Williams
Director of Educational and Student Support Services

Cynthia Attiyeh
Director of Human Resources

Diane Marie
Director of Special Education

Albany Unified School District

Mission Statement & Strategic Plan

2018 - 2019

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.

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.”

Albany Unified School District

2018-19 Proposed Budget Report and Multiyear Fiscal Projection (Revised)

Public Hearing – June 12, 2018

Adoption – June 26, 2018

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. The revised 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. In the event that material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted state budget. However, since the revised proposed budget incorporates the funding factors approved by the State Legislature, a revision is more than likely not necessary.

Illustrated below is a summary of the proposed state budget and budget guidelines as provided by the County Office of Education and School Services of California. The Proposed Budget Report also contains financial summaries, multi-year projections and detailed financial state reports relating to the estimated financial activity for 2018-19 through 2020-21 specific to the Albany Unified School District.

State Budget Update

The Governor's May Revision proposes to use a combination of increased one-time and ongoing resources to further advance the core priorities of the Administration—paying down debts owed to schools and fully funding the Local Control Funding Formula.

The May Revision reflects a nearly \$8 billion increase in State revenues over a three-year period compared to the Governor's January proposal. The three major sources of State revenues - personal income tax, corporation tax and sales tax are all up since January, by \$4.4 billion, \$2.5 billion and \$744 million, respectively. Overall, total State general fund revenues are projected to be \$132.8 billion in 2017-18 and \$138.3 billion in 2018-19. However, unlike previous years, this increase does not translate to a significant bump in education funding.

On June 14, 2018, the Assembly and Senate approved the 2018-19 State Budget Bill and accompanying trailer bills. Illustrated below is summary of what has been approved by the State Legislature:

- \$3.67 billion (\$407 million above the Governor's May Revision proposal) in ongoing funds to implement the Local Control Funding Formula (LCFF).
 - Increased funds equates to a specific Cost of Living Adjustment (COLA) of 3.7% for the LCFF only
 - COLA for all other programs remains at 2.71%, which is up from 2.51% that was projected in January
- \$1 billion in one-time discretionary funding instead of over \$2 billion as contained in the May Revision
 - Amount per pupil is estimated to be \$168 instead of \$344
- \$300 million in one-time funding for low-performing students as well as \$200,000 in one-time funds for redesigning the Local Control and Accountability Plan template

- \$200,000 in one-time funds to develop the Budget Summary for Parents to improve LCFF transparency
- \$150 million in ongoing funding for the CTE Incentive Grant Program that was set to expire on July 1, 2018
- \$150 million in ongoing funding to implement the Governor's proposed K-12 CTE program within the California Community Colleges Strong Workforce Program.
- \$14 million in ongoing funding to support the Workforce Pathway Coordinators, K-14 Technical Assistance Providers, and the consortia administrative costs under the K-12 portion of the Strong Workforce Program
- \$100 million in one-time non-Proposition 98 funds for facility grants for full-day Kindergarten programs
 - Does not include increased rate for full-day Kindergarten, funding for facility grants for school-based State Preschool programs, new slots for State Preschool, funding for COEs to assist school districts in expanding pre-Kindergarten programs, or increases for the After School Education and Safety Program

LCFF Gap Funding and Cost-of-Living-Adjustment (COLA):

Due to the revised COLA factor, the District is entitled to approximately \$358,000 more in general purpose (LCFF) funding than what was projected at second interim. However, due to being funded on less Average Daily Attendance units, the District is expected to *receive* approximately \$131,000 more for 2018-19 than what was projected at second interim. Illustrated below is a comparison of the gap funding percentages and COLA percentages from last year's enacted budget through the legislature approved budget, which is awaiting the Governor's signature.

Description	2017-18	2018-19	2019-20	2020-21
LCFF Gap Funding % – Enacted (June 2017)	43.19%	66.12%	64.92%	100%
LCFF Gap Funding % – Proposed (January 2018)	44.97%	100% (Target)	N/A (Target)	N/A (Target)
LCFF Gap Funding % – Revised (May 2018)	45.17%	100% (Target)	N/A (Target)	N/A (Target)
Annual COLA – Enacted (June 2017)	1.56%	2.15%	2.35%	2.57%
Annual COLA – Proposed (January 2018)	1.56%	2.51%	2.41%	2.80%
Annual COLA – Revised (June 2018)	1.56%	2.71%*	2.57%	2.67%

*Statutory COLA is 2.71%; however, LCFF base grants and grade span adjustments are at 3.7%.

Supplemental and Concentration Grants: Education Code Section 42238.02 increases the LCFF base grant by a supplemental grant and a concentration grant. These are determined by LEA's unduplicated count of pupils who are eligible for free and reduced price meals, and/or who are classified as English Learners, or as Foster Youth.

The Superintendent of Public Instruction will annually compute the percentage of unduplicated count using the criteria above, utilizing data reported through the California Longitudinal Pupil Achievement Data System (CALPADS). A pupil who is identified in more than one category will only be counted once in determining the unduplicated pupil count. This data is subject to annual review and validation by the county office of education and is subject to audit under the state audit guidelines.

Local Control Accountability Plans: Effective 2013-14, the LCFF relies on the use of accountability plans in shifting control of LEA budgets from the state to the local level. Therefore, school districts and county offices of education (COEs) are required to adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE).

It is required that the LCAP be effective for three years (updated annually), and include annual goals for pupils (including each subgroup of pupils) to be achieved for state and local priorities, as well as identify the specific actions the school district, or COE, will take during each year of the plan to achieve specified goals. Beginning with fiscal year 2018-19, the LCAP will be a three-year static plan, which will result in the current year adoption and two subsequent adoptions encompassing the same three-year cycle (2018-19 through 2020-21).

Prior to adopting or updating the LCAP, a district must provide the public and parent advisory committees (includes EL parent advisory committees) an opportunity to review and comment on the proposed LCAP. In addition, a district must hold at least one public hearing to solicit public comments regarding the LCAP, and must adopt the LCAP at a subsequent public meeting. Further, the LCAP must be adopted before the budget is adopted.

As noted on page two, the Governor proposes improving transparency by requiring districts to illustrate that their supplemental expenditures enable them to meet specific LCAP goals by showing how supplemental dollars are spent to increase and improve services to high-need students.

Routine Restricted Maintenance Account

Due to the passage of Proposition 51, any local educational agency that applies for state bond funds and receives a Proposition 51 apportionment by the State Allocation Board (SAB) would be subject to conditions set forth by the bond measure. The Proposition 51 ballot initiative contained language that the School Facility Program (SFP) is administered as it existed on January 1, 2015 that includes the provision of contributing the full three percent of General Fund expenditures and financing uses into the routine restricted maintenance account (RRMA). This requirement, however, does not apply to projects funded by Propositions 1A, 47, and 55 as those bond measures did not contain similar language.

Therefore, districts would either be required to contribute the three percent of General Fund expenditures and financing uses after receiving School Facility Program (SFP) Proposition 51 funding, or continue to follow the guidance of AB 104 and gradually increase their contributions as follows:

- 2017-18 to 2019-20:
 - The greater of the following:
 - the lesser of 2014-15 contributions or three percent of total General Fund expenditures and financing uses
 - or
 - two percent of the total General Fund expenditures and financing uses for that year
- 2020-21:
 - Three percent of General Fund expenditures and financing uses

The financial impact of contributing three percent would be minimal to the District since its contribution is within \$50,000 of the three percent contribution level.

Reserves

County offices continue to reinforce the need for reserves in excess of the minimum reserve for economic uncertainty. The required reserve for economic uncertainty represents only a few weeks of payroll for most districts. The Government Finance Officers Association recommends reserves, at minimum, equal to two months of average general fund operating expenditures, or about 17%. In determining an appropriate level of reserves, districts should consider multiple external and local factors including but not limited to:

- State and federal economic forecasts and volatility
- Unknown impacts of federal tax reform on state revenue
- Forecasted revenue changes versus projected expenditure increases in budget and multiyear projection years
- Ending balance impact of various district enrollment scenarios
- Cash flow requirements and the relationship between budgeted reserves and actual cash on hand
- Savings for future one-time planned expenditures
- Protection against unanticipated/unbudgeted expenditures
- Credit ratings and long-term borrowing costs

A prudent reserve affords districts and their governing boards time to thoughtfully identify and implement budget adjustments over time. Inadequate reserves force districts to react quickly, often causing significant disruption, sometimes unnecessarily, to student programs and employees.

The Governor's May Revise assumes continued economic expansion, yet the Governor continues to stress that fiscal restraint has never been more important. By the end of 2018-19, the expansion will have matched the longest since World War II. To buffer the state against uncertainty and future budget cuts, the Governor proposes to fund the State's Rainy Day Fund in 2018-19 at 100% of its constitutional target (10% of expenditures), bringing total state reserves to approximately \$18.2 billion. It's important for districts to recognize the Rainy Day Fund is designed to protect the non-Proposition 98 side of the state budget and, when fully funded, will delay possible cuts for districts that might otherwise be necessary during an economic downturn. According to the Governor, even a mild recession could result in lost revenue of \$20 billion annually, and recovery takes years.

The district reserve cap is not operable in the current year or in 2018-19 and is not expected to be operable in 2019-20. SB 751 modified Education Code 42127.01 (the district reserve cap), and these changes became effective January 1, 2018. The Public School System Stabilization Account (PSSSA) must now contain a balance of 3% or greater of the Proposition 98 amount in that year to trigger the reserve cap in the following year. Reserves would be capped at 10% (including designated and undesignated reserves in the General Fund (Fund 01) and Special Reserve Fund (Fund 17)) as long as the amount in the PSSSA remained at 3% or greater of the Proposition 98 amount in each preceding year. Basic aid and small school districts (those with fewer than 2,501 ADA) are exempt from the reserve cap. The four conditions that must be met to enable a transfer to the PSSSA are:

1. Proposition 98 is funded based on Test 1
2. Proposition maintenance factor is fully repaid
3. Proposition is sufficient for enrollment growth and statutory COLA
4. At least 8% of state general fund revenues must come from capital gains

The likelihood of the reserve cap becoming operable in future years remains low but if this does come to pass, districts have the option to request a waiver from the county superintendent of schools for up to two consecutive years in a three-year period. Districts are advised to manage and maintain prudent reserves without consideration of the reserve cap language included in Education Code 42127.01.

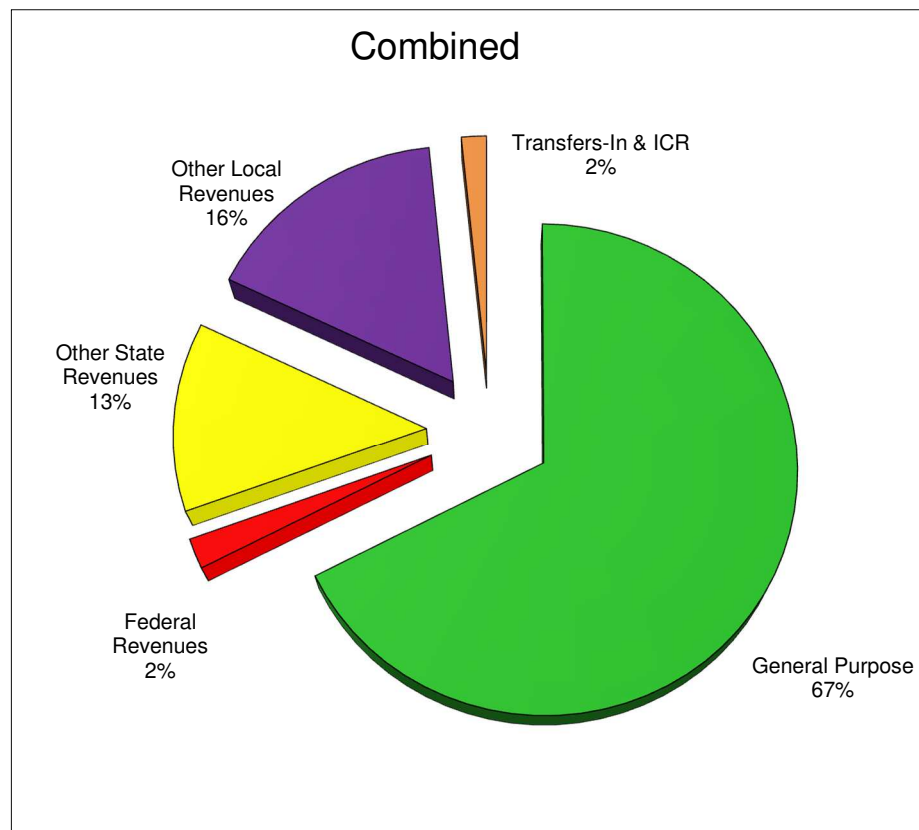
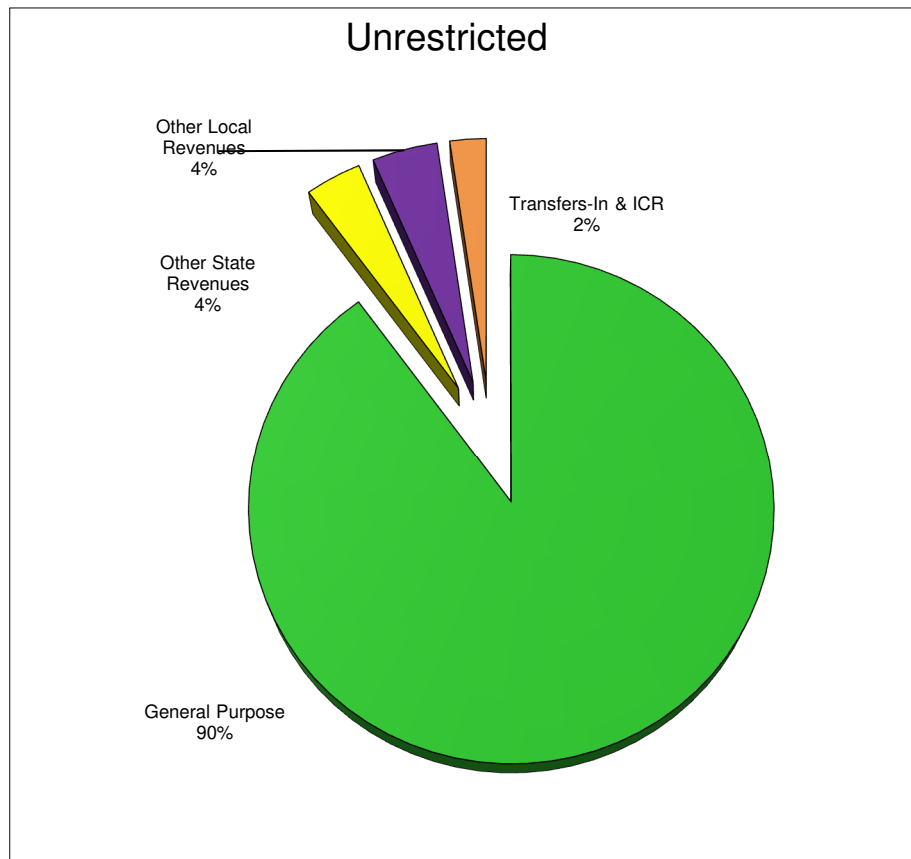
2018-19 Albany Unified School District Primary Budget Components

- ❖ Average Daily Attendance (ADA) is estimated at 3,523.
 - Due to declining enrollment the funded ADA will be based on the prior year adjusted ADA of 3,542.
- ❖ The District's estimated unduplicated pupil percentage for supplemental funding is estimated to be 29.64%. Due to the low percentage, the District does not receive any concentration funding. The percentage will be revised based on actual data.
- ❖ Due to strong community support, the District is expected to receive approximately \$6.1 million of parcel tax revenue.
- ❖ Lottery revenue is estimated to be \$146 per ADA for unrestricted purposes and \$48 per ADA for restricted purposes.
- ❖ Mandated Cost Block Grant is \$31.16 for K-8 ADA and \$59.83 for 9-12 ADA.
- ❖ The District is expecting to receive approximately \$168 per student of one-time mandate funds for a total of \$595,000.
- ❖ Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

General Fund Revenue Components

The District receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

Description	Unrestricted	Combined
General Purpose Revenue	\$31,288,948	\$31,461,692
Federal Revenues	\$0	\$923,798
Other State Revenues	\$1,254,000	\$5,848,003
Other Local Revenues	\$1,455,000	\$7,595,552
Transfers In & Indirect Cost Recaptures (ICR)	\$804,068	\$765,160
TOTAL	\$34,802,016	\$46,594,205



Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

The creation of Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The District will receive funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is how the District's EPA funds are appropriated for 2018-19. The amounts will be revised throughout the year based on information received from the State.

Education Protection Account (EPA) Budget 2018-19 Fiscal Year	
Description	Amount
BEGINNING BALANCE	\$190,666
BUDGETED EPA REVENUES:	
<i>Estimated EPA Funds</i>	\$4,496,347
BUDGETED EPA EXPENDITURES:	
<i>Certificated Instructional Salaries</i>	\$3,139,337
<i>Certificated Instructional Benefits</i>	\$1,421,682
TOTAL	\$4,561,019
ENDING BALANCE	\$125,994

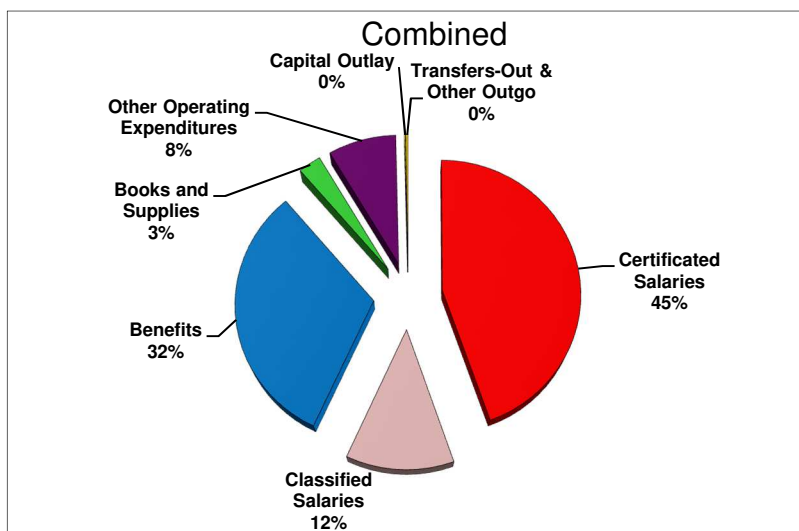
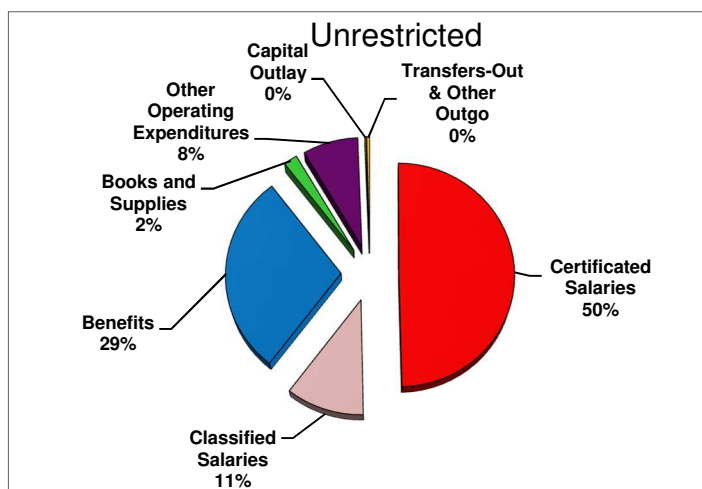
Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

Operating Expenditure Components

The General Fund is used for the majority of the functions within the District. As illustrated below, salaries and benefits comprise of approximately 90% of the District's unrestricted budget, and combined General Fund budget.

Description	Unrestricted	Combined
Certificated Salaries	\$14,671,101	\$21,374,715
Classified Salaries	\$3,168,731	\$5,861,382
Benefits (Payroll Taxes and Health & Welfare Contributions)	\$8,609,207	\$15,232,810
Books and Supplies	\$583,968	\$1,322,425
Other Operating Expenditures	\$2,330,668	\$3,920,371
Capital Outlay	\$55,000	\$55,000
Transfers-Out & Other Outgo (<i>Excludes Indirect Cost Recaptures</i>)	\$124,150	\$124,150
TOTAL	\$29,542,825	\$47,890,853

Following is a graphical representation of expenditures by percentage:



General Fund Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Restricted Maintenance Account	\$1,385,000
Special Education	\$5,146,620
TOTAL CONTRIBUTIONS	\$6,531,620

General Fund Summary

The District's 2018-19 General Fund projects a total operating deficit of \$1.30 million (\$1.27 million unrestricted deficit) resulting in an estimated ending fund balance of \$5.91 million. The components of the District's fund balance are as follows: revolving cash - \$25,000; restricted programs - \$302,615; assignments - \$4.08 million; economic uncertainty reserve - \$1.43 million; remainder - \$71,307. In accordance with SB 858 a detail description of assigned & unassigned balances is illustrated below.

Cash Flow

The District is anticipating having positive monthly cash balances during the 2018-19 school year. Cash is always closely monitored in order to ensure the District is liquid to satisfy its obligations.

Fund Summaries

Illustrated below is a summary of each Fund's fund balance and corresponding change.

FUND	2018-19 Beginning	Est. Net Change	2018-19 Ending
GENERAL (UNRESTRICTED & RESTRICTED)	\$7,208,222	(\$1,296,648)	\$5,911,574
SELPA ADMIN UNIT (PASS-THROUGH)	\$0	\$0	\$0
CHILD DEVELOPMENT	\$49,502	(\$38,298)	\$11,204
FOOD SERVICE	\$92,760	(\$59,796)	\$32,964
DEFERRED MAINTENANCE	\$55,463	\$24,150	\$79,613
SPECIAL RESERVE	\$774,362	(\$578,500)	\$195,862
BUILDING FUND	\$12,771,115	(\$11,025,900)	\$1,745,215
CAPITAL FACILITIES	\$0	\$0	\$0
BOND INTEREST & REDEMPTION	\$4,093,684	\$0	\$4,093,684
TOTAL	\$25,045,108	(\$12,974,992)	\$12,070,116

Multiyear Projection

General Planning Factors:

Illustrated below are the latest factors released by the Department of Finance (DOF) that districts are expected to utilize as planning factors:

<i>Planning Factor</i>	<i>Fiscal Year</i>			
	2017-18	2018-19	2019-20	2020-21
COLA (DOF)	1.56%	2.71%*	2.57%	2.67%
LCFF Gap Funding Percentage (DOF)	45.17%	100%	100%	100%
STRS Employer Rates	14.43%	16.28%	18.13%	19.10%
PERS Employer Rates (PERS Board / Actuary)	15.531%	18.062%	20.80%	23.50%
Lottery – unrestricted per ADA	\$146	\$146	\$146	\$146
Lottery – Prop. 20 per ADA	\$48	\$48	\$48	\$48
Mandated Cost per ADA / One Time Allocations (DOF)	\$147	\$168	\$0	\$0
Mandate Block Grant for Districts: K-8 per ADA	\$30.34	\$31.16	\$31.16	\$31.16
Mandate Block Grant for Districts: 9-12 per ADA	\$58.25	\$59.83	\$59.83	\$59.83
Routine Restricted Maintenance Account <i>GF = Percentage of total general fund expenditures & financing uses</i> <i>(Note: LEAs receiving School Facility Program (SFP) Prop. 51 funding, the RRMA requirement reverts to 3% of total General Fund expenditures and financing uses after the receipt of the SFP funds.)</i>	Lesser of: 3%GF or 2014-15 Amount	Greater of: Lesser of 3%GF, 2014-15 Amount or 2%GF	Greater of: Lesser of 3%GF, 2014-15 Amount or 2%GF	3% of Total General Fund Expenditures & Uses
*Statutory COLA is 2.71%; however, LCFF base grants and grade span adjustments is 3.7%.				

Various aspects of the planning factors illustrated above will be further discussed below with the District's specific revenue and expenditure assumptions.

Revenue Assumptions:

Per enrollment data and trends, the District anticipates enrollment to decrease for the current and two subsequent years. The Local Control Funding Formula is estimated to be adjusted per Department of Finance's estimates of COLA and being funded at the District's LCFF Target. Federal and local revenue is expected to remain relatively constant for subsequent years. State revenue is expected to decline in 2019-20 due to the loss of one-time mandate funds and remain constant thereafter. Increases of contributions to restricted programs is primarily due to budgeting for restricted step increases, expected pension increases, increased health & welfare costs. Transfers-in for the current and subsequent years are related to providing funding sources from the Special Reserve Fund (Fund 17) for equipment needs relating to Career Technical Education (CTE) / Regional Occupational Programs (ROP) as noted below. In addition, the District may transfer \$524,000 from its Special Reserve Fund to assist with various costs for 2018-19. The District will reassess the need for the transfer at First Interim.

Expenditure Assumptions:

Certificated step and column costs are expected to increase by approximately 2% each year. Unrestricted certificated salaries for 2019-20 include a reduction of certificated positions due to eliminating 3.20 FTE Teacher-on-Assignment (TSA) positions. Classified step costs are expected to increase by approximately 1.8% each year.

On December 21, 2016, the California Public Employees' Retirement System (CalPERS) Board took action to approve lowering what is known as the "discount rate" from 7.5% to 7.0% over three years beginning in 2019-20. This action effectively lowers what CalPERS projects will be the annual rate of return on its entire investment portfolio (i.e. investment return percentage). Illustrated below are the actual rates through 2018-19 and projected rates through 2023-24.

Description	2017-18 Actual	2018-19 Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	2023-24 Projected	2024-25 Projected
Rates @ 17-18 2nd Interim	15.531%	17.700%	20.00%	22.70%	23.70%	24.30%	24.80%	25.10%
Rates @ 18-19 Proposed	15.531%	18.062% (Actual)	20.80%	23.50%	24.60%	25.30%	25.80%	26.00%

Assembly Bill 1469(CalSTRS full-funding plan) increased the contribution rates that employers, employees and the State pay to support the California State Teachers' Retirement System (CalSTRS). Similar to CalPERS, the CalSTRS Board lowered its assumed rate of return on its investment portfolio from 7.5% to 7.0% and adopted new demographic assumptions. Under Assembly Bill (AB) 1469 both state and employer contribution rates may be increased by the CalSTRS Board in order to maintain the goal of reaching full funding of the retirement system by 2046.

Current law increases contribution rates to a maximum of 19.1% beginning July 1, 2020. Further, under Education Code Section 22950.5, CalSTRS will have the authority to increase or decrease the employer and state contribution rates. However, the rates may not be increased by more than one percent in a year and cannot exceed 12% overall until the remaining unfunded actuarial obligation is eliminated. In addition, new CalSTRS members (hired after January 1, 2013) are required to pay at least half of the normal cost of the DB program; thus, these members' contributions increased by 0.5% effective July 1, 2017.

Illustrated below are the statutory rates through 2020-21 and projected rates from 2021-22 through 2024-25:

Description	2017-18 Actual	2018-19 Actual	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	2023-24 Projected	2024-25 Projected
Statutory Rates	14.43%	16.28%	18.13%	19.10%	18.60%	18.10%	18.10%	18.10%

Therefore, adjustments to benefits reflect the effects of salary changes noted above, expected increases to employer pension costs, and projected H&W benefit costs of approximately 6%.

Supplies and services are expected to remain relatively constant for subsequent years; the variance in services from year-to-year is due to election appropriations. Capital outlay activity for the current and subsequent years is based on estimated equipment needs relating to Career Technical Education (CTE) / Regional Occupational Programs (ROP). Indirect costs and transfers-out are expected to remain constant.

Lastly, the proposed budget also contains required budget reductions (in the absence of additional revenue) of \$2.5 million that ***must be implemented for 2019-20*** in order for the District to maintain a 3% reserve for economic uncertainty through 2021-22.

Estimated Ending Fund Balances:

During 2019-20, the District estimates that the General Fund is projected to deficit spend by approximately \$507,000 (assumes \$2.5 million of unidentified expenditure reductions) resulting in a General Fund balance of approximately \$5.40 million.

During 2020-21, the District estimates that the General Fund is projected to deficit spend by approximately \$1.61 million (assumes a continued level of \$2.5 million of unidentified expenditure reductions) resulting in a General Fund balance of approximately \$3.80 million.

Illustrated below are the estimated components of the General Fund ending balance for the current year and two subsequent years. Please note that the estimated fund balances are dependent on the District implementing \$2.5 million of on-going budget reductions for 2019-20:

GENERAL FUND			
Description	2018-19	2019-20	2020-21
19-20 Projected Deficit	\$482,594		
20-21 Projected Deficit	\$1,584,142	\$1,584,142	
21-22 Projected Deficit	\$1,714,716	\$1,714,716	\$1,714,716
One-Time Program Equipment	\$300,000	\$300,000	\$300,000
One-Time Instructional Supplies (Remainder)	\$71,307	\$105,207	\$61,507
Amount Disclosed per SB 858 Requirements	\$4,152,759	\$3,704,065	\$2,076,223
Nonspendable Reserves	\$25,000	\$25,000	\$25,000
State Reserve for Economic Uncertainty (REU) - 3%	\$1,431,200	\$1,397,300	\$1,441,000
Restricted Fund Balance	\$302,615	\$278,396	\$254,177
<i>Estimated Ending Fund Balance</i>	<i>\$5,911,574</i>	<i>\$5,404,761</i>	<i>\$3,796,400</i>

Additionally, districts that maintain a Special Reserve Fund (Fund 17) must disclose the intended purpose of its fund balance:

SPECIAL RESERVE FUND			
Description	2018-19	2019-20	2020-21
Career Technical Education Equipment	\$195,000	\$115,000	\$75,000

Conclusion:

Despite current year and future projected deficit spending, the projected budget and multi-year projections support that the District is projecting to be able to meet its financial obligations for the current and subsequent years provided that the District implements \$2.5 million of **on-going** budget reductions beginning in 2019-20.

Therefore, Administration will examine the budget and work with its stakeholders (community, staff, union partners, etc...) with the purpose of proposing a plan to specifically identify the necessary expenditure reductions in order to maintain minimum economic uncertainty reserve levels, and have the necessary cash in order to ensure that the District remains fiscally solvent. Further, the 2018-19 First Interim report will incorporate the projected costs savings of the reductions identified.

Administration is confident that the District will be able to maintain prudent operating reserves, and have the necessary cash in order to ensure that the District remains fiscally solvent.

ALBANY UNIFIED SCHOOL DISTRICT
2018-19 Proposed Budget (Revised)
 Estimated Financial Activity: All Funds

Description	General Fund (01)	SELPA Administrative Unit Fund (10)	Child Development Fund (12)	Cafeteria Food Services Fund (13)	Deferred Maintenance Fund (14)	Special Reserve Fund (17)	Building Fund (21)	Capital Facilities Fund (25)	Bond Interest & Redemption Fund (51)	Total
REVENUES										
General Purpose Revenues:										
State Aid & EPA	21,324,907	-	-	-	-	-	-	-	-	21,324,907
Property Taxes & Misc. Local	10,136,785	-	-	-	-	-	-	-	-	10,136,785
Total General Purpose	31,461,692	-	-	-	-	-	-	-	-	31,461,692
Federal Revenues	923,798	4,567,248	225,612	295,000	-	-	-	-	-	6,011,658
Other State Revenues	5,848,003	12,578,266	740,144	15,000	-	-	-	-	46,300	19,227,713
Other Local Revenues	7,595,552	-	1,567,000	750,500	-	500	100,000	20,000	5,075,200	15,108,752
TOTAL - REVENUES	45,829,045	17,145,514	2,532,756	1,060,500	-	500	100,000	20,000	5,121,500	71,809,815
EXPENDITURES										
Certificated Salaries	21,374,715	-	385,452	-	-	-	-	-	-	21,760,167
Classified Salaries	5,861,382	-	957,715	521,619	-	-	-	-	-	7,340,716
Employee Benefits (All)	15,232,810	-	839,784	317,785	-	-	-	-	-	16,390,379
Books & Supplies	1,322,425	-	40,100	374,000	-	-	-	-	-	1,736,525
Other Operating Expenses (Services)	3,920,371	-	218,735	(150,000)	-	-	125,900	120,000	-	4,235,006
Capital Outlay	55,000	-	-	-	-	-	11,000,000	-	-	11,055,000
Other Outgo	-	17,145,514	-	-	-	-	-	-	5,121,500	22,267,014
Direct Support/Indirect Costs	(186,160)	-	129,268	56,892	-	-	-	-	-	-
TOTAL - EXPENDITURES	47,580,543	17,145,514	2,571,054	1,120,296	-	-	11,125,900	120,000	5,121,500	84,784,807
EXCESS (DEFICIENCY)	(1,751,498)	-	(38,298)	(59,796)	-	500	(11,025,900)	(100,000)	-	(12,974,992)
OTHER SOURCES/USES										
Transfers In	579,000	-	-	-	24,150	-	-	100,000	-	703,150
Transfers (Out)	(124,150)	-	-	-	-	(579,000)	-	-	-	(703,150)
Net Other Sources (Uses)	-	-	-	-	-	-	-	-	-	-
Contributions to Restricted Programs	-	-	-	-	-	-	-	-	-	-
TOTAL - OTHER SOURCES/USES	454,850	-	-	-	24,150	(579,000)	-	100,000	-	-
FUND BALANCE INCREASE (DECREASE)	(1,296,648)	-	(38,298)	(59,796)	24,150	(578,500)	(11,025,900)	-	-	(12,974,992)
FUND BALANCE										
Beginning Fund Balance	7,208,222	-	49,502	92,760	55,463	774,362	12,771,115	-	4,093,684	25,045,108
Ending Balance, June 30	5,911,574	-	11,204	32,964	79,613	195,862	1,745,215	-	4,093,684	12,070,116

ALBANY UNIFIED SCHOOL DISTRICT

2018-19 Proposed Budget (Revised)

Estimated Financial Activity: Operating Fund

Description	General Fund		
	Unrestricted	Restricted	Total
REVENUES			
General Purpose Revenues:			
State Aid & EPA	21,324,907	-	21,324,907
Property Taxes & Misc. Local	9,964,041	172,744	10,136,785
Total General Purpose	31,288,948	172,744	31,461,692
Federal Revenues	-	923,798	923,798
Other State Revenues	1,254,000	4,594,003	5,848,003
Other Local Revenues	1,455,000	6,140,552	7,595,552
TOTAL - REVENUES	33,997,948	11,831,097	45,829,045
EXPENDITURES			
Certificated Salaries	14,671,101	6,703,614	21,374,715
Classified Salaries	3,168,731	2,692,651	5,861,382
Employee Benefits (All)	8,609,207	6,623,603	15,232,810
Books & Supplies	583,968	738,457	1,322,425
Other Operating Expenses (Services)	2,330,668	1,589,703	3,920,371
Capital Outlay	55,000	-	55,000
Other Outgo	-	-	-
Direct Support/Indirect Costs	(225,068)	38,908	(186,160)
TOTAL - EXPENDITURES	29,193,607	18,386,936	47,580,543
EXCESS (DEFICIENCY)	4,804,341	(6,555,839)	(1,751,498)
OTHER SOURCES/USES			
Transfers In	579,000	-	579,000
Transfers (Out)	(124,150)	-	(124,150)
Net Other Sources (Uses)	-	-	-
Contributions (to Restricted Programs)	(6,531,620)	6,531,620	-
TOTAL - OTHER SOURCES/USES	(6,076,770)	6,531,620	454,850
FUND BALANCE INCREASE (DECREASE)	(1,272,429)	(24,219)	(1,296,648)
FUND BALANCE			
Beginning Fund Balance	6,881,388	326,834	7,208,222
Ending Balance, June 30	5,608,959	302,615	5,911,574

ALBANY UNIFIED SCHOOL DISTRICT
2018-19 Proposed Budget (Revised)
2018-19 Unrestricted Deficit Spending Reconciliation

Description	Proposed Budget	
	Original	Revised
2018-19 Projected Deficit Spending as reported at 2017-18 Second Interim	(\$517,531)	(\$517,531)
Revenue Budget Increases (Decreases)		
Local Control Funding Formula	(79,000)	131,400
One-Time Funds Mandate Funds	173,000	(450,000)
Redevelopment Funds	(20,000)	(20,000)
Lottery Revenue	(44,000)	(44,000)
Transfer from the Special Reserve Fund (Fund 17)		524,000
Total Revenue Budget Adjustments	30,000	141,400
Expenditure Budget (Increases) Decreases		
Additional 0.20 FTE Teacher on Special Assignment (TSA)	(22,000)	(22,000)
Additional Teaching Position	(115,000)	(115,000)
Health & Welfare Benefits	(281,000)	(281,000)
Retiree Benefits (OPEB)	(250,000)	(250,000)
PERS Increase	(50,000)	(30,000)
Instructional Supplies	(75,000)	
Safety Supplies	(60,000)	
Professional Development	(50,000)	
Legal	(30,000)	
Albany Aquatic Center Deferred Maintenance Transfer	(24,000)	(24,000)
Albany Aquatic Center Pool Manger Vacancy Fill	(61,000)	(61,000)
Insurance	(26,000)	(26,000)
Parcel Tax Support Costs (i.e. Processing & Oversight)	(114,000)	(114,000)
Increased Special Education Outside Services	(150,000)	(150,000)
Remove Transfer to Deferred Maintenance Fund (Fund 14)		250,000
Other Adjustments	(63,363)	(73,298)
Total Expenditure Budget Adjustments	(1,371,363)	(896,298)
2018-19 Projected Deficit Spending as reported in the Proposed Budget	(\$1,858,894)	(\$1,272,429)

ALBANY UNIFIED SCHOOL DISTRICT

2018-19 Proposed Budget (Revised)

Multi-Year Financial Projection

Description	2018-19 Proposed Budget			2019-20 Projected Budget			2020-21 Projected Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
REVENUES									
General Purpose Revenue (A)	31,288,948	172,744	31,461,692	32,041,591	172,744	32,214,335	32,438,793	172,744	32,611,537
Federal Revenue (B)	-	923,798	923,798	-	923,798	923,798	-	923,798	923,798
State Revenue (C)	1,254,000	4,594,003	5,848,003	659,000	4,594,003	5,253,003	659,000	4,594,003	5,253,003
Local Revenue (D)	1,455,000	6,140,552	7,595,552	1,455,000	6,140,552	7,595,552	1,455,000	6,140,552	7,595,552
TOTAL REVENUES	33,997,948	11,831,097	45,829,045	34,155,591	11,831,097	45,986,688	34,552,793	11,831,097	46,383,890
EXPENDITURES									
Certificated Salaries (E)	14,671,101	6,703,614	21,374,715	14,801,000	6,837,686	21,638,686	15,097,020	6,974,440	22,071,460
Classified Salaries (E)	3,168,731	2,692,651	5,861,382	3,225,768	2,741,119	5,966,887	3,283,832	2,790,459	6,074,291
Benefits (F)	8,609,207	6,623,603	15,232,810	9,191,905	7,027,237	16,219,142	9,779,160	7,386,554	17,165,714
Books and Supplies (G)	583,968	738,457	1,322,425	583,968	738,457	1,322,425	583,968	738,457	1,322,425
Other Services & Oper. Exp (G)	2,330,668	1,589,703	3,920,371	2,318,668	1,589,703	3,908,371	2,330,668	1,589,703	3,920,371
Capital Outlay (H)	55,000	-	55,000	80,000	-	80,000	40,000	-	40,000
Other Outgo	-	-	-	-	-	-	-	-	-
Transfer of Indirect Costs (I)	(225,068)	38,908	(186,160)	(225,068)	38,908	(186,160)	(225,068)	38,908	(186,160)
Unidentified Reductions (J)	-	-	-	(2,500,000)	-	(2,500,000)	(2,500,000)	-	(2,500,000)
TOTAL EXPENDITURES	29,193,607	18,386,936	47,580,543	27,476,241	18,973,110	46,449,351	28,389,580	19,518,521	47,908,101
EXCESS / (DEFICIENCY)	4,804,341	(6,555,839)	(1,751,498)	6,679,350	(7,142,013)	(462,663)	6,163,213	(7,687,424)	(1,524,211)
OTHER SOURCES/USES									
Transfers In (K)	579,000	-	579,000	80,000	-	80,000	40,000	-	40,000
Transfers Out (I)	(124,150)	-	(124,150)	(124,150)	-	(124,150)	(124,150)	-	(124,150)
Net Other Sources (Uses)	-	-	-	-	-	-	-	-	-
Contributions to Restricted (L)	(6,531,620)	6,531,620	-	(7,117,794)	7,117,794	-	(7,663,205)	7,663,205	-
TOTAL OTHER SOURCES / USES	(6,076,770)	6,531,620	454,850	(7,161,944)	7,117,794	(44,150)	(7,747,355)	7,663,205	(84,150)
Net Increase (Decrease)	(1,272,429)	(24,219)	(1,296,648)	(482,594)	(24,219)	(506,813)	(1,584,142)	(24,219)	(1,608,361)
FUND BALANCE, RESERVES									
Estimated Beginning Balance	6,881,388	326,834	7,208,222	5,608,959	302,615	5,911,574	5,126,365	278,396	5,404,761
Estimated Ending Balance	5,608,959	302,615	5,911,574	5,126,365	278,396	5,404,761	3,542,223	254,177	3,796,400
Nonspendable	25,000	-	25,000	25,000	-	25,000	25,000	-	25,000
Restricted	-	302,615	302,615	-	278,396	278,396	-	254,177	254,177
Assigned	4,081,452	-	4,081,452	3,598,858	-	3,598,858	2,014,716	-	2,014,716
Unassigned - REU @ 3%	1,431,200	-	1,431,200	1,397,300	-	1,397,300	1,441,000	-	1,441,000
Unassigned - Other	71,307	-	71,307	105,207	-	105,207	61,507	-	61,507
Total - Est. Fund Balance	5,608,959	302,615	5,911,574	5,126,365	278,396	5,404,761	3,542,223	254,177	3,796,400

Fund Balance Reserve Percentage

11.71%

10.95%

7.32%

Notes:

- (A) Per enrollment data and trends, the District anticipates enrollment to decrease for the current and two subsequent years. The Local Control Funding Formula is estimated to be adjusted per Department of Finance's estimates of COLA and being funded at the District's LCFF Target.
- (B) Federal revenue is expected to remain relatively constant for subsequent years.
- (C) State revenue is expected to decline in 2019-20 due to the loss of one-time mandate funds and remain constant thereafter.
- (D) Local revenue is expected to remain constant.
- (E) Increases are due to certificated step & column costs of approximately 2.0%, and classified step increases of approximately 1.8%. Certificated salaries were further reduced for 2019-20 due to eliminating 3.20 FTE Teacher-on-Assignment (TSA) positions.
- (F) Benefits are adjusted accordingly due to the above changes, and to account for expected increased pension costs as follows:
 * STRS is expected to increase by 1.85% in 19-20 and 0.97% in 20-21.
 * PERS is projected to increase by 2.7% in 19-20 and 20-21
 In addition, H&W benefit costs are projected to increase by 6% each year.
- (G) Supplies and services are expected to remain relatively constant for subsequent years; the variance in services from year-to-year is due to election appropriations.
- (H) Capital outlay activity for the current and subsequent years is based on estimated equipment needs relating to Career Technical Education (CTE) / Regional Occupational Programs (ROP).
- (I) Indirect costs and transfers-out are expected to remain constant.
- (J) Amount relates to required budget reductions that must be implemented in order for the District to maintain a 3% reserve for economic uncertainty through 2021-2022. Administration will examine the budget with the purpose of proposing a plan to specifically identify the necessary expenditure reductions, and incorporate the projected cost savings of the reductions in the District's First Interim report.
- (K) Transfers-in for the current and subsequent years are related to providing funding sources from the Special Reserve Fund (Fund 17) for equipment needs relating to Career Technical Education (CTE) / Regional Occupational Programs (ROP) as noted above. In addition, the District may transfer \$524,000 from its Special Reserve Fund to assist with various costs for 2018-19. The District will reassess the need for the transfer at First Interim. Therefore, the significant decrease from 2018-19 to 2019-20 is due to removing a one-time transfer of \$524,000 from the Special Reserve Fund.
- (L) Increase of contributions to restricted programs is primarily due to budgeting for restricted step increases, expected pension increases, and health costs.

ALBANY UNIFIED SCHOOL DISTRICT
2018-19 Proposed Budget (Revised)
 Reconciliation of MYP Change in Unrestricted Fund Balance

Description	2019-20	2020-21
PRIOR YEAR SURPLUS (DEFICIT) SPENDING	(\$1,272,429)	(\$482,594)
REVENUE/SOURCE ADDITIONS (REDUCTIONS)		
Projected LCFF increases	752,643	397,202
Removal of one-time mandate revenue	(595,000)	
Increase (decrease) of transfers from Special Reserve Fund (Fund 17)	(499,000)	(40,000)
TOTAL - REVENUE / SOURCES CHANGE	(341,357)	357,202
EXPENDITURE/USE REDUCTIONS (ADDITIONS)		
Certificated & classified step costs and associated taxes	(657,028)	(676,863)
Projected health & welfare benefit increases	(407,348)	(431,789)
Estimated pension increases	(563,690)	(378,098)
Elimination of TSA positions	272,258	
Board election cost variance	12,000	(12,000)
Capital outlay cost variance for CTE & ROP	(25,000)	40,000
Unidentified <i>on-going</i> reductions	2,500,000	
TOTAL - EXPENDITURE / USES CHANGE	1,131,192	(1,458,750)
CURRENT YEAR SURPLUS (DEFICIT) SPENDING	(\$482,594)	(\$1,584,142)

ALBANY UNIFIED SCHOOL DISTRICT
2018-19 Proposed Budget (Revised)
Multi-Year Fund Balance Component Summary

Description	2018-19 Proposed Budget			2019-20 Projected Budget			2020-21 Projected Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
NONSPENDABLE									
Revolving Cash	25,000		25,000	25,000		25,000	25,000		25,000
Other	-		-	-		-	-		-
TOTAL - NONSPENDABLE	25,000	-	25,000	25,000	-	25,000	25,000	-	25,000
RESTRICTED									
College Readiness		64,197	64,197		64,197	64,197		64,197	64,197
Restricted Lottery		23,688	23,688		23,688	23,688		23,688	23,688
Special Education - SELPA		140,693	140,693		106,537	106,537		72,381	72,381
Other - Local Programs		74,037	74,037		83,974	83,974		93,911	93,911
TOTAL - RESTRICTED	-	302,615	302,615	-	278,396	278,396	-	254,177	254,177
ASSIGNED									
19-20 Deficit Spending	482,594		482,594	-		-	-		-
20-21 Deficit Spending	1,584,142		1,584,142	1,584,142		1,584,142	-		-
21-22 Deficit Spending	1,714,716		1,714,716	1,714,716		1,714,716	1,714,716		1,714,716
One-Time Program Equipment	300,000		300,000	300,000		300,000	300,000		300,000
TOTAL - ASSIGNED	4,081,452	-	4,081,452	3,598,858	-	3,598,858	2,014,716	-	2,014,716
UNASSIGNED									
Economic Uncertainty (REU-3%)	1,431,200		1,431,200	1,397,300		1,397,300	1,441,000		1,441,000
Unallocated	71,307		71,307	105,207		105,207	61,507		61,507
TOTAL - UNASSIGNED	1,502,507	-	1,502,507	1,502,507	-	1,502,507	1,502,507	-	1,502,507
TOTAL - FUND BALANCE	5,608,959	302,615	5,911,574	5,126,365	278,396	5,404,761	3,542,223	254,177	3,796,400

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2017-18 Estimated Actuals	2018-19 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	
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:	
		2017-18 Estimated Actuals	2018-19 Budget
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations	S	S
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

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)	
A. REVENUES									
1) LCFF Sources		8010-8099	29,834,535.00	176,379.00	30,010,914.00	31,288,948.00	172,744.00	31,461,692.00	4.8%
2) Federal Revenue		8100-8299	0.00	1,034,766.00	1,034,766.00	0.00	923,798.00	923,798.00	-10.7%
3) Other State Revenue		8300-8599	1,235,208.00	5,262,467.00	6,497,675.00	1,254,000.00	4,594,003.00	5,848,003.00	-10.0%
4) Other Local Revenue		8600-8799	2,113,317.00	6,561,205.00	8,674,522.00	1,455,000.00	6,140,552.00	7,595,552.00	-12.4%
5) TOTAL, REVENUES			33,183,060.00	13,034,817.00	46,217,877.00	33,997,948.00	11,831,097.00	45,829,045.00	-0.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	13,968,392.00	7,055,762.00	21,024,154.00	14,671,101.00	6,703,614.00	21,374,715.00	1.7%
2) Classified Salaries		2000-2999	3,094,339.00	2,691,270.00	5,785,609.00	3,168,731.00	2,692,651.00	5,861,382.00	1.3%
3) Employee Benefits		3000-3999	7,217,611.00	6,386,769.00	13,604,380.00	8,609,207.00	6,623,603.00	15,232,810.00	12.0%
4) Books and Supplies		4000-4999	669,257.00	1,111,717.00	1,780,974.00	583,968.00	738,457.00	1,322,425.00	-25.7%
5) Services and Other Operating Expenditures		5000-5999	2,445,991.00	2,329,433.00	4,775,424.00	2,330,668.00	1,589,703.00	3,920,371.00	-17.9%
6) Capital Outlay		6000-6999	18,200.00	622,179.00	640,379.00	55,000.00	0.00	55,000.00	-91.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(209,098.00)	36,718.00	(172,380.00)	(225,068.00)	38,908.00	(186,160.00)	8.0%
9) TOTAL, EXPENDITURES			27,204,692.00	20,233,848.00	47,438,540.00	29,193,607.00	18,386,936.00	47,580,543.00	0.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			5,978,368.00	(7,199,031.00)	(1,220,663.00)	4,804,341.00	(6,555,839.00)	(1,751,498.00)	43.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	579,000.00	0.00	579,000.00	New
b) Transfers Out		7600-7629	124,000.00	0.00	124,000.00	124,150.00	0.00	124,150.00	0.1%
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	(6,373,936.00)	6,373,936.00	0.00	(6,531,620.00)	6,531,620.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,497,936.00)	6,373,936.00	(124,000.00)	(6,076,770.00)	6,531,620.00	454,850.00	-466.8%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)			(519,568.00)	(825,095.00)	(1,344,663.00)	(1,272,429.00)	(24,219.00)	(1,296,648.00)	-3.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	7,400,956.00	1,151,929.00	8,552,885.00	6,881,388.00	326,834.00	7,208,222.00	-15.7%
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)			7,400,956.00	1,151,929.00	8,552,885.00	6,881,388.00	326,834.00	7,208,222.00	-15.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,400,956.00	1,151,929.00	8,552,885.00	6,881,388.00	326,834.00	7,208,222.00	-15.7%
2) Ending Balance, June 30 (E + F1e)			6,881,388.00	326,834.00	7,208,222.00	5,608,959.00	302,615.00	5,911,574.00	-18.0%
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	20,710.00	0.00	20,710.00	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	326,834.00	326,834.00	0.00	302,615.00	302,615.00	-7.4%
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	5,353,881.00	0.00	5,353,881.00	4,081,452.00	0.00	4,081,452.00	-23.8%
2019-20 Deficit Spending Projection	0000	9780				482,594.00		482,594.00	
2020-21 Deficit Spending Projection	0000	9780				1,584,142.00		1,584,142.00	
2021-22 Deficit Spending Projection	0000	9780				1,714,716.00		1,714,716.00	
One-Time Program Equipment	0000	9780				300,000.00		300,000.00	
2018-19 Deficit Spending Projection	0000	9780	1,272,429.00		1,272,429.00				
2019-20 Deficit Spending Projection	0000	9780	482,594.00		482,594.00				
2020-21 Deficit Spending Projection	0000	9780	1,584,142.00		1,584,142.00				
2021-22 Deficit Spending Projection	0000	9780	1,714,716.00		1,714,716.00				
One-Time Program Equipment	0000	9780	300,000.00		300,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,425,800.00	0.00	1,425,800.00	1,431,200.00	0.00	1,431,200.00	0.4%
Unassigned/Unappropriated Amount		9790	55,997.00	0.00	55,997.00	71,307.00	0.00	71,307.00	27.3%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	14,276,212.32	(3,585,337.86)	10,690,874.46				
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	1,870.29	(383.97)	1,486.32				
4) Due from Grantor Government		9290	57,772.02	(88,632.70)	(30,860.68)				
5) Due from Other Funds		9310	110,000.00	0.00	110,000.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	20,710.00	0.00	20,710.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			14,491,564.63	(3,674,354.53)	10,817,210.10				
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	2,438,492.25	41,437.65	2,479,929.90				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
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	8,172.42	8,172.42				
6) TOTAL, LIABILITIES			2,438,492.25	49,610.07	2,488,102.32				
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 (G9 + H2) - (I6 + J2)			12,053,072.38	(3,723,964.60)	8,329,107.78				

			2017-18 Estimated Actuals			2018-19 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							
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	15,521,425.00	0.00	15,521,425.00	16,828,560.00	0.00	16,828,560.00	8.4%
Education Protection Account State Aid - Current Year		8012	4,599,069.00	0.00	4,599,069.00	4,496,347.00	0.00	4,496,347.00	-2.2%
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	36,253.00	0.00	36,253.00	36,253.00	0.00	36,253.00	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	40.00	0.00	40.00	40.00	0.00	40.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	5,354,272.00	0.00	5,354,272.00	5,354,272.00	0.00	5,354,272.00	0.0%
Unsecured Roll Taxes		8042	342,671.00	0.00	342,671.00	342,671.00	0.00	342,671.00	0.0%
Prior Years' Taxes		8043	(48,665.00)	0.00	(48,665.00)	(48,665.00)	0.00	(48,665.00)	0.0%
Supplemental Taxes		8044	301,781.00	0.00	301,781.00	301,781.00	0.00	301,781.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	3,977,689.00	0.00	3,977,689.00	3,977,689.00	0.00	3,977,689.00	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			30,084,535.00	0.00	30,084,535.00	31,288,948.00	0.00	31,288,948.00	4.0%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(250,000.00)		(250,000.00)	0.00		0.00	-100.0%
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	176,379.00	176,379.00	0.00	172,744.00	172,744.00	-2.1%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			29,834,535.00	176,379.00	30,010,914.00	31,288,948.00	172,744.00	31,461,692.00	4.8%
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	475,272.00	475,272.00	0.00	464,740.00	464,740.00	-2.2%
Special Education Discretionary Grants		8182	0.00	161,117.00	161,117.00	0.00	112,494.00	112,494.00	-30.2%
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		221,067.00	221,067.00		221,000.00	221,000.00	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, Educator Quality	4035	8290		51,624.00	51,624.00		51,000.00	51,000.00	-1.2%
Title III, Part A, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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		70,474.00	70,474.00		66,000.00	66,000.00	-6.3%
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, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290		0.00	0.00		0.00	0.00	0.0%
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	55,212.00	55,212.00	0.00	8,564.00	8,564.00	-84.5%
TOTAL, FEDERAL REVENUE			0.00	1,034,766.00	1,034,766.00	0.00	923,798.00	923,798.00	-10.7%
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		2,430,858.00	2,430,858.00		2,432,166.00	2,432,166.00	0.1%
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	673,842.00	0.00	673,842.00	737,000.00	0.00	737,000.00	9.4%
Lottery - Unrestricted and Instructional Materials		8560	561,366.00	183,764.00	745,130.00	517,000.00	170,000.00	687,000.00	-7.8%
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%
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		681,150.00	681,150.00		0.00	0.00	-100.0%
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%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	1,966,695.00	1,966,695.00	0.00	1,991,837.00	1,991,837.00	1.3%
TOTAL, OTHER STATE REVENUE			1,235,208.00	5,262,467.00	6,497,675.00	1,254,000.00	4,594,003.00	5,848,003.00	-10.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)	
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	5,979,724.00	5,979,724.00	0.00	6,075,161.00	6,075,161.00	1.6%
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	20,000.00	0.00	20,000.00	0.00	0.00	0.00	-100.0%
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	200,000.00	0.00	200,000.00	265,000.00	0.00	265,000.00	32.5%
Interest		8660	105,000.00	2,000.00	107,000.00	105,000.00	0.00	105,000.00	-1.9%
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	280,426.00	16,523.00	296,949.00	280,000.00	0.00	280,000.00	-5.7%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,110,583.00	0.00	1,110,583.00	805,000.00	0.00	805,000.00	-27.5%
Other Local Revenue									
Plus: Misc Funds Non-LCFF (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	397,308.00	562,958.00	960,266.00	0.00	65,391.00	65,391.00	-93.2%
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			2,113,317.00	6,561,205.00	8,674,522.00	1,455,000.00	6,140,552.00	7,595,552.00	-12.4%
TOTAL, REVENUES			33,183,060.00	13,034,817.00	46,217,877.00	33,997,948.00	11,831,097.00	45,829,045.00	-0.8%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,606,204.00	4,788,121.00	16,394,325.00	12,314,997.00	4,551,270.00	16,866,267.00	2.9%
Certificated Pupil Support Salaries		1200	104,821.00	1,471,423.00	1,576,244.00	131,038.00	1,394,341.00	1,525,379.00	-3.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,933,361.00	318,123.00	2,251,484.00	1,950,347.00	321,570.00	2,271,917.00	0.9%
Other Certificated Salaries		1900	324,006.00	478,095.00	802,101.00	274,719.00	436,433.00	711,152.00	-11.3%
TOTAL, CERTIFICATED SALARIES			13,968,392.00	7,055,762.00	21,024,154.00	14,671,101.00	6,703,614.00	21,374,715.00	1.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	70,150.00	1,472,013.00	1,542,163.00	64,251.00	1,586,511.00	1,650,762.00	7.0%
Classified Support Salaries		2200	795,079.00	532,104.00	1,327,183.00	804,394.00	516,635.00	1,321,029.00	-0.5%
Classified Supervisors' and Administrators' Salaries		2300	731,776.00	60,916.00	792,692.00	623,619.00	45,257.00	668,876.00	-15.6%
Clerical, Technical and Office Salaries		2400	1,141,919.00	341,104.00	1,483,023.00	1,213,122.00	334,103.00	1,547,225.00	4.3%
Other Classified Salaries		2900	355,415.00	285,133.00	640,548.00	463,345.00	210,145.00	673,490.00	5.1%
TOTAL, CLASSIFIED SALARIES			3,094,339.00	2,691,270.00	5,785,609.00	3,168,731.00	2,692,651.00	5,861,382.00	1.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,979,911.00	2,556,280.00	4,536,191.00	2,402,075.00	2,634,932.00	5,037,007.00	11.0%
PERS		3201-3202	457,457.00	496,623.00	954,080.00	559,991.00	623,712.00	1,183,703.00	24.1%
OASDI/Medicare/Alternative		3301-3302	437,759.00	350,530.00	788,289.00	479,294.00	365,555.00	844,849.00	7.2%
Health and Welfare Benefits		3401-3402	3,705,719.00	2,553,051.00	6,258,770.00	4,189,603.00	2,599,529.00	6,789,132.00	8.5%
Unemployment Insurance		3501-3502	8,693.00	4,872.00	13,565.00	8,984.00	4,768.00	13,752.00	1.4%
Workers' Compensation		3601-3602	343,252.00	246,382.00	589,634.00	475,428.00	250,919.00	726,347.00	23.2%
OPEB, Allocated		3701-3702	245,077.00	137,373.00	382,450.00	462,517.00	108,898.00	571,415.00	49.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	39,743.00	41,658.00	81,401.00	31,315.00	35,290.00	66,605.00	-18.2%
TOTAL, EMPLOYEE BENEFITS			7,217,611.00	6,386,769.00	13,604,380.00	8,609,207.00	6,623,603.00	15,232,810.00	12.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	1,000.00	258,085.00	259,085.00	750.00	313,352.00	314,102.00	21.2%
Books and Other Reference Materials		4200	1,040.00	3,624.00	4,664.00	40.00	0.00	40.00	-99.1%
Materials and Supplies		4300	598,217.00	775,615.00	1,373,832.00	544,178.00	400,105.00	944,283.00	-31.3%
Noncapitalized Equipment		4400	69,000.00	74,393.00	143,393.00	39,000.00	25,000.00	64,000.00	-55.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			669,257.00	1,111,717.00	1,780,974.00	583,968.00	738,457.00	1,322,425.00	-25.7%
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	22,057.00	44,862.00	66,919.00	18,000.00	38,900.00	56,900.00	-15.0%
Dues and Memberships		5300	25,000.00	20,192.00	45,192.00	25,500.00	20,500.00	46,000.00	1.8%
Insurance		5400 - 5450	260,000.00	0.00	260,000.00	286,096.00	0.00	286,096.00	10.0%
Operations and Housekeeping Services		5500	728,000.00	0.00	728,000.00	742,000.00	0.00	742,000.00	1.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	265,435.00	478,256.00	743,691.00	346,150.00	227,081.00	573,231.00	-22.9%
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	1,075,786.00	1,779,323.00	2,855,109.00	838,622.00	1,296,572.00	2,135,194.00	-25.2%
Communications		5900	69,713.00	6,800.00	76,513.00	74,300.00	6,650.00	80,950.00	5.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,445,991.00	2,329,433.00	4,775,424.00	2,330,668.00	1,589,703.00	3,920,371.00	-17.9%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)	
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	0.00	580,479.00	580,479.00	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	18,200.00	41,700.00	59,900.00	55,000.00	0.00	55,000.00	-8.2%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			18,200.00	622,179.00	640,379.00	55,000.00	0.00	55,000.00	-91.4%
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%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(36,718.00)	36,718.00	0.00	(38,908.00)	38,908.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(172,380.00)	0.00	(172,380.00)	(186,160.00)	0.00	(186,160.00)	8.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(209,098.00)	36,718.00	(172,380.00)	(225,068.00)	38,908.00	(186,160.00)	8.0%
TOTAL, EXPENDITURES									
			27,204,692.00	20,233,848.00	47,438,540.00	29,193,607.00	18,386,936.00	47,580,543.00	0.3%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	579,000.00	0.00	579,000.00	New
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			0.00	0.00	0.00	579,000.00	0.00	579,000.00	New
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	124,000.00	0.00	124,000.00	124,150.00	0.00	124,150.00	0.1%
(b) TOTAL, INTERFUND TRANSFERS OUT			124,000.00	0.00	124,000.00	124,150.00	0.00	124,150.00	0.1%
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 Sale/Lease-Purchase of Land/Buildings		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%
(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	(6,373,936.00)	6,373,936.00	0.00	(6,531,620.00)	6,531,620.00	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			(6,373,936.00)	6,373,936.00	0.00	(6,531,620.00)	6,531,620.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(6,497,936.00)	6,373,936.00	(124,000.00)	(6,076,770.00)	6,531,620.00	454,850.00	-466.8%

			2017-18 Estimated Actuals			2018-19 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	29,834,535.00	176,379.00	30,010,914.00	31,288,948.00	172,744.00	31,461,692.00	4.8%
2) Federal Revenue		8100-8299	0.00	1,034,766.00	1,034,766.00	0.00	923,798.00	923,798.00	-10.7%
3) Other State Revenue		8300-8599	1,235,208.00	5,262,467.00	6,497,675.00	1,254,000.00	4,594,003.00	5,848,003.00	-10.0%
4) Other Local Revenue		8600-8799	2,113,317.00	6,561,205.00	8,674,522.00	1,455,000.00	6,140,552.00	7,595,552.00	-12.4%
5) TOTAL, REVENUES			33,183,060.00	13,034,817.00	46,217,877.00	33,997,948.00	11,831,097.00	45,829,045.00	-0.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	17,395,800.00	12,491,821.00	29,887,621.00	19,102,067.00	12,197,118.00	31,299,185.00	4.7%
2) Instruction - Related Services	2000-2999		3,400,498.00	2,351,001.00	5,751,499.00	3,514,802.00	2,448,838.00	5,963,640.00	3.7%
3) Pupil Services	3000-3999		251,619.00	1,805,264.00	2,056,883.00	218,090.00	1,796,422.00	2,014,512.00	-2.1%
4) Ancillary Services	4000-4999		211.00	536,971.00	537,182.00	0.00	416,754.00	416,754.00	-22.4%
5) Community Services	5000-5999		435,495.00	0.00	435,495.00	492,669.00	0.00	492,669.00	13.1%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,247,339.00	609,220.00	3,856,559.00	3,327,279.00	75,587.00	3,402,866.00	-11.8%
8) Plant Services	8000-8999		2,473,730.00	2,439,571.00	4,913,301.00	2,538,700.00	1,452,217.00	3,990,917.00	-18.8%
9) Other Outgo	9000-9999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			27,204,692.00	20,233,848.00	47,438,540.00	29,193,607.00	18,386,936.00	47,580,543.00	0.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,978,368.00	(7,199,031.00)	(1,220,663.00)	4,804,341.00	(6,555,839.00)	(1,751,498.00)	43.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers		8900-8929	0.00	0.00	0.00	579,000.00	0.00	579,000.00	New
a) Transfers In									
b) Transfers Out		7600-7629	124,000.00	0.00	124,000.00	124,150.00	0.00	124,150.00	0.1%
2) Other Sources/Uses		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
a) Sources									
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,373,936.00)	6,373,936.00	0.00	(6,531,620.00)	6,531,620.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,497,936.00)	6,373,936.00	(124,000.00)	(6,076,770.00)	6,531,620.00	454,850.00	-466.8%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals			2018-19 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)			(519,568.00)	(825,095.00)	(1,344,663.00)	(1,272,429.00)	(24,219.00)	(1,296,648.00)	-3.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	7,400,956.00	1,151,929.00	8,552,885.00	6,881,388.00	326,834.00	7,208,222.00	-15.7%
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)			7,400,956.00	1,151,929.00	8,552,885.00	6,881,388.00	326,834.00	7,208,222.00	-15.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,400,956.00	1,151,929.00	8,552,885.00	6,881,388.00	326,834.00	7,208,222.00	-15.7%
2) Ending Balance, June 30 (E + F1e)			6,881,388.00	326,834.00	7,208,222.00	5,608,959.00	302,615.00	5,911,574.00	-18.0%
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	20,710.00	0.00	20,710.00	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	326,834.00	326,834.00	0.00	302,615.00	302,615.00	-7.4%
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	5,353,881.00	0.00	5,353,881.00	4,081,452.00	0.00	4,081,452.00	-23.8%
2019-20 Deficit Spending Projection	0000	9780				482,594.00		482,594.00	
2020-21 Deficit Spending Projection	0000	9780				1,584,142.00		1,584,142.00	
2021-22 Deficit Spending Projection	0000	9780				1,714,716.00		1,714,716.00	
One-Time Program Equipment	0000	9780				300,000.00		300,000.00	
2018-19 Deficit Spending Projection	0000	9780	1,272,429.00		1,272,429.00				
2019-20 Deficit Spending Projection	0000	9780	482,594.00		482,594.00				
2020-21 Deficit Spending Projection	0000	9780	1,584,142.00		1,584,142.00				
2021-22 Deficit Spending Projection	0000	9780	1,714,716.00		1,714,716.00				
One-Time Program Equipment	0000	9780	300,000.00		300,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,425,800.00	0.00	1,425,800.00	1,431,200.00	0.00	1,431,200.00	0.4%
Unassigned/Unappropriated Amount		9790	55,997.00	0.00	55,997.00	71,307.00	0.00	71,307.00	27.3%

Albany City Unified
Alameda County

July 1 Budget
General Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 01

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
6300	Lottery: Instructional Materials	23,688.00	23,688.00
6500	Special Education	174,849.00	140,693.00
7338	College Readiness Block Grant	64,197.00	64,197.00
9010	Other Restricted Local	64,100.00	74,037.00
Total, Restricted Balance		326,834.00	302,615.00

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,549,848.00	4,567,248.00	0.4%
3) Other State Revenue		8300-8599	12,178,564.00	12,578,266.00	3.3%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			16,728,412.00	17,145,514.00	2.5%
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	16,728,412.00	17,145,514.00	2.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			16,728,412.00	17,145,514.00	2.5%
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	2017-18 Estimated Actuals	2018-19 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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	688,056.63		
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	656,502.00		
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			1,344,558.63		
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	11.00		
2) Due to Grantor Governments		9590	395,749.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			395,760.00		
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)			948,798.63		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	4,549,848.00	4,567,248.00	0.4%
TOTAL, FEDERAL REVENUE			4,549,848.00	4,567,248.00	0.4%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	10,475,239.00	10,843,660.00	3.5%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	362,017.00	362,017.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	1,341,308.00	1,372,589.00	2.3%
TOTAL, OTHER STATE REVENUE			12,178,564.00	12,578,266.00	3.3%
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			16,728,412.00	17,145,514.00	2.5%

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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	5,891,156.00	5,939,837.00	0.8%
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	10,475,239.00	10,843,660.00	3.5%
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	362,017.00	0.0%
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)			16,728,412.00	17,145,514.00	2.5%
TOTAL, EXPENDITURES			16,728,412.00	17,145,514.00	2.5%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,549,848.00	4,567,248.00	0.4%
3) Other State Revenue		8300-8599	12,178,564.00	12,578,266.00	3.3%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			16,728,412.00	17,145,514.00	2.5%
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	16,728,412.00	17,145,514.00	2.5%
10) TOTAL, EXPENDITURES			16,728,412.00	17,145,514.00	2.5%
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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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	2017-18	2018-19
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description			2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Resource Codes	Object Codes				
A. REVENUES					
1) LCFF Sources	8010-8099		0.00	0.00	0.0%
2) Federal Revenue	8100-8299		80,000.00	225,612.00	182.0%
3) Other State Revenue	8300-8599		833,500.00	740,144.00	-11.2%
4) Other Local Revenue	8600-8799		1,512,464.00	1,567,000.00	3.6%
5) TOTAL, REVENUES			2,425,964.00	2,532,756.00	4.4%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		359,881.00	385,452.00	7.1%
2) Classified Salaries	2000-2999		934,153.00	957,715.00	2.5%
3) Employee Benefits	3000-3999		758,902.00	839,784.00	10.7%
4) Books and Supplies	4000-4999		41,946.00	40,100.00	-4.4%
5) Services and Other Operating Expenditures	5000-5999		243,735.00	218,735.00	-10.3%
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		119,215.00	129,268.00	8.4%
9) TOTAL, EXPENDITURES			2,457,832.00	2,571,054.00	4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(31,868.00)	(38,298.00)	20.2%
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%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(31,868.00)	(38,298.00)	20.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	81,370.00	49,502.00	-39.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			81,370.00	49,502.00	-39.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			81,370.00	49,502.00	-39.2%
2) Ending Balance, June 30 (E + F1e)			49,502.00	11,204.00	-77.4%
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	2,065.00	2,065.00	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	47,437.00	9,139.00	-80.7%
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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	469,837.76		
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	12,975.07		
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			485,312.83		
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	43,354.46		
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			43,354.46		
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)			441,958.37		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	80,000.00	65,000.00	-18.8%
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	0.00	160,612.00	New
TOTAL, FEDERAL REVENUE			80,000.00	225,612.00	182.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	7,500.00	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	565,000.00	714,630.00	26.5%
All Other State Revenue	All Other	8590	261,000.00	25,514.00	-90.2%
TOTAL, OTHER STATE REVENUE			833,500.00	740,144.00	-11.2%
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	1,492,500.00	1,548,500.00	3.8%
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	17,464.00	16,000.00	-8.4%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,512,464.00	1,567,000.00	3.6%
TOTAL, REVENUES			2,425,964.00	2,532,756.00	4.4%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	359,881.00	379,559.00	5.5%
Certificated Pupil Support Salaries		1200	0.00	5,893.00	New
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			359,881.00	385,452.00	7.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	696,327.00	725,302.00	4.2%
Classified Support Salaries		2200	31,372.00	27,787.00	-11.4%
Classified Supervisors' and Administrators' Salaries		2300	137,109.00	133,756.00	-2.4%
Clerical, Technical and Office Salaries		2400	69,345.00	70,870.00	2.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			934,153.00	957,715.00	2.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	59,430.00	75,226.00	26.6%
PERS		3201-3202	121,792.00	159,891.00	31.3%
OASDI/Medicare/Alternative		3301-3302	82,448.00	84,500.00	2.5%
Health and Welfare Benefits		3401-3402	428,172.00	457,358.00	6.8%
Unemployment Insurance		3501-3502	674.00	682.00	1.2%
Workers' Compensation		3601-3602	33,519.00	36,024.00	7.5%
OPEB, Allocated		3701-3702	21,841.00	15,176.00	-30.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	11,026.00	10,927.00	-0.9%
TOTAL, EMPLOYEE BENEFITS			758,902.00	839,784.00	10.7%
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	41,946.00	40,100.00	-4.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			41,946.00	40,100.00	-4.4%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,500.00	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	23,000.00	23,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	16,510.00	16,510.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	175,000.00	175,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	25,225.00	1,725.00	-93.2%
Communications		5900	2,500.00	2,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			243,735.00	218,735.00	-10.3%
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	119,215.00	129,268.00	8.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			119,215.00	129,268.00	8.4%
TOTAL, EXPENDITURES			2,457,832.00	2,571,054.00	4.6%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	80,000.00	225,612.00	182.0%
3) Other State Revenue		8300-8599	833,500.00	740,144.00	-11.2%
4) Other Local Revenue		8600-8799	1,512,464.00	1,567,000.00	3.6%
5) TOTAL, REVENUES			2,425,964.00	2,532,756.00	4.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,794,991.00	1,858,461.00	3.5%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	7,668.00	New
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		470,197.00	485,223.00	3.2%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		119,215.00	129,268.00	8.4%
8) Plant Services	8000-8999		73,429.00	90,434.00	23.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,457,832.00	2,571,054.00	4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(31,868.00)	(38,298.00)	20.2%
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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(31,868.00)	(38,298.00)	20.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	81,370.00	49,502.00	-39.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			81,370.00	49,502.00	-39.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			81,370.00	49,502.00	-39.2%
2) Ending Balance, June 30 (E + F1e)			49,502.00	11,204.00	-77.4%
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	2,065.00	2,065.00	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	47,437.00	9,139.00	-80.7%
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	2017-18	2018-19
		Estimated Actuals	Budget
9010	Other Restricted Local	2,065.00	2,065.00
Total, Restricted Balance		2,065.00	2,065.00

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	292,500.00	295,000.00	0.9%
3) Other State Revenue		8300-8599	15,000.00	15,000.00	0.0%
4) Other Local Revenue		8600-8799	782,000.00	750,500.00	-4.0%
5) TOTAL, REVENUES			1,089,500.00	1,060,500.00	-2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	476,251.00	521,619.00	9.5%
3) Employee Benefits		3000-3999	275,632.00	317,785.00	15.3%
4) Books and Supplies		4000-4999	374,000.00	374,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	(150,000.00)	(150,000.00)	0.0%
6) Capital Outlay		6000-6999	73,600.00	0.00	-100.0%
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	53,165.00	56,892.00	7.0%
9) TOTAL, EXPENDITURES			1,102,648.00	1,120,296.00	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(13,148.00)	(59,796.00)	354.8%
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	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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(13,148.00)	(59,796.00)	354.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	105,908.00	92,760.00	-12.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			105,908.00	92,760.00	-12.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			105,908.00	92,760.00	-12.4%
2) Ending Balance, June 30 (E + F1e)			92,760.00	32,964.00	-64.5%
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	88,035.62	32,964.00	-62.6%
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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	108,587.88		
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	0.00		
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			114,312.26		
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	19,457.19		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	110,000.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			129,457.19		
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)			(15,144.93)		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	292,500.00	295,000.00	0.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			292,500.00	295,000.00	0.9%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	15,000.00	15,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			15,000.00	15,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	745,000.00	720,000.00	-3.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,000.00	500.00	-50.0%
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	36,000.00	30,000.00	-16.7%
TOTAL, OTHER LOCAL REVENUE			782,000.00	750,500.00	-4.0%
TOTAL, REVENUES			1,089,500.00	1,060,500.00	-2.7%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	313,193.00	353,504.00	12.9%
Classified Supervisors' and Administrators' Salaries		2300	137,980.00	136,362.00	-1.2%
Clerical, Technical and Office Salaries		2400	20,078.00	26,753.00	33.2%
Other Classified Salaries		2900	5,000.00	5,000.00	0.0%
TOTAL, CLASSIFIED SALARIES			476,251.00	521,619.00	9.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	66,726.00	87,492.00	31.1%
OASDI/Medicare/Alternative		3301-3302	34,460.00	39,299.00	14.0%
Health and Welfare Benefits		3401-3402	152,436.00	168,275.00	10.4%
Unemployment Insurance		3501-3502	256.00	263.00	2.7%
Workers' Compensation		3601-3602	11,768.00	13,943.00	18.5%
OPEB, Allocated		3701-3702	7,061.00	5,963.00	-15.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,925.00	2,550.00	-12.8%
TOTAL, EMPLOYEE BENEFITS			275,632.00	317,785.00	15.3%
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	347,500.00	347,500.00	0.0%
TOTAL, BOOKS AND SUPPLIES			374,000.00	374,000.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	13,000.00	13,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(175,000.00)	(175,000.00)	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,000.00	10,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(150,000.00)	(150,000.00)	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	73,600.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			73,600.00	0.00	-100.0%
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	53,165.00	56,892.00	7.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			53,165.00	56,892.00	7.0%
TOTAL, EXPENDITURES			1,102,648.00	1,120,296.00	1.6%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	292,500.00	295,000.00	0.9%
3) Other State Revenue		8300-8599	15,000.00	15,000.00	0.0%
4) Other Local Revenue		8600-8799	782,000.00	750,500.00	-4.0%
5) TOTAL, REVENUES			1,089,500.00	1,060,500.00	-2.7%
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		1,049,483.00	1,063,404.00	1.3%
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		53,165.00	56,892.00	7.0%
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			1,102,648.00	1,120,296.00	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(13,148.00)	(59,796.00)	354.8%
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	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	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(13,148.00)	(59,796.00)	354.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	105,908.00	92,760.00	-12.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			105,908.00	92,760.00	-12.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			105,908.00	92,760.00	-12.4%
2) Ending Balance, June 30 (E + F1e)			92,760.00	32,964.00	-64.5%
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	88,035.62	32,964.00	-62.6%
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	2017-18	2018-19
		Estimated Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	88,035.62	32,964.00
Total, Restricted Balance		88,035.62	32,964.00

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	250,000.00	0.00	-100.0%
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	11,507.00	0.00	-100.0%
5) TOTAL, REVENUES			261,507.00	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	8,800.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	213,416.00	0.00	-100.0%
6) Capital Outlay		6000-6999	12,481.00	0.00	-100.0%
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			234,697.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			26,810.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	24,000.00	24,150.00	0.6%
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			24,000.00	24,150.00	0.6%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,810.00	24,150.00	-52.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,810.00	55,463.00	154.3%
b) Audit Adjustments		9793	(17,157.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,653.00	55,463.00	1092.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,653.00	55,463.00	1092.0%
2) Ending Balance, June 30 (E + F1e)			55,463.00	79,613.00	43.5%
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	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	55,463.00	79,613.00	43.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	32,646.27		
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			32,646.27		
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	(6.04)		
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			(6.04)		
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)			32,652.31		

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	250,000.00	0.00	-100.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			250,000.00	0.00	-100.0%
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	2,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	9,507.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			11,507.00	0.00	-100.0%
TOTAL, REVENUES			261,507.00	0.00	-100.0%

Albany City Unified
Alameda County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

01 61127 0000000
Form 14

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	8,800.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			8,800.00	0.00	-100.0%

			2017-18	2018-19	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	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	159,416.00	0.00	-100.0%
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	54,000.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			213,416.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	11,000.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	1,481.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			12,481.00	0.00	-100.0%
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			234,697.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	24,000.00	24,150.00	0.6%
(a) TOTAL, INTERFUND TRANSFERS IN			24,000.00	24,150.00	0.6%
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)			24,000.00	24,150.00	0.6%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	250,000.00	0.00	-100.0%
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	11,507.00	0.00	-100.0%
5) TOTAL, REVENUES			261,507.00	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		234,697.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			234,697.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			26,810.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	24,000.00	24,150.00	0.6%
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			24,000.00	24,150.00	0.6%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,810.00	24,150.00	-52.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,810.00	55,463.00	154.3%
b) Audit Adjustments		9793	(17,157.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,653.00	55,463.00	1092.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,653.00	55,463.00	1092.0%
2) Ending Balance, June 30 (E + F1e)			55,463.00	79,613.00	43.5%
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	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	55,463.00	79,613.00	43.5%
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	2017-18	2018-19
		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	2017-18 Estimated Actuals	2018-19 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	9,500.00	500.00	-94.7%
5) TOTAL, REVENUES			9,500.00	500.00	-94.7%
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)			9,500.00	500.00	-94.7%
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	579,000.00	New
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	(579,000.00)	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,500.00	(578,500.00)	-6189.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	764,862.00	774,362.00	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			764,862.00	774,362.00	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			764,862.00	774,362.00	1.2%
2) Ending Balance, June 30 (E + F1e)			774,362.00	195,862.00	-74.7%
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	774,362.00	195,862.00	-74.7%
CTE & ROP Equipment	0000	9780		195,000.00	
Other	0000	9780		862.00	
CTE & ROP Equipment	0000	9780	250,000.00		
General Fund Program Assistance	0000	9780	524,362.00		
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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	771,022.39		
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			771,022.39		
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)			771,022.39		

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

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Form 17

			2017-18	2018-19	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	9,500.00	500.00	-94.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,500.00	500.00	-94.7%
TOTAL, REVENUES			9,500.00	500.00	-94.7%

Albany City Unified
Alameda County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

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Form 17

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	0.00	579,000.00	New
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	579,000.00	New
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)			0.00	(579,000.00)	New

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	9,500.00	500.00	-94.7%
5) TOTAL, REVENUES			9,500.00	500.00	-94.7%
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)			9,500.00	500.00	-94.7%
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	579,000.00	New
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	(579,000.00)	New

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,500.00	(578,500.00)	-6189.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	764,862.00	774,362.00	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			764,862.00	774,362.00	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			764,862.00	774,362.00	1.2%
2) Ending Balance, June 30 (E + F1e)			774,362.00	195,862.00	-74.7%
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	774,362.00	195,862.00	-74.7%
CTE & ROP Equipment	0000	9780		195,000.00	
Other	0000	9780		862.00	
CTE & ROP Equipment	0000	9780	250,000.00		
General Fund Program Assistance	0000	9780	524,362.00		
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	2017-18	2018-19
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	386,597.00	100,000.00	-74.1%
5) TOTAL, REVENUES			386,597.00	100,000.00	-74.1%
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	51,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	131,900.00	125,900.00	-4.5%
6) Capital Outlay		6000-6999	19,841,108.00	11,000,000.00	-44.6%
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			20,024,008.00	11,125,900.00	-44.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(19,637,411.00)	(11,025,900.00)	-43.9%
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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(19,637,411.00)	(11,025,900.00)	-43.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,616,339.00	12,771,115.00	-60.8%
b) Audit Adjustments		9793	(207,813.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			32,408,526.00	12,771,115.00	-60.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,408,526.00	12,771,115.00	-60.6%
2) Ending Balance, June 30 (E + F1e)			12,771,115.00	1,745,215.00	-86.3%
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	12,771,115.00	1,745,215.00	-86.3%
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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Building Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	28,379,280.76		
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			28,379,280.76		
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	(8,205.81)		
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			(8,205.81)		
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)			28,387,486.57		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	386,597.00	100,000.00	-74.1%
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			386,597.00	100,000.00	-74.1%
TOTAL, REVENUES			386,597.00	100,000.00	-74.1%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	36,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	15,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			51,000.00	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%

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Building Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	131,900.00	125,900.00	-4.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			131,900.00	125,900.00	-4.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	2,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	19,770,311.00	11,000,000.00	-44.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	6,161.00	0.00	-100.0%
Equipment Replacement		6500	62,636.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			19,841,108.00	11,000,000.00	-44.6%
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			20,024,008.00	11,125,900.00	-44.4%

Albany City Unified
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July 1 Budget
Building Fund
Expenditures by Object

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			2017-18	2018-19	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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		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	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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	386,597.00	100,000.00	-74.1%
5) TOTAL, REVENUES			386,597.00	100,000.00	-74.1%
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		0.00	0.00	0.0%
8) Plant Services	8000-8999		20,024,008.00	11,125,900.00	-44.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			20,024,008.00	11,125,900.00	-44.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(19,637,411.00)	(11,025,900.00)	-43.9%
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	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(19,637,411.00)	(11,025,900.00)	-43.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,616,339.00	12,771,115.00	-60.8%
b) Audit Adjustments		9793	(207,813.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			32,408,526.00	12,771,115.00	-60.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,408,526.00	12,771,115.00	-60.6%
2) Ending Balance, June 30 (E + F1e)			12,771,115.00	1,745,215.00	-86.3%
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	12,771,115.00	1,745,215.00	-86.3%
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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Building Fund
Exhibit: Restricted Balance Detail

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Resource	Description	2017-18	2018-19
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	16,673.00	20,000.00	20.0%
5) TOTAL, REVENUES			16,673.00	20,000.00	20.0%
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	131,500.00	120,000.00	-8.7%
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			131,500.00	120,000.00	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(114,827.00)	(100,000.00)	-12.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	100,000.00	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			100,000.00	100,000.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(14,827.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,827.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,827.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,827.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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%

Description			2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Resource Codes	Object Codes				
G. ASSETS					
1) Cash					
a) in County Treasury	9110		17,720.17		
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			17,720.17		
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		(17.15)		
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			(17.15)		
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)			17,737.32		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	16,673.00	20,000.00	20.0%
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			16,673.00	20,000.00	20.0%
TOTAL, REVENUES			16,673.00	20,000.00	20.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	2017-18 Estimated Actuals	2018-19 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	131,500.00	120,000.00	-8.7%
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			131,500.00	120,000.00	-8.7%
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			131,500.00	120,000.00	-8.7%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	100,000.00	100,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	100,000.00	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 Sale/Lease- Purchase of Land/Buildings		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)			100,000.00	100,000.00	0.0%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	16,673.00	20,000.00	20.0%
5) TOTAL, REVENUES			16,673.00	20,000.00	20.0%
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		131,500.00	120,000.00	-8.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			131,500.00	120,000.00	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(114,827.00)	(100,000.00)	-12.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	100,000.00	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			100,000.00	100,000.00	0.0%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(14,827.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,827.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,827.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,827.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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
Capital Facilities Fund
Exhibit: Restricted Balance Detail

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Form 25

Resource	Description	2017-18	2018-19
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description			2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Resource Codes	Object Codes				
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

01 61127 0000000
Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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

01 61127 0000000
Form 35

Description			2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Resource Codes	Object Codes				
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
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

01 61127 0000000
Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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%

Albany City Unified
Alameda County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

			2017-18	2018-19	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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 35

Resource	Description	2017-18	2018-19
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	46,300.00	46,300.00	0.0%
4) Other Local Revenue		8600-8799	4,408,612.00	5,075,200.00	15.1%
5) TOTAL, REVENUES			4,454,912.00	5,121,500.00	15.0%
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	5,793,482.00	5,121,500.00	-11.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,793,482.00	5,121,500.00	-11.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,338,570.00)	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	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	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,338,570.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,432,254.00	4,093,684.00	-24.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,432,254.00	4,093,684.00	-24.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,432,254.00	4,093,684.00	-24.6%
2) Ending Balance, June 30 (E + F1e)			4,093,684.00	4,093,684.00	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	4,093,684.00	4,093,684.00	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%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,043,076.49		
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			7,043,076.49		
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)			7,043,076.49		

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	2017-18 Estimated Actuals	2018-19 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	46,300.00	46,300.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			46,300.00	46,300.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	4,131,594.00	4,798,000.00	16.1%
Unsecured Roll		8612	51,515.00	51,600.00	0.2%
Prior Years' Taxes		8613	62,111.00	62,200.00	0.1%
Supplemental Taxes		8614	139,592.00	139,600.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	23,800.00	23,800.00	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			4,408,612.00	5,075,200.00	15.1%
TOTAL, REVENUES			4,454,912.00	5,121,500.00	15.0%

Albany City Unified
Alameda County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

01 61127 0000000
Form 51

			2017-18	2018-19	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	3,560,000.00	3,010,000.00	-15.4%
Bond Interest and Other Service Charges		7434	2,233,482.00	2,111,500.00	-5.5%
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)			5,793,482.00	5,121,500.00	-11.6%
TOTAL, EXPENDITURES			5,793,482.00	5,121,500.00	-11.6%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	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%

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 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	46,300.00	46,300.00	0.0%
4) Other Local Revenue		8600-8799	4,408,612.00	5,075,200.00	15.1%
5) TOTAL, REVENUES			4,454,912.00	5,121,500.00	15.0%
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	5,793,482.00	5,121,500.00	-11.6%
10) TOTAL, EXPENDITURES			5,793,482.00	5,121,500.00	-11.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,338,570.00)	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	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	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,338,570.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,432,254.00	4,093,684.00	-24.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,432,254.00	4,093,684.00	-24.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,432,254.00	4,093,684.00	-24.6%
2) Ending Balance, June 30 (E + F1e)			4,093,684.00	4,093,684.00	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	4,093,684.00	4,093,684.00	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
Bond Interest and Redemption Fund
Exhibit: Restricted Balance Detail

01 61127 0000000
Form 51

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
9010	Other Restricted Local	4,093,684.00	4,093,684.00
Total, Restricted Balance		4,093,684.00	4,093,684.00

Description	2017-18 Estimated Actuals			2018-19 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)	3,541.60	3,541.60	3,622.51	3,523.26	3,523.26	3,541.60
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)	3,541.60	3,541.60	3,622.51	3,523.26	3,523.26	3,541.60
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)	3,541.60	3,541.60	3,622.51	3,523.26	3,523.26	3,541.60
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2017-18 Estimated Actuals			2018-19 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	2017-18 Estimated Actuals			2018-19 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			5,610,222.00	5,484,975.00	5,744,729.00	5,230,329.00	2,939,829.00	983,329.00	8,371,929.00	4,142,729.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		841,753.00	841,754.00	2,638,600.00	1,514,500.00	1,514,500.00	2,638,600.00	1,514,500.00	1,514,500.00
Property Taxes	8020-8079		35,000.00	256,000.00	217,000.00		71,000.00	2,703,000.00	106,000.00	265,000.00
Miscellaneous Funds	8080-8099			0.00					59,600.00	
Federal Revenue	8100-8299				60,000.00	12,000.00	13,000.00	63,000.00	9,700.00	64,000.00
Other State Revenue	8300-8599		100,000.00	100,000.00	288,000.00	180,000.00	180,000.00	520,000.00	352,000.00	180,000.00
Other Local Revenue	8600-8799		61,000.00	341,000.00	200,000.00	179,000.00	14,000.00	2,702,000.00	151,000.00	446,000.00
Interfund Transfers In	8910-8929		55,000.00							
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,092,753.00	1,538,754.00	3,403,600.00	1,885,500.00	1,792,500.00	8,626,600.00	2,192,800.00	2,469,500.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		124,000.00	325,000.00	2,069,000.00	2,088,000.00	2,075,000.00	32,000.00	4,125,000.00	2,100,000.00
Classified Salaries	2000-2999		230,000.00	344,000.00	511,000.00	518,000.00	525,000.00	474,000.00	514,000.00	512,000.00
Employee Benefits	3000-3999		255,000.00	316,000.00	1,340,000.00	1,300,000.00	1,217,000.00	364,000.00	2,201,000.00	1,298,000.00
Books and Supplies	4000-4999		157,000.00	137,000.00	83,000.00	85,000.00	72,000.00	83,000.00	77,000.00	59,000.00
Services	5000-5999		97,000.00	357,000.00	215,000.00	370,000.00	160,000.00	300,000.00	278,000.00	364,000.00
Capital Outlay	6000-6599		55,000.00							
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629		100,000.00							
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,018,000.00	1,479,000.00	4,218,000.00	4,361,000.00	4,049,000.00	1,253,000.00	7,195,000.00	4,333,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	2,000,000.00	400,000.00	200,000.00	300,000.00	12,000.00	300,000.00	15,000.00	773,000.00	
Due From Other Funds	9310	173,000.00				173,000.00				
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		2,173,000.00	400,000.00	200,000.00	300,000.00	185,000.00	300,000.00	15,000.00	773,000.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	600,000.00	600,000.00							
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		600,000.00	600,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		1,573,000.00	(200,000.00)	200,000.00	300,000.00	185,000.00	300,000.00	15,000.00	773,000.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(125,247.00)	259,754.00	(514,400.00)	(2,290,500.00)	(1,956,500.00)	7,388,600.00	(4,229,200.00)	(1,863,500.00)
F. ENDING CASH (A + E)			5,484,975.00	5,744,729.00	5,230,329.00	2,939,829.00	983,329.00	8,371,929.00	4,142,729.00	2,279,229.00
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		2,279,229.00	3,688,829.00	4,889,329.00	4,218,329.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,638,600.00	1,514,500.00	1,514,500.00	2,638,600.00			21,324,907.00	21,324,907.00
Property Taxes	8020-8079	2,720,000.00	1,575,000.00	1,512,000.00	504,041.00			9,964,041.00	9,964,041.00
Miscellaneous Funds	8080-8099			76,500.00		36,644.00		172,744.00	172,744.00
Federal Revenue	8100-8299				63,000.00	639,098.00		923,798.00	923,798.00
Other State Revenue	8300-8599	180,000.00	550,000.00	379,000.00	179,000.00	951,599.00	1,708,404.00	5,848,003.00	5,848,003.00
Other Local Revenue	8600-8799	222,000.00	1,877,000.00	98,000.00	899,000.00	405,552.00		7,595,552.00	7,595,552.00
Interfund Transfers In	8910-8929					524,000.00		579,000.00	579,000.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		5,760,600.00	5,516,500.00	3,580,000.00	4,283,641.00	2,556,893.00	1,708,404.00	46,408,045.00	46,408,045.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,092,000.00	2,097,000.00	2,107,000.00	2,100,000.00	40,715.00		21,374,715.00	21,374,715.00
Classified Salaries	2000-2999	537,000.00	542,000.00	519,000.00	533,000.00	102,382.00		5,861,382.00	5,861,382.00
Employee Benefits	3000-3999	1,303,000.00	1,303,000.00	1,302,000.00	1,300,000.00	25,406.00	1,708,404.00	15,232,810.00	15,232,810.00
Books and Supplies	4000-4999	40,000.00	51,000.00	75,000.00	366,000.00	37,425.00		1,322,425.00	1,322,425.00
Services	5000-5999	379,000.00	323,000.00	248,000.00	515,000.00	314,371.00		3,920,371.00	3,920,371.00
Capital Outlay	6000-6599							55,000.00	55,000.00
Other Outgo	7000-7499					(186,160.00)		(186,160.00)	(186,160.00)
Interfund Transfers Out	7600-7629				24,150.00			124,150.00	124,150.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		4,351,000.00	4,316,000.00	4,251,000.00	4,838,150.00	334,139.00	1,708,404.00	47,704,693.00	47,704,693.00
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							2,000,000.00	
Due From Other Funds	9310							173,000.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	25,000.00	2,198,000.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							600,000.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	600,000.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	25,000.00	1,598,000.00	
E. NET INCREASE/DECREASE (B - C + D)		1,409,600.00	1,200,500.00	(671,000.00)	(554,509.00)	2,222,754.00	25,000.00	301,352.00	(1,296,648.00)
F. ENDING CASH (A + E)		3,688,829.00	4,889,329.00	4,218,329.00	3,663,820.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								5,911,574.00	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			3,663,820.00	3,844,496.00	4,320,471.00	3,943,371.00	2,339,531.00	1,538,531.00	7,962,431.00	3,823,624.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		880,975.00	880,975.00	2,699,900.00	1,586,000.00	1,586,000.00	2,699,900.00	1,586,000.00	1,586,000.00
Property Taxes	8020-8079		35,000.00	256,000.00	217,000.00		71,000.00	2,703,000.00	106,000.00	265,000.00
Miscellaneous Funds	8080-8099			0.00					59,600.00	
Federal Revenue	8100-8299				60,000.00	12,000.00	13,000.00	63,000.00	9,700.00	64,000.00
Other State Revenue	8300-8599		100,000.00	100,000.00	288,000.00	180,000.00	180,000.00	322,000.00	352,000.00	180,000.00
Other Local Revenue	8600-8799		61,000.00	341,000.00	200,000.00	179,000.00	14,000.00	2,702,000.00	151,000.00	446,000.00
Interfund Transfers In	8910-8929		80,000.00							
All Other Financing Sources	8930-8979						1,000,000.00	(1,000,000.00)		
TOTAL RECEIPTS			1,156,975.00	1,577,975.00	3,464,900.00	1,957,000.00	2,864,000.00	7,489,900.00	2,264,300.00	2,541,000.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		125,000.00	329,000.00	2,095,000.00	2,114,000.00	2,101,000.00	32,000.00	4,176,000.00	2,125,000.00
Classified Salaries	2000-2999		234,000.00	350,000.00	520,000.00	528,000.00	534,000.00	483,000.00	523,000.00	521,000.00
Employee Benefits	3000-3999		273,000.00	339,000.00	1,437,000.00	1,394,000.00	1,306,000.00	391,000.00	2,363,000.00	1,392,000.00
Books and Supplies	4000-4999		157,000.00	137,000.00	83,000.00	85,000.00	72,000.00	83,000.00	77,000.00	59,000.00
Services	5000-5999		97,000.00	357,000.00	215,000.00	370,000.00	160,000.00	300,000.00	278,000.00	364,000.00
Capital Outlay	6000-6599		80,000.00							
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629		100,000.00							
All Other Financing Uses	7630-7699		(210,000.00)	(210,000.00)	(208,000.00)	(208,000.00)	(208,000.00)	(208,000.00)	(208,000.00)	(208,000.00)
TOTAL DISBURSEMENTS			856,000.00	1,302,000.00	4,142,000.00	4,283,000.00	3,965,000.00	1,081,000.00	7,209,000.00	4,253,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	25,000.00								
Accounts Receivable	9200-9299	2,032,893.00	400,000.00	200,000.00	300,000.00	12,000.00	300,000.00	15,000.00	805,893.00	
Due From Other Funds	9310	710,160.00				710,160.00				
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		2,768,053.00	400,000.00	200,000.00	300,000.00	722,160.00	300,000.00	15,000.00	805,893.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	520,299.00	520,299.00							
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		520,299.00	520,299.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		2,247,754.00	(120,299.00)	200,000.00	300,000.00	722,160.00	300,000.00	15,000.00	805,893.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			180,676.00	475,975.00	(377,100.00)	(1,603,840.00)	(801,000.00)	6,423,900.00	(4,138,807.00)	(1,712,000.00)
F. ENDING CASH (A + E)			3,844,496.00	4,320,471.00	3,943,371.00	2,339,531.00	1,538,531.00	7,962,431.00	3,823,624.00	2,111,624.00
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		2,111,624.00	3,659,524.00	4,815,524.00	4,103,024.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,699,900.00	1,586,000.00	1,586,000.00	2,699,900.00			22,077,550.00	22,077,550.00
Property Taxes	8020-8079	2,720,000.00	1,575,000.00	1,512,000.00	504,041.00			9,964,041.00	9,964,041.00
Miscellaneous Funds	8080-8099			76,500.00		36,644.00		172,744.00	172,744.00
Federal Revenue	8100-8299				63,000.00	639,098.00		923,798.00	923,798.00
Other State Revenue	8300-8599	180,000.00	356,000.00	184,000.00	179,000.00	943,599.00	1,708,404.00	5,253,003.00	5,253,003.00
Other Local Revenue	8600-8799	222,000.00	1,877,000.00	98,000.00	899,000.00	405,552.00		7,595,552.00	7,595,552.00
Interfund Transfers In	8910-8929							80,000.00	80,000.00
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		5,821,900.00	5,394,000.00	3,456,500.00	4,344,941.00	2,024,893.00	1,708,404.00	46,066,688.00	46,066,688.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,118,000.00	2,123,000.00	2,134,000.00	2,125,000.00	41,687.00		21,638,687.00	21,638,687.00
Classified Salaries	2000-2999	547,000.00	551,000.00	528,000.00	542,000.00	105,886.00		5,966,886.00	5,966,886.00
Employee Benefits	3000-3999	1,398,000.00	1,398,000.00	1,392,000.00	1,395,000.00	32,738.00	1,708,404.00	16,219,142.00	16,219,142.00
Books and Supplies	4000-4999	40,000.00	51,000.00	75,000.00	366,000.00	37,425.00		1,322,425.00	1,322,425.00
Services	5000-5999	379,000.00	323,000.00	248,000.00	515,000.00	302,371.00		3,908,371.00	3,908,371.00
Capital Outlay	6000-6599							80,000.00	80,000.00
Other Outgo	7000-7499					(186,160.00)		(186,160.00)	(186,160.00)
Interfund Transfers Out	7600-7629				24,150.00			124,150.00	124,150.00
All Other Financing Uses	7630-7699	(208,000.00)	(208,000.00)	(208,000.00)	(208,000.00)			(2,500,000.00)	(2,500,000.00)
TOTAL DISBURSEMENTS		4,274,000.00	4,238,000.00	4,169,000.00	4,759,150.00	333,947.00	1,708,404.00	46,573,501.00	46,573,501.00
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							2,032,893.00	
Due From Other Funds	9310							710,160.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	25,000.00	2,768,053.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							520,299.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	520,299.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	25,000.00	2,247,754.00	
E. NET INCREASE/DECREASE (B - C + D)		1,547,900.00	1,156,000.00	(712,500.00)	(414,209.00)	1,690,946.00	25,000.00	1,740,941.00	(506,813.00)
F. ENDING CASH (A + E)		3,659,524.00	4,815,524.00	4,103,024.00	3,688,815.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								5,404,761.00	

ANNUAL BUDGET REPORT:
July 1, 2018 Budget Adoption

Insert "X" in applicable boxes:

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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.

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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: 1051 Monroe Street, Albany, CA 94706

Date: June 08, 2018

Place: Albany City Hall, 1000 San Pablo Av

Date: June 12, 2018

Time: 07:00 PM

Adoption Date: June 26, 2018

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Valerie Williams

Telephone: (510) 558-3767

Title: Superintendent

E-mail: vwilliams@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
		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2017-18) annual payment? 	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> If yes, are they lifetime benefits? 	X	
		<ul style="list-style-type: none"> If yes, do benefits continue beyond age 65? 		X
		<ul style="list-style-type: none"> 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:		X
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) 		X
		<ul style="list-style-type: none"> Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 	n/a	
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> Approval date for adoption of the LCAP or approval of an update to the LCAP: 	Jun 26, 2018	
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

Albany City Unified
Alameda County

July 1 Budget
2018-19 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 26, 2018

For additional information on this certification, please contact:

Name: Valerie Williams

Title: Superintendent

Telephone: (510) 558-3767

E-mail: vwilliams@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	21,024,154.00	301	30,655.00	303	20,993,499.00	305	276,763.00		307	20,716,736.00	309
2000 - Classified Salaries	5,785,609.00	311	327,659.00	313	5,457,950.00	315	124,863.00		317	5,333,087.00	319
3000 - Employee Benefits	13,604,380.00	321	478,510.00	323	13,125,870.00	325	153,689.00		327	12,972,181.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,780,974.00	331	63,950.00	333	1,717,024.00	335	563,687.00		337	1,153,337.00	339
5000 - Services. . . & 7300 - Indirect Costs	4,603,044.00	341	11,050.00	343	4,591,994.00	345	714,767.00		347	3,877,227.00	349
TOTAL					45,886,337.00	365	TOTAL			44,052,568.00	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	16,377,944.00		375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,538,163.00		380
3. STRS.	3101 & 3102	3,886,153.00		382
4. PERS.	3201 & 3202	343,713.00		383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	408,912.00		384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	4,577,363.00		385
7. Unemployment Insurance.	3501 & 3502	9,046.00		390
8. Workers' Compensation Insurance.	3601 & 3602	363,812.00		392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00		
10. Other Benefits (EC 22310).	3901 & 3902	57,947.00		393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		27,563,053.00		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		16,073.00		
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.		27,546,980.00		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.		62.53%		
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)	62.53%
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).	44,052,568.00
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	21,374,715.00	301	16,382.00	303	21,358,333.00	305	342,664.00		307	21,015,669.00	309
2000 - Classified Salaries	5,861,382.00	311	383,354.00	313	5,478,028.00	315	130,283.00		317	5,347,745.00	319
3000 - Employee Benefits	15,232,810.00	321	712,380.00	323	14,520,430.00	325	192,760.00		327	14,327,670.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,322,425.00	331	50,000.00	333	1,272,425.00	335	394,054.00		337	878,371.00	339
5000 - Services. . . & 7300 - Indirect Costs	3,734,211.00	341	0.00	343	3,734,211.00	345	627,107.00		347	3,107,104.00	349
TOTAL					46,363,427.00	365	TOTAL			44,676,559.00	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	16,834,321.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,650,762.00	380
3. STRS.	3101 & 3102	3,981,280.00	382
4. PERS.	3201 & 3202	435,317.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	451,450.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	4,881,171.00	385
7. Unemployment Insurance.	3501 & 3502	9,377.00	390
8. Workers' Compensation Insurance.	3601 & 3602	495,606.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	47,295.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		28,786,579.00	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.		28,786,579.00	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.		64.43%	
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)	64.43%
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).	44,676,559.00
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
2017-18 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

01 61127 0000000
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2017-18 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	47,562,540.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,180,111.00
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	435,495.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	640,379.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	124,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	44,394.00
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)				1,244,268.00
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	13,148.00
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)				45,151,309.00

Albany City Unified
Alameda County

July 1 Budget
2017-18 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

01 61127 0000000
Form ESMOE

Section II - Expenditures Per ADA		2017-18 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		3,541.60
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,748.84
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.)	43,488,525.65	12,075.22
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)	43,488,525.65	12,075.22
B. Required effort (Line A.2 times 90%)	39,139,673.09	10,867.70
C. Current year expenditures (Line I.E and Line II.B)	45,151,309.00	12,748.84
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 2019-20 may be reduced by the lower of the two percentages)	0.00%	0.00%

Albany City Unified
Alameda County

July 1 Budget
2017-18 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) 1,734,425.00
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. 40,000.00
 - 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.

Contracted Interim Chief Business Official

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) 38,297,268.00

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) 4.63%

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)	1,571,517.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,056,500.00
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)	198,577.09
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)	2,826,594.09
9. Carry-Forward Adjustment (Part IV, Line F)	(369,514.29)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,457,079.80

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	29,887,621.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,751,499.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	2,040,883.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	537,182.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	435,495.00
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)	1,288,420.00
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)	112,502.00
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)	0.00
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)	4,090,344.91
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)	2,338,617.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	975,883.00
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)	47,458,446.91

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)

5.96%

D. Preliminary Proposed Indirect Cost Rate(For final approved fixed-with-carry-forward rate for use in 2019-20 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B18)

5.18%

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>2,826,594.09</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>(195,133.61)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>(414,489.41)</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 (5.45%) 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 (5.45%) times Part III, Line B18) or (the highest rate used to recover costs from any program (5.45%) times Part III, Line B18); zero if positive	<u>(369,514.29)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(369,514.29)</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>5.18%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-184,757.15) is applied to the current year calculation and the remainder (\$-184,757.14) is deferred to one or more future years:	<u>5.57%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-123,171.43) is applied to the current year calculation and the remainder (\$-246,342.86) is deferred to one or more future years:	<u>5.70%</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>(369,514.29)</u>

Albany City Unified
Alameda County

July 1 Budget
2017-18 Estimated Actuals
Exhibit A: Indirect Cost Rates Charged to Programs

01 61127 0000000
Form ICR

Approved indirect cost rate: 5.45%
Highest rate used in any program: 5.45%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	214,248.00	6,819.00	3.18%
01	4035	49,557.00	2,067.00	4.17%
01	6500	7,069,258.00	24,514.00	0.35%
01	9010	7,234,581.00	3,318.00	0.05%
12	6105	978,501.00	51,985.00	5.31%
13	5310	975,883.00	53,165.00	5.45%

July 1 Budget
2017-18 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

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	54,603.00		29,534.00	84,137.00
2. State Lottery Revenue	8560	561,366.00		183,764.00	745,130.00
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)		615,969.00	0.00	213,298.00	829,267.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	116,602.00			116,602.00
2. Classified Salaries	2000-2999	15,970.00			15,970.00
3. Employee Benefits	3000-3999	28,933.00			28,933.00
4. Books and Supplies	4000-4999	245,479.00		189,397.00	434,876.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	146,833.00			146,833.00
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			213.00	213.00
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)		553,817.00	0.00	189,610.00	743,427.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	62,152.00	0.00	23,688.00	85,840.00
D. COMMENTS:					
Although the \$213 relates to valid duplicating costs that was paid from restricted lottery sources, the amount will be reclassified to unrestricted lottery funds.					

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	2018-19 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	31,288,948.00	2.41%	32,041,591.00	1.24%	32,438,793.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,254,000.00	-47.45%	659,000.00	0.00%	659,000.00
4. Other Local Revenues	8600-8799	1,455,000.00	0.00%	1,455,000.00	0.00%	1,455,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	579,000.00	-86.18%	80,000.00	-50.00%	40,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(6,531,620.00)	8.97%	(7,117,794.00)	7.66%	(7,663,205.00)
6. Total (Sum lines A1 thru A5c)		28,045,328.00	-3.31%	27,117,797.00	-0.69%	26,929,588.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,671,101.00		14,801,000.00
b. Step & Column Adjustment				293,422.00		296,020.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(163,523.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,671,101.00	0.89%	14,801,000.00	2.00%	15,097,020.00
2. Classified Salaries						
a. Base Salaries				3,168,731.00		3,225,768.00
b. Step & Column Adjustment				57,037.00		58,064.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,168,731.00	1.80%	3,225,768.00	1.80%	3,283,832.00
3. Employee Benefits	3000-3999	8,609,207.00	6.77%	9,191,905.00	6.39%	9,779,160.00
4. Books and Supplies	4000-4999	583,968.00	0.00%	583,968.00	0.00%	583,968.00
5. Services and Other Operating Expenditures	5000-5999	2,330,668.00	-0.51%	2,318,668.00	0.52%	2,330,668.00
6. Capital Outlay	6000-6999	55,000.00	45.45%	80,000.00	-50.00%	40,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(225,068.00)	0.00%	(225,068.00)	0.00%	(225,068.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	124,150.00	0.00%	124,150.00	0.00%	124,150.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)				(2,500,000.00)		(2,500,000.00)
11. Total (Sum lines B1 thru B10)		29,317,757.00	-5.86%	27,600,391.00	3.31%	28,513,730.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,272,429.00)		(482,594.00)		(1,584,142.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,881,388.00		5,608,959.00		5,126,365.00
2. Ending Fund Balance (Sum lines C and D1)		5,608,959.00		5,126,365.00		3,542,223.00
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	4,081,452.00		3,598,858.00		2,014,716.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,431,200.00		1,397,300.00		1,441,000.00
2. Unassigned/Unappropriated	9790	71,307.00		105,207.00		61,507.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		5,608,959.00		5,126,365.00		3,542,223.00

Description	Object Codes	2018-19 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,431,200.00		1,397,300.00		1,441,000.00
c. Unassigned/Unappropriated	9790	71,307.00		105,207.00		61,507.00
(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)		1,502,507.00		1,502,507.00		1,502,507.00
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.						
Per enrollment data and trends, the District anticipates enrollment to decrease for the current and two subsequent years. The Local Control Funding Formula is estimated to be adjusted per Department of Finance's estimates of COLA and being funded at the District's LCFF Target. Federal and local revenue are expected to remain relatively constant for subsequent years. State revenue is expected to decline in 2019-20 due to the loss of one-time mandate funds, and remain constant thereafter. The increases of contributions to restricted programs are primarily due to budgeting for restricted step increases, pension increases, and H&W benefit increases. Transfers-in for the current and subsequent years are related to providing funding sources from the Special Reserve Fund (Fund 17) for equipment needs relating to Career Technical Education (CTE) and Regional Occupational Programs (ROP) as noted below. In addition, the District may transfer \$524,000 from its Special Reserve Fund to assist with various costs for 2018-19. The District will reassess the need for the transfer at First Interim. Certificated step and column costs are expected to increase by approximately 2% each year, and include a reduction of 3.20 FTE Teacher-on-Assignment (TSA) positions for 2019-20. Classified step costs are expected to increase by approximately 1.8% each year. Therefore, adjustments to benefits reflect the effects of salary changes noted above, expected increases to employer pension costs, and projected H&W benefit costs of approximately 6%. Supplies and services are expected to remain relatively constant for subsequent years; the variance in services from year-to-year is due to election appropriations. Capital outlay activity for the current and subsequent years is based on estimated equipment needs relating to Career Technical Education (CTE) and Regional Occupational Programs (ROP). Indirect costs and transfers-out are expected to remain constant. Lastly, the proposed budget also contains required budget reductions (in the absence of additional revenue) of \$2.5 million that must be implemented for 2019-20 in order for the District to maintain a 3% reserve for economic uncertainty						

Description	Object Codes	2018-19 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	172,744.00	0.00%	172,744.00	0.00%	172,744.00
2. Federal Revenues	8100-8299	923,798.00	0.00%	923,798.00	0.00%	923,798.00
3. Other State Revenues	8300-8599	4,594,003.00	0.00%	4,594,003.00	0.00%	4,594,003.00
4. Other Local Revenues	8600-8799	6,140,552.00	0.00%	6,140,552.00	0.00%	6,140,552.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	6,531,620.00	8.97%	7,117,794.00	7.66%	7,663,205.00
6. Total (Sum lines A1 thru A5c)		18,362,717.00	3.19%	18,948,891.00	2.88%	19,494,302.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,703,614.00		6,837,686.00
b. Step & Column Adjustment				134,072.00		136,754.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,703,614.00	2.00%	6,837,686.00	2.00%	6,974,440.00
2. Classified Salaries						
a. Base Salaries				2,692,651.00		2,741,119.00
b. Step & Column Adjustment				48,468.00		49,340.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,692,651.00	1.80%	2,741,119.00	1.80%	2,790,459.00
3. Employee Benefits	3000-3999	6,623,603.00	6.09%	7,027,237.00	5.11%	7,386,554.00
4. Books and Supplies	4000-4999	738,457.00	0.00%	738,457.00	0.00%	738,457.00
5. Services and Other Operating Expenditures	5000-5999	1,589,703.00	0.00%	1,589,703.00	0.00%	1,589,703.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	38,908.00	0.00%	38,908.00	0.00%	38,908.00
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)		18,386,936.00	3.19%	18,973,110.00	2.87%	19,518,521.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(24,219.00)		(24,219.00)		(24,219.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		326,834.00		302,615.00		278,396.00
2. Ending Fund Balance (Sum lines C and D1)		302,615.00		278,396.00		254,177.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	302,615.00		278,396.00		254,177.00
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)		302,615.00		278,396.00		254,177.00

Description	Object Codes	2018-19 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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.						
Restricted revenues are expected to remain relatively constant for subsequent years. Certificated step and column costs are expected to increase by approximately 2% each year. Classified step costs are expected to increase by approximately 1.8% each year. Therefore, adjustments to benefits reflect the effects of salary changes noted above, expected increases to employer pension costs, and projected H&W benefit costs of approximately 6%. Supplies and services are expected to remain relatively constant for subsequent years. Indirect costs and transfers-out are expected to remain constant.						

Description	Object Codes	2018-19 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 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	31,461,692.00	2.39%	32,214,335.00	1.23%	32,611,537.00
2. Federal Revenues	8100-8299	923,798.00	0.00%	923,798.00	0.00%	923,798.00
3. Other State Revenues	8300-8599	5,848,003.00	-10.17%	5,253,003.00	0.00%	5,253,003.00
4. Other Local Revenues	8600-8799	7,595,552.00	0.00%	7,595,552.00	0.00%	7,595,552.00
5. Other Financing Sources						
a. Transfers In	8900-8929	579,000.00	-86.18%	80,000.00	-50.00%	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)		46,408,045.00	-0.74%	46,066,688.00	0.78%	46,423,890.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				21,374,715.00		21,638,686.00
b. Step & Column Adjustment				427,494.00		432,774.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(163,523.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,374,715.00	1.23%	21,638,686.00	2.00%	22,071,460.00
2. Classified Salaries						
a. Base Salaries				5,861,382.00		5,966,887.00
b. Step & Column Adjustment				105,505.00		107,404.00
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	5,861,382.00	1.80%	5,966,887.00	1.80%	6,074,291.00
3. Employee Benefits	3000-3999	15,232,810.00	6.48%	16,219,142.00	5.84%	17,165,714.00
4. Books and Supplies	4000-4999	1,322,425.00	0.00%	1,322,425.00	0.00%	1,322,425.00
5. Services and Other Operating Expenditures	5000-5999	3,920,371.00	-0.31%	3,908,371.00	0.31%	3,920,371.00
6. Capital Outlay	6000-6999	55,000.00	45.45%	80,000.00	-50.00%	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	(186,160.00)	0.00%	(186,160.00)	0.00%	(186,160.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	124,150.00	0.00%	124,150.00	0.00%	124,150.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				(2,500,000.00)		(2,500,000.00)
11. Total (Sum lines B1 thru B10)		47,704,693.00	-2.37%	46,573,501.00	3.13%	48,032,251.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,296,648.00)		(506,813.00)		(1,608,361.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,208,222.00		5,911,574.00		5,404,761.00
2. Ending Fund Balance (Sum lines C and D1)		5,911,574.00		5,404,761.00		3,796,400.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740	302,615.00		278,396.00		254,177.00
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	4,081,452.00		3,598,858.00		2,014,716.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,431,200.00		1,397,300.00		1,441,000.00
2. Unassigned/Unappropriated	9790	71,307.00		105,207.00		61,507.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		5,911,574.00		5,404,761.00		3,796,400.00

Description	Object Codes	2018-19 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,431,200.00		1,397,300.00		1,441,000.00
c. Unassigned/Unappropriated	9790	71,307.00		105,207.00		61,507.00
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)		1,502,507.00		1,502,507.00		1,502,507.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.15%		3.23%		3.13%
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)		17,145,514.00				
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)		3,523.26		3,474.05		3,460.45
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		47,704,693.00		46,573,501.00		48,032,251.00
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)		47,704,693.00		46,573,501.00		48,032,251.00
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)		1,431,140.79		1,397,205.03		1,440,967.53
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)		1,431,140.79		1,397,205.03		1,440,967.53
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Albany City Unified
Alameda County

July 1 Budget
General Fund
Special Education Revenue Allocations
(Optional)

01 61127 0000000
Form SEA

Description	2017-18 Actual	2018-19 Budget	% Diff.
SELPA Name: North Region (CR)			
Date allocation plan approved by SELPA governance: _____			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment	12,570,952.00	12,755,717.00	1.47%
2. Local Special Education Property Taxes	1,610,722.00	1,610,722.00	0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	14,181,674.00	14,366,439.00	1.30%
B. COLA Apportionment	210,393.00	346,027.00	64.47%
C. Growth Apportionment or Declining ADA Adjustment	(43,539.00)	0.00	-100.00%
D. Subtotal (Sum lines A.4, B, and C)	14,348,528.00	14,712,466.00	2.54%
E. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
F. Low Incidence Apportionment	63,857.00	62,780.00	-1.69%
G. Out of Home Care Apportionment	109,592.00	111,302.00	1.56%
H. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
I. Adjustment for NSS with Declining Enrollment			0.00%
J. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines D through I)	14,521,977.00	14,886,548.00	2.51%
K. Mental Health Apportionment			0.00%
L. Federal IDEA Local Assistance Grants - Preschool	333,951.00	333,951.00	0.00%
M. Federal IDEA - Section 619 Preschool	118,214.00	118,214.00	0.00%
N. Other Federal Discretionary Grants	4,266,753.00	4,266,753.00	0.00%
O. Other Adjustments	(423,536.00)	(434,551.00)	2.60%
P. Total SELPA Revenues (Sum lines J through O)	18,817,359.00	19,170,915.00	1.88%
II. ALLOCATION TO SELPA MEMBERS			
Albany City Unified (CR00)	2,750,248.00	2,680,316.00	-2.54%
Berkeley Unified (CR02)	6,805,344.00	6,868,299.00	0.93%
Emery Unified (CR03)	575,776.00	597,660.00	3.80%
Piedmont City Unified (CR04)	1,835,934.00	1,851,367.00	0.84%
Alameda Unified (CR05)	6,850,057.00	7,173,273.00	4.72%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.P)	18,817,359.00	19,170,915.00	1.88%
Preparer Name: <u>Douglas Crancer</u>			
Title: <u>Interim CBO</u>			
Phone: <u>(510) 558-3760</u>			

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
2017-18 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	(172,380.00)				
Other Sources/Uses Detail					0.00	124,000.00		
Fund Reconciliation							110,000.00	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	175,000.00	0.00	119,215.00	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	(175,000.00)	53,165.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	110,000.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					24,000.00	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	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
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					100,000.00	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
2017-18 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				
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	175,000.00	(175,000.00)	172,380.00	(172,380.00)	124,000.00	124,000.00	110,000.00	110,000.00

July 1 Budget
2018-19 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	(186,160.00)				
Other Sources/Uses Detail					579,000.00	124,150.00		
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)	56,892.00	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	579,000.00		
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					100,000.00	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
2018-19 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)	186,160.00	(186,160.00)	703,150.00	703,150.00		

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 (2015-16)				
District Regular	3,756	3,761		
Charter School				
Total ADA	3,756	3,761	N/A	Met
Second Prior Year (2016-17)				
District Regular	3,718	3,708		
Charter School				
Total ADA	3,718	3,708	0.3%	Met
First Prior Year (2017-18)				
District Regular	3,611	3,623		
Charter School		0		
Total ADA	3,611	3,623	N/A	Met
Budget Year (2018-19)				
District Regular	3,542			
Charter School	0			
Total ADA	3,542			

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 (2015-16)				
District Regular	3,835	3,822		
Charter School				
Total Enrollment	3,835	3,822	0.3%	Met
Second Prior Year (2016-17)				
District Regular	3,822	3,702		
Charter School				
Total Enrollment	3,822	3,702	3.1%	Not Met
First Prior Year (2017-18)				
District Regular	3,675	3,658		
Charter School				
Total Enrollment	3,675	3,658	0.5%	Met
Budget Year (2018-19)				
District Regular	3,646			
Charter School				
Total Enrollment	3,646			

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 (2015-16)			
District Regular	3,711	3,822	
Charter School		0	
Total ADA/Enrollment	3,711	3,822	97.1%
Second Prior Year (2016-17)			
District Regular	3,621	3,702	
Charter School			
Total ADA/Enrollment	3,621	3,702	97.8%
First Prior Year (2017-18)			
District Regular	3,542	3,658	
Charter School	0		
Total ADA/Enrollment	3,542	3,658	96.8%
Historical Average Ratio:			97.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			97.7%

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 (2018-19)				
District Regular	3,523	3,646		
Charter School	0			
Total ADA/Enrollment	3,523	3,646	96.6%	Met
1st Subsequent Year (2019-20)				
District Regular	3,474	3,595		
Charter School				
Total ADA/Enrollment	3,474	3,595	96.6%	Met
2nd Subsequent Year (2020-21)				
District Regular	3,460	3,581		
Charter School				
Total ADA/Enrollment	3,460	3,581	96.6%	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 gap funding or cost-of-living adjustment (COLA)¹ 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 gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

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 LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level?

Yes

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.

If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

Note: For 2018-19 transitional year, both COLA and Gap will be included in Line 2e Total calculation.

		Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
LCFF Target (Reference Only)		31,288,948.00	32,041,591.00	32,438,793.00
	Prior Year (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Step 1 - Change in Population				
a.	ADA (Funded) (Form A, lines A6 and C4)	3,622.51	3,541.60	3,523.26
b.	Prior Year ADA (Funded)		3,541.60	3,523.26
c.	Difference (Step 1a minus Step 1b)	(80.91)	(18.34)	(49.21)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	-2.23%	-0.52%	-1.40%
Step 2 - Change in Funding Level				
a.	Prior Year LCFF Funding	30,084,535.00	31,288,948.00	32,041,591.00
b1.	COLA percentage (if district is at target)	3.70%	2.57%	2.67%
b2.	COLA amount (proxy for purposes of this criterion)	1,113,127.80	804,125.96	855,510.48
c.	Gap Funding (if district is not at target)	699,877.00		
d.	Economic Recovery Target Funding (current year increment)			
e.	Total (Lines 2b2 or 2c, as applicable, plus Line 2d)	1,813,004.80	804,125.96	855,510.48
f.	Percent Change Due to Funding Level (Step 2e divided by Step 2a)	6.03%	2.57%	2.67%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)				
		3.80%	2.05%	1.27%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.80% to 4.80%	1.05% to 3.05%	.27% to 2.27%

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 (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	9,964,041.00	9,964,041.00	9,964,041.00	9,964,041.00
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, 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 (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	30,084,535.00	31,288,948.00	32,041,591.00	32,438,793.00
District's Projected Change in LCFF Revenue:		4.00%	2.41%	1.24%
LCFF Revenue Standard:		2.80% to 4.80%	1.05% to 3.05%	.27% to 2.27%
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 (2015-16)	23,757,919.92	26,676,388.87	89.1%
Second Prior Year (2016-17)	24,584,700.57	27,513,446.55	89.4%
First Prior Year (2017-18)	24,280,342.00	27,204,692.00	89.3%
	Historical Average Ratio:		89.3%

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
	3.0%	3.0%	3.0%
	86.3% to 92.3%	86.3% to 92.3%	86.3% to 92.3%

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 (2018-19)	26,449,039.00	29,193,607.00	90.6%	Met
1st Subsequent Year (2019-20)	27,218,673.00	27,476,241.00	99.1%	Not Met
2nd Subsequent Year (2020-21)	28,160,012.00	28,389,580.00	99.2%	Not 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 NOT MET** - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Variance is not met for 2019-20 and 2020-21 due to the District placing \$2.5 million in its projection, which represent the amount of on-going budget reductions that must be made to the 2019-20 budget in order for the District to maintain its minimum economic reserve in 2020-21. The amount will be distributed to the proper categories once the type of reductions (i.e. staff, supplies, services) are determined.

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.80%	2.05%	1.27%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.20% to 13.80%	-7.95% to 12.05%	-8.73% to 11.27%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.20% to 8.80%	-2.95% to 7.05%	-3.73% to 6.27%

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 (2017-18)	1,034,766.00		
Budget Year (2018-19)	923,798.00	-10.72%	Yes
1st Subsequent Year (2019-20)	923,798.00	0.00%	No
2nd Subsequent Year (2020-21)	923,798.00	0.00%	No

Explanation:
(required if Yes)

The change is outside the range for 2018-19 due to removing funds carried over from 2016-17 to 2017-18.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2017-18)	6,497,675.00		
Budget Year (2018-19)	5,848,003.00	-10.00%	Yes
1st Subsequent Year (2019-20)	5,253,003.00	-10.17%	Yes
2nd Subsequent Year (2020-21)	5,253,003.00	0.00%	No

Explanation:
(required if Yes)

The change is outside the range for 2018-19 due to removing one-time funds and amounts carried over from 2016-17 to 2017-18. The change is outside the range for 2019-20 due to removing 2018-19 one-time mandate funds.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2017-18)	8,674,522.00		
Budget Year (2018-19)	7,595,552.00	-12.44%	Yes
1st Subsequent Year (2019-20)	7,595,552.00	0.00%	No
2nd Subsequent Year (2020-21)	7,595,552.00	0.00%	No

Explanation:
(required if Yes)

The change is outside the range for 2018-19 due to removing funds carried over from 2016-17 to 2017-18, as well as one-time funds in 2017-18. In addition, the decrease from 2017-18 to 2018-19 also relates to not budgeting for restricted local revenue that dependent on fundraising due to its uncertainty. Please note that corresponding expenditures were removed as well.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2017-18)	1,780,974.00		
Budget Year (2018-19)	1,322,425.00	-25.75%	Yes
1st Subsequent Year (2019-20)	1,322,425.00	0.00%	No
2nd Subsequent Year (2020-21)	1,322,425.00	0.00%	No

Explanation:
(required if Yes)

The decrease from 2017-18 to 2018-19 primarily relates to not budgeting for restricted local activity that is dependent on fundraising due to its uncertainty. Please note that corresponding revenues were removed as well.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2017-18)	4,775,424.00		
Budget Year (2018-19)	3,920,371.00	-17.91%	Yes
1st Subsequent Year (2019-20)	3,908,371.00	-0.31%	No
2nd Subsequent Year (2020-21)	3,920,371.00	0.31%	No

Explanation:
(required if Yes)

The decrease from 2017-18 to 2018-19 primarily relates to not budgeting for restricted local activity that is dependent on fundraising due to its uncertainty. Please note that corresponding revenues were removed as well.

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 (2017-18)	16,206,963.00		
Budget Year (2018-19)	14,367,353.00	-11.35%	Not Met
1st Subsequent Year (2019-20)	13,772,353.00	-4.14%	Met
2nd Subsequent Year (2020-21)	13,772,353.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2017-18)	6,556,398.00		
Budget Year (2018-19)	5,242,796.00	-20.04%	Not Met
1st Subsequent Year (2019-20)	5,230,796.00	-0.23%	Met
2nd Subsequent Year (2020-21)	5,242,796.00	0.23%	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 2018-19 due to removing funds carried over from 2016-17 to 2017-18.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

The change is outside the range for 2018-19 due to removing one-time funds and amounts carried over from 2016-17 to 2017-18. The change is outside the range for 2019-20 due to removing 2018-19 one-time mandate funds.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

The change is outside the range for 2018-19 due to removing funds carried over from 2016-17 to 2017-18, as well as one-time funds in 2017-18. In addition, the decrease from 2017-18 to 2018-19 also relates to not budgeting for restricted local revenue that dependent on fundraising due to its uncertainty. 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 from 2017-18 to 2018-19 primarily relates to not budgeting for restricted local activity that is dependent on fundraising due to its uncertainty. Please note that corresponding revenues were removed as well.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

The decrease from 2017-18 to 2018-19 primarily relates to not budgeting for restricted local activity that is dependent on fundraising due to its uncertainty. Please note that corresponding revenues were removed as well.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- A. The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

7A. District's School Facility Program Funding

Indicate which School Facility Program funding applies:

Proposition 51 Only

Proposition 51 and All Other School Facility Programs

All Other School Facility Programs Only

Funding Selection: All Other School Facility Programs Only

7B. Calculating the District's Required Minimum Contribution

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

Note: If "Proposition 51 and All Other School Facility Programs" is selected, then Line 2 will be used to calculate the required minimum contribution.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? Yes
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) 17,145,514.00

2. Proposition 51 Required Minimum Contribution

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	47,704,693.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	47,704,693.00	1,431,140.79	1,385,000.00	N/A

3. All Other School Facility Programs Required Minimum Contribution

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	47,704,693.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 3c times 3%)	Amount Deposited ¹ for 2014-15 Fiscal Year	Lesser of: 3% or 2014-15 amount
c. Net Budgeted Expenditures and Other Financing Uses	47,704,693.00	1,431,140.79	778,216.00	778,216.00

d. Required Minimum Contribution

2% of Total Current Year General
Fund Expenditures and Other
Financing Uses
(Line 3c times 2%)

Required Minimum
Contribution/
Greater of: Lesser of 3% or
2014-15 amount or 2%

954,093.86	954,093.86
------------	------------

Budgeted Contribution ¹
to the Ongoing and Major
Maintenance Account

Status

1,385,000.00	Met
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e. OMMA/RMA Contribution

¹ Fund 01, Resource 8150, Objects 8900-8999

4. Required Minimum Contribution

954,093.86

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

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 (2015-16)	Second Prior Year (2016-17)	First Prior Year (2017-18)
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)	1,291,316.00	1,360,000.00	1,425,800.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	4,849,549.77	5,414,355.42	55,997.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(187.78)	0.00
e. Available Reserves (Lines 1a through 1d)	6,140,865.77	6,774,167.64	1,481,797.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	45,888,148.18	45,306,451.77	47,562,540.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	17,070,043.00	16,874,258.00	16,728,412.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	62,958,191.18	62,180,709.77	64,290,952.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	9.8%	10.9%	2.3%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.3%	3.6%	0.8%

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 (2015-16)	1,003,677.64	26,862,341.26	N/A	Met
Second Prior Year (2016-17)	(114,297.12)	27,598,446.55	0.4%	Met
First Prior Year (2017-18)	(519,568.00)	27,328,692.00	1.9%	Not Met
Budget Year (2018-19) (Information only)	(1,272,429.00)	29,317,757.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

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 (2015-16)	6,451,871.00	6,511,575.48	N/A	Met
Second Prior Year (2016-17)	7,417,143.00	7,515,253.12	N/A	Met
First Prior Year (2017-18)	7,342,870.00	7,400,956.00	N/A	Met
Budget Year (2018-19) (Information only)	6,881,388.00			

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 \$67,000 (greater of)	0	to	300
4% or \$67,000 (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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,523	3,474	3,460
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):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:

Yes

- Enter the name(s) of the SELPA(s): North Region

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	17,145,514.00		

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	47,704,693.00	46,573,501.00	48,032,251.00
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)	47,704,693.00	46,573,501.00	48,032,251.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,431,140.79	1,397,205.03	1,440,967.53
6. Reserve Standard - by Amount (\$67,000 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)	1,431,140.79	1,397,205.03	1,440,967.53

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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)	1,431,200.00	1,397,300.00	1,441,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	71,307.00	105,207.00	61,507.00
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)	1,502,507.00	1,502,507.00	1,502,507.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.15%	3.23%	3.13%
District's Reserve Standard (Section 10B, Line 7):	1,431,140.79	1,397,205.03	1,440,967.53
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)

Please note that \$2.5 million has been placed in the District's projection, which represents the amount of on-going budget reductions that must be made in 2019-20 to the budget in order for the District to maintain its minimum economic reserve.

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?

Yes

- 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:

The District is using the majority of its one-time mandate funds for on-going general operations in 2018-19. Please note that the one-time revenues have been removed for subsequent 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 JJ will expire at the end of the 2020-21 fiscal year. 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 reductions 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 (2017-18)	(6,373,936.00)			
Budget Year (2018-19)	(6,531,620.00)	157,684.00	2.5%	Met
1st Subsequent Year (2019-20)	(7,117,794.00)	586,174.00	9.0%	Met
2nd Subsequent Year (2020-21)	(7,663,205.00)	545,411.00	7.7%	Met
1b. Transfers In, General Fund *				
First Prior Year (2017-18)	0.00			
Budget Year (2018-19)	579,000.00	579,000.00	New	Not Met
1st Subsequent Year (2019-20)	80,000.00	(499,000.00)	-86.2%	Not Met
2nd Subsequent Year (2020-21)	40,000.00	(40,000.00)	-50.0%	Not Met
1c. Transfers Out, General Fund *				
First Prior Year (2017-18)	124,000.00			
Budget Year (2018-19)	124,150.00	150.00	0.1%	Met
1st Subsequent Year (2019-20)	124,150.00	0.00	0.0%	Met
2nd Subsequent Year (2020-21)	124,150.00	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 fund for CTE / ROP equipment each year. In addition, the District may transfer \$524,000 from its Special Reserve Fund to assist with various costs for 2018-19. The District will reassess the need for the transfer at First Interim. Therefore, the significant decrease from 2018-19 to 2019-20 is due to removing a one-time transfer of \$524,000 from the Special Reserve Fund.

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.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)
2. 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, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	28	Fund 51/Various	Fund 51 / 74XX	57,850,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

TOTAL:				57,850,000

Type of Commitment (continued)	Prior Year (2017-18) Annual Payment (P & I)	Budget Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	5,789,482	5,121,500	4,557,556	4,067,318
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	5,789,482	5,121,500	4,557,556	4,067,318
Has total annual payment increased over prior year (2017-18)?	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?

Yes

- 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:

The District shall provide medical, dental and vision coverage up at the same levels provided for regular employees. Depending on the employee group / bargaining unit retirees receive the benefit until age 65, 66 or until the date at which federal medical insurance (Medicare) becomes available to the retiree. Age requirements range from 50 to 60 and service requirements range from 7 to 15 years of required service depending on employee group / bargaining unit.

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

15,069,000.00

15,069,000.00

0.00

Actuarial

Jul 01, 2016

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
(2018-19)1st Subsequent Year
(2019-20)2nd Subsequent Year
(2020-21)

1,473,000.00	1,473,000.00	1,473,000.00
592,554.00	592,555.00	592,555.00
587,000.00	587,000.00	587,000.00
139	139	139

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

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) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	230.9	232.3	229.1	229.1

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
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

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

225,000

7. Amount included for any tentative salary schedule increases

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Varies per Plan	Varies per Plan	Varies per Plan
Varies per Plan	Varies per Plan	Varies per Plan
8.5%	6.0%	6.0%

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:

--

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
450,000	459,000	468,000
2.0%	2.0%	2.0%

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	No	No
No	No	No

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) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	103.0	104.2	104.2	104.2

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
(2018-19)1st Subsequent Year
(2019-20)2nd Subsequent Year
(2020-21)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
(2018-19)1st Subsequent Year
(2019-20)2nd Subsequent Year
(2020-21)

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Varies per Plan	Varies per Plan	Varies per Plan
Varies per Plan	Varies per Plan	Varies per Plan
8.5%	6.0%	6.0%

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:

--

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
130,000	132,000	134,000
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	No	No
No	No	No

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) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	36.9 (adj to include unrep)	36.9	36.9	36.9

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

n/a

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

62,000

4. Amount included for any tentative salary schedule increases

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Varies per Plan	Varies per Plan	Varies per Plan
Varies per Plan	Varies per Plan	Varies per Plan
8.5%	6.0%	6.0%

**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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
118,000	120,000	122,000
1.9%	1.9%	1.9%

**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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

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 26, 2018

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)

Yes

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?

No

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