

**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

JANUARY 8, 2019

OCEAN VIEW ELEMENTARY SCHOOL - MULTI-PURPOSE ROOM

1000 Jackson Street, Albany, CA 94706

Closed Session: 6:00 p.m. - 7:00 p.m. (in the OV Library)

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

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

AGENDA

<p style="text-align: center;">Meeting Norms</p> <ol style="list-style-type: none"> 1. Maintain a focus on what is best for our students. 2. Show respect (never dismiss/devalue others). 3. Be willing to compromise. 4. Disagree (when necessary) agreeably. 5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view. 6. Participate by building on the thoughts of a fellow Board member. 7. Make a commitment to open communication and honesty; no surprises. 8. Commit the time necessary to govern effectively. 9. Be collaborative. 10. Maintain confidentiality (which leads to the building of trust). 11. Look upon history as lessons learned; focus on the present and the future. <p style="text-align: center;">All meetings are videotaped. (To view the videos, visit www.ausdk12.org)</p>	<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. CONVENE TO CLOSED SESSION 6:05 p.m.</p> <p>With Respect to Every Item of Business To Be Discussed In Closed Session:</p> <p>A) PURSUANT TO GOVT. CODE SECTION 11126(a)1: Personnel Action</p> <ul style="list-style-type: none"> ● Custodian <p>B) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Govt. Code Section 54956.9):</p> <ul style="list-style-type: none"> ● Philip Shen, et al. v Albany Unified School District <p>C) PURSUANT TO GOVT. CODE SECTION 11126(a)1: Discussion of Employment of a Public Employee:</p> <ul style="list-style-type: none"> ● Superintendent <p>IV. OPEN SESSION 7:00 p.m.</p> <p>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.</p>
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A) CALL TO ORDER (Reconvene to Open Session)

7:00 p.m.

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) SPOTLIGHT: Albany High School/MacGregor High School
(15 mins.)

H) APPROVAL OF CONSENT CALENDAR

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

1) Superintendent:

a) Minutes of the October 23, 2018 Regular Board Meeting-----(pg.4)

2) Human Resources:

a) Personnel Assignment Order -----(pg.11)

b) Change of Restriction for Variable Term Waiver-- -----(pg.13)

3) Business Services:

a) Resolution 2018-19-08: Signature Card - Authorized Agents (Payroll Documents)-----(pg.15)

b) Resolution 2018-19-09: Signature Card - Authorized Agents (Official Documents & Reports)-(pg.17)

I) BOARD AND SUPERINTENDENT REPORTS
(5 mins.)

7:20 p.m.

J) STUDENT BOARD MEMBERS' REPORT
(5 mins.)

7:25 p.m.

K) PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA
(5 mins.)

7:30 p.m.

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

L) REVIEW AND ACTION

7:35 p.m.

1) Plan For Temporary Housing for Elementary Students-----(pg.19)
(45 mins.)

2) Board Policy 5117 (Interdistrict Attendance)-----(pg.45)
(30 mins.)

3) Budget Advisory Committee-----(pg.87)
(25 mins.)

4) Board of Education Appointment of the City of Albany Parks and Recreation Commission--(pg.91)
(5 mins.)

M) REVIEW AND DISCUSSION

9:20 p.m.

1) Supplemental Employee Retirement Plan-----(pg.93)
(25 mins.)

N) STAFF REPORT

9:45 p.m.

1) Special Education Update-----(pg.108)
(10 mins.)

V. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

9:55 p.m.

(5 mins.)

VI. ADJOURNMENT

10:00 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
January 22, 2019	7:00 - 9:30 p.m.	Cornell Elementary School
February 12, 2019	7:00 - 9:30 p.m.	Albany City Hall
February 26, 2019	7:00 - 9:30 p.m.	Albany City Hall

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

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

MINUTES FOR REGULAR MEETING - DRAFT TO BE APPROVED

October 23, 2018

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

I. OPENING BUSINESS

A) CALL TO ORDER

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

B) ROLL CALL

- 1. Board Members Present:** President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, Board Member Trutane
- 2. Staff Members Present:** Superintendent Valerie Williams; Cheryl Cotton, Director, Human Resources, Carrie Nerheim, Director, Student Services; Diane Marie, Director III, Special Education; Jackie Kim, Chief Business Official

C) IDENTIFY CLOSED SESSION PURSUANT TO SECTION III BELOW

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

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

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

A) APPEAL OF STUDENT MATTER

B) PURSUANT TO GOV. CODE SECTION 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Valerie Williams, District Representative), REGARDING NEGOTIATIONS AS IT PERTAINS TO:

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

IV. OPEN SESSION

A) CALL TO ORDER (Reconvene to Open Session)

President Black called the meeting to order at 7:05 p.m.

B) ROLL CALL

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

C) PLEDGE OF ALLEGIANCE

D) READING OF THE AUDS MISSION & VISION STATEMENT

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

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

President Black reported that in Closed Session, the Board decided to deny an appeal of an interdistrict transfer.

F) APPROVAL OF AGENDA

Motion: Board Member Blanchard moved to Approve: *Albany Unified School District Board of Education Agenda for the October 23, 2018 Regular Meeting*. Seconded by Board Vice President Stapleton-Gray. The motion passed unanimously.

G) RECOGNITION: AUDS Fundraising Groups

Superintendent Williams and the Board recognized the following Fundraising Groups with certificates of Appreciation:

Albany Athletic Boosters, Albany Community Foundation, Albany Education Foundation, Albany Music Fund, Albany Performing & Fine Arts Boosters, Albany Rotary Club, SchoolCARE, Cornell Elementary School Parent Teacher Association (PTA), Marin Elementary School Parent Teacher Association (PTA), Ocean View Elementary School Parent Teacher Association (PTA), Albany Middle School Parent Teacher Association (PTA), and Albany High School Parent Teacher Student Association (PTSA)

H) CONSENT CALENDAR

1) Superintendent

- a) *Board Bylaw 9322 - Agenda/Meeting Materials*

2) Human Resources

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

Motion: Board Member Trutane moved to Approve: *Consent Calendar*. Seconded by Board Member Clark. The motion passed unanimously.

Superintendent Williams stated that *Board Bylaw 9322 -Agenda/Meeting Materials* will be uploaded to the AUSD website and an electronic file will be sent to Gamut.

I) BOARD AND SUPERINTENDENT REPORTS

Superintendent Williams shared information on the screening of a documentary film about racism and genocide, “Near Normal Man,” that will be shown on November 16th at University Village Community Center.

President Black reported that recently there was a walk-through of the Albany Middle School Annex, although he was not in attendance. Board Member Blanchard was there, and he reported that he thought it was exciting to see Ocean View teachers there.

Vice-President Stapleton-Gray: No report

Board Member Blanchard acknowledged the efforts of the Ocean View PTA for organizing a parent information session on the construction project; the Albany High School Design Team for meeting to consider some of the cost implications of the AHS new addition; and the Budget Advisory Committee for meeting and hard work to date. He also reported that the Ocean View Fall Festival on Saturday, October 20th was very successful. On a sadder note, he attended the memorial service for former Superintendent Marla Stephenson on Saturday, October 20th.

Board Member Trutane reported that she attended the Ocean View Walk-A-Thon, where there was a Dunk Tank. Principal Georgeson and several teachers sat in the dunk tank and were dunked a lot. She stated that some eighth graders also participated in the Dunk Tank, including her own child, and it was a well worth the cost of the balls to dunk her own kid.

Board Member Clark reported that the Wellness Committee will be meeting soon. He stated that he would like a survey to go out to the public regarding later school start times as soon as possible.

J) STUDENT BOARD MEMBERS’ REPORT

Student Board Member Weinstein reported that there was hate speech written on the walls of Albany High School recently, and she acknowledged the importance of classes and curriculum regarding the Holocaust. She acknowledged Albany High School teacher, Miriam Walden, for providing in-depth learning experience in her World History class, and she acknowledged the English Department for requiring 10th graders to read “Night,” an important memoir about the Holocaust.

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

Albany High School:

- Homecoming week started yesterday, October 22rd. Each grade will compete against each other in a series of events throughout the week to win the title of homecoming champion.
- The homecoming football game will be held Friday, October 26th at 6:30 p.m.

Albany Middle School:

- The first dance of the year for 7th and 8th graders is from 7:00-9:00 p.m. on November 2nd.
- The Black Parent Advisory Committee Meeting will be held at 5:30 p.m. on November 6th.

Marin Elementary School:

- On November 7th, Marin Morning will be at 8:30am and Family Math Night will be at 6:15 p.m.

Cornell Elementary School

- The PTA international potluck will be held from 5:30-8:00 p.m. on October 26th.

Ocean View Elementary School:

- Ocean View hosted their Fall Festival and Walkathon on Saturday, October 20th, and will celebrate Unity Day tomorrow, October 24th.

The elementary schools will all host their annual Halloween parades on Wednesday, October 31st. See more details for each site on their websites.

Albany Children's Center:

- The Children's Center will have their Unity Day tomorrow, October 24th and Community Sing at 10:15.

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

No one addressed the Board to speak on matters not on the agenda.

L) STAFF REPORTS

1) 2018 Smarter Balanced Summative Assessment Results

Marie Williams, Director III, Curriculum, Instruction, and Assessment, shared the 2018 Smarter Balanced Summative Assessment results for the District. Director Williams reviewed the information presented in the Board packet. To listen to the report and hear the discussion in its entirety, please view the [October 23, 2018 BOE Video](#).

M) REVIEW AND DISCUSSION

1) Superintendent:

a) Albany Unified School District Board Governance Handbook - Annual Reorganization of the Board

Superintendent Williams presented this item to the Board to review and discuss the District Board Governance Handbook - Annual Reorganization of the Board. The Board and Staff discussed page 22 of the Governance Handbook and if the the School Board should meet in December or January to conduct nominations and elect a Board president and vice-president. This item will be brought back to the Board under Review and Action at the next regular Board meeting.

b) Board Bylaw 9320 - Meetings and Notices

Superintendent Williams stated that the last time this Bylaw was revised was in 2012, and it was brought to the Board at this time to clean up some of the old language and to revise some language regarding Board Meetings. The following language was revised:

Regular Meetings

The Board shall hold two regular meetings each month. Regular meetings shall be held at ~~7:30~~ **7:00** p.m. on the ~~first~~ **second** and ~~third~~ **fourth** Tuesday of each month at the ~~Albany Community Center~~ **City of Albany City Council Chambers, or at a time and place agreed to by the agenda committee. Regular meetings shall be recorded** and broadcast on local cable to KALB. **In December, there is only one regularly scheduled Board meeting. In July, there are no regularly scheduled Board meetings.**

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. (Government Code 54956) **A special meeting may be proposed by any Board member to the Superintendent, who shall then poll the remaining Board members. If a majority of the Board members approve the meeting, the Superintendent shall work with the agenda committee to agendize and schedule it in a timely fashion.**

This item will be brought back to the Board under Review and Action, along with the Governance Handbook, at the next regular Board meeting.

c) Board of Education Self Evaluation - Evaluation Instrument

Board President Paul Black stated that the Board is supposed to evaluate itself every year. The Board discussed the evaluation instrument for their self-evaluation and discussed the creation of a survey as the evaluation instrument. President Black offered to review the California School Boards Association (CSBA) sample and make suggested revisions. This item will be brought back to the Board under Review and Action at the next regular Board meeting.

d) Plan For Elementary Temporary Student Housing

Superintendent Williams presented a slideshow on plans for temporary housing for elementary students. District Staff, and members of the Board discussed plans for temporary housing for elementary students,

in the event of construction efforts at the Ocean View and Marin Elementary sites. Members of the community addressed the Board to express their concerns and opinions on the matter. The Board requested Staff to bring this back to the Board at the November 27, 2018 Board meeting under Review and Action. To listen to the discussion and see the slideshow, please view the [October 23, 2018 BOE Video](#) (beginning at 1:17:35).

N) NEED TO EXTEND THE MEETING

President Black requested to extend the meeting Extend the meeting until 10:00 p.m. This motion was approved by Member Blanchard and seconded by Board Member Clark.

O) REVIEW AND ACTION

1) Business Services

a) *Independent Contractor Agreement with Mercoza for Removal and Replacement of Concrete Area At Entrance to Cornell Elementary School*

Jackie Kim, Chief Business Official, presented this contract to the Board.

Motion: Vice President Stapleton-Gray moved to Approve: Independent Contractor Agreement with Mercoza. Seconded by Board Member Blanchard. The motion passed unanimously.

b) *Amendment for Design-Build Services with Alten Construction for the Albany High School Addition Project*

This amendment was presented to the Board by Jackie Kim, Chief Business Official.

Motion: Board Member Blanchard moved to Approve: Amendment for Design-Build Services with Alten Construction. Seconded by Board Member Trutane. The motion passed unanimously.

2) Student Services

a) *Independent Contractor Agreement with ProCare Therapy, Inc.*

This item was presented to the Board by Carrie Nerheim, Director of Student Services.

Motion: Board Member Clark moved to Approve: Independent Contractor Agreement with ProCare Therapy, Inc. Seconded by Board Student Member Mallah. The motion passed unanimously.

3) Superintendent

a) *Resolution No. 2018-19-07: Opposition to Proposition 5 - Property Tax Transfers*

This item was presented to the Board by Superintendent Williams, who deferred to Board Member Trutane as she brought this to the attention of the District. Board Member Trutane explained the Proposition 5 and reasons to oppose it. Board Members Blanchard and Clark stated that they support this Resolution. President Black stated his support of the Resolution, but pointed out that the signature line should be revised to read: "President~~Clerk~~ of the Board of Trustees" and requested this be changed.

Motion: Board Member Trutane moved to Approve: Resolution No. 2018-19-07: Opposition to Proposition 5 - Property Tax Transfers. Seconded by Board Member Blanchard. The motion passed unanimously.

VII. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

- Elementary Student Housing
- Governance Handbook
- Board Self-Evaluation
- Board Bylaws 9320
- AUSD District Goals
- Later School Start Times

VII. ADJOURNMENT

The Board adjourned the meeting at 10:00 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
November 13, 2018	7:00 - 9:30 p.m.	Cornell Elementary MultiPurpose Room
November 27, 2018	7:00 - 9:30 p.m.	Albany City Hall

Personnel Assignment Order: Pending Approval

BOE Meeting: 1/8/2019

Class: Certificated

Category: New Hire

Position	Name	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Substitute Teacher	Adams, Susan	DO	\$140.00/day	1/7/2019		Approve	GF
Substitute Teacher	Barker, Loring	DO	\$140.00/day	1/7/2019		Approve	GF
Teacher	Jacuinde, Sylvia	ACC	1.00	12/12/2018	6/14/2019	Approve	GF

Category: Leave

Position	Name	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Teacher	O'Hara, Danielle	AHS	1.00	2/25/2018	6/14/2019	Approve	

Class: Classified

Category: New Hire

Position	Name	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Board Member	Doss, Brian	DO	\$2,304.00	12/11/2018		Approve	GF
Board Member	Duron, Clementina	DO	\$2,304.00	12/11/2018		Approve	GF
Board Member	Hinkley, Sara	DO	\$2,304.00	12/11/2018		Approve	GF
Coach, Junior Varsity Girls Basketball	Moore, Armani	AHS	\$946.06	18-19 Season		Approve	GF
Intervention, Math	Ghosh, Aparnaa	CO	\$22.00/hour	12/3/2018		Approve	GF
Para-educator, Special Education	Porter, Briana	SE	0.667	12/3/2018		Approve	SE

Category: Separation of Service

Position	Name	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Board Member	Black, Paul	DO		12/11/2018		Approve	
Board Member	Blanchard, Charlie	DO		12/11/2018		Approve	
Board Member	Stapleton-Gray, Ross	DO		12/11/2018		Approve	
Lead Para-educator, World Languages	Chen, Ping	ACC	0.60	12/14/2018		Approve	
Secretary II	Nachamphone, Souly	DO	1.00	12/17/2018		Approve	

Class: Uncompensated Service

Category: Volunteer

Position	Name	Site	FTE/Amt	Effec Date	End Date	Action	Funding
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	Bourg, Sara			1/9/2019			
	Hewitt, Cory			1/9/2019			
	Kapral, Patricia			1/9/2019			
	Neilan, Rosemary			1/9/2019			
	Jones, Lloyd			1/9/2019			
	Tenzeldam, Audra			1/9/2019			

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

ITEM: CHANGE OF RESTRICTION FOR VARIABLE TERM WAIVER

PREPARED BY: CHERYL COTTON, DIRECTOR, HUMAN RESOURCES

TYPE OF ITEM: CONSENT

PURPOSE: The purpose of this item is for the Board to approve the Change of Restriction for the Variable Term Waiver.

BACKGROUND INFORMATION:

The Variable Term Waiver is a document issued for employers who meet the waiver criteria when a fully credentialed teacher is not available for the assignment. It allows the employer to fill the assignment while searching for a fully credentialed teacher in the subject area of the assignment and gives the waiver holder additional time to complete requirements. Holders of the Variable Term Waiver are restricted to service with the employing agency requesting the waiver.

For a Variable Term Waiver to be granted, the district must show that it has conducted a diligent search for a suitable credentialed teacher through job announcements, college and university contacts, and internet job advertisements. The district must also provide orientation, guidance and assistance during the valid period to the waiver holder. The Human Resources staff will continue to work with the waiver holder to provide assistance in meeting subject-matter competence as needed and will apprise the individual of the steps required to earn a credential in California.

DETAILS:

Kyujung Stephanie Chang is being hired as a Musical Theater/Vocal Music Teacher, 0.55 FTE, serving 1st through 5th grade students at Cornell, Marin, and Ocean View elementary schools on a Variable Term Waiver. She was issued a Variable Term Waiver in Music for San Ramon Valley Unified School District by the Commission on Teacher Credentialing on September 5, 2018. Per CTC regulation, this waiver must be transferred to the current employing agency.

Ms. Chang has eleven years of experience teaching music to Kindergarten through 12th grade students, mostly in the private sector. Her background is in strings instrumental, however, she has taught piano, violin, viola, cello, double bass, and voice. She holds a Bachelor of Music from Eastman School of Music and a Master of Music from Yale University. Ms. Chang anticipates entering a teaching

credential program in the future.

KEY QUESTIONS AND ANSWERS:

Q. Is a teacher who holds a Variable Term Waiver qualified to teach in California?

A. Yes. A teacher is qualified to teach in California based on the Variable Term Waiver. Because Ms. Chang received a waiver for her work in SRVUSD, we must now apply for the waiver for Albany Unified School District.

FINANCIAL INFORMATION:

None.

STRATEGIC OBJECTIVES ADDRESSED:



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



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

<p>RECOMMENDATION: APPROVE THE CHANGE IN RESTRICTION FOR THE VARIABLE TERM WAIVER</p>
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ALBANY UNIFIED SCHOOL DISTRICT

**SIGNATURE CARD - AUTHORIZED AGENTS
PAYROLL WARRANTS & DISBURSEMENTS**

RESOLUTION NO. 2018-19-08 , For Fiscal Year: 2018-19

TO THE ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS:

WHEREAS, pursuant to Education Code Section 42632 for K-12 Education each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the district, or by a person or persons authorized by the Governing Board to sign orders in its name; and

WHEREAS, the Governing Board of each school district shall be responsible for filing such signatures with the County Office of Education per Education Code Section 42633; and

WHEREAS, this resolution supersedes all previous resolutions authorizing such signature(s) on behalf of the Governing Board, and declares said prior resolutions null and void;

NOW, THEREFORE BE IT RESOLVED that the Governing Board of the
Albany Unified School District authorizes and empowers the following person(s)
to sign orders in its name effective as of the date of this resolution:

- | | |
|------------------------------|---|
| 1. _____
Signature | Valerie Williams
Superintendent |
| 2. _____
Signature | Jackie Kim
Chief Business Official |
| 3. _____
Signature | Cheryl Cotton
Director III, Human Resources |
| 4. _____
Signature | Marie Williams
Director III, Curriculum, Instruction, and Assessment |
| 5. _____
Signature | Diane Marie
Director III, Special Education |
| 6. _____
Signature | Dax Kajiwarra
Director, Technology |
| 7. _____
Signature | Carrie Nerheim
Director, Student Services |

PASSED AND ADOPTED by the Governing Board of the Albany Unified School District on this 8th day of January, 2019 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By approval of this resolution, I hereby certify that the signature(s) appearing above are true and were affixed in my presence.

Date

Signature, President of Governing Board



All board signers or authorized agents remain unchanged from the prior fiscal year. Please consider the resolution from FY _____ as our current list of signers. (no need to go before the board for a new resolution)

Date

Signature, President of Governing Board

ALBANY UNIFIED SCHOOL DISTRICT

**SIGNATURE CARD - AUTHORIZED AGENTS
OFFICIAL DOCUMENTS & REPORTS**

RESOLUTION NO. 2018-19-09 , For Fiscal Year: 2018-19

TO THE ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS:

WHEREAS, the Albany Unified School District occasionally must provide signature approval on certain official documents and reports, including local, State and Federal reports, such as Transportation and Attendance; and

WHEREAS, this resolution supersedes all previous resolutions authorizing such signature(s) on certain official documents and reports, and declares said prior resolutions null and void;

NOW, THEREFORE BE IT RESOLVED that the Governing Board hereby duly authorizes and empowers the following person(s) to sign all documents and reports pertinent to conducting the business of the Albany Unified School District, effective as of the date of this resolution.

1. _____
Signature

Valerie Williams
Superintendent

2. _____
Signature

Jackie Kim
Chief Business Official

3. _____
Signature

Cheryl Cotton
Director III, Human Resources

4. _____
Signature

Marie Williams
Director III, Curriculum, Instruction, and Assessment

5. _____
Signature

Diane Marie
Director III, Special Education

6. _____
Signature

Dax Kajiware
Director, Technology

7. _____
Signature

Carrie Nerheim
Director, Student Services

PASSED AND ADOPTED by the Governing Board of the Albany Unified School District on this 8th day of January, 2019 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By approval of this resolution, I hereby certify that the signature(s) appearing above are true and were affixed in my presence.

Date

Signature, President of Governing Board



All board signers or authorized agents remain unchanged from the prior fiscal year. Please consider the resolution from FY _____ as our current list of signers. (no need to go before the board for a new resolution)

Date

Signature, President of Governing Board

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

ITEM: PLAN FOR TEMPORARY HOUSING FOR ELEMENTARY STUDENTS

PREPARED BY: VAL WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE:

For the Board of Education to discuss and take action on the Plan for Temporary Housing for Elementary Students.

BACKGROUND INFORMATION:

The Albany Middle School Annex is scheduled to be completed on January 31, 2019. The Albany High School New Addition is currently two to three months delayed with a projected completion date of December 2019. The Ocean View construction is projected to begin in January, 2020.

DETAILS:

Ocean View Elementary School students will need to be temporarily housed on a campus during construction. It is a goal to keep Albany students in Albany schools during the term of construction and until students can return to Ocean View. There is also a need to ensure that Measure B & E school bond funds are allocated so that the AMS Annex, AHS New Addition, Ocean View Elementary, and Marin Elementary school construction projects are successfully completed. In order to meet these objectives, the Superintendent, after collaboration with site and district administrators, created a plan to keep Ocean View students in Albany schools.

The plan, rationale, and other options that were explored were presented at the October 23, 2018 School Board meeting. On November 15, 2018, a Board of Education Work Study session was held so that the School Board could discuss the plan for temporary housing of elementary students and to receive feedback from the community. At the November 27, 2018 School Board meeting, the Board of Education continued their discussion on the plan to provide temporary housing for elementary students. Several members of the AUSD staff and community also provided input at this meeting.

The School Board asked Staff to consider options for temporary housing for students that allows AMS the ability to use a portion of the AMS Annex and to consider placing at least three grade levels on the Ocean View campus during construction. At the December 11, 2018 Board meeting, the principals of Marin, Ocean View, Cornell, Albany Middle School, Albany High School, and the Albany Childrens'

Center director all presented a plan which included an AM/PM Kindergarten schedule. The Board asked Staff to return with the most feasible Early Bird/Late Bird (EB/LB) plan and for district staff to provide the associated cost analysis. In the plan for temporary housing that is approved by the Board of Education, it will be noted that the Ocean View special day class will be at Cornell Elementary School during the Ocean View construction.

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.e.*



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



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

RECOMMENDATION: For the Board of Education to discuss and take action on the Plan for Temporary Housing for Elementary Students.



Elementary Temporary Housing

Options for Kindergarten Early
Bird/Late Bird



Early Bird/Late Bird Kindergarten

An EB/LB option requires finding space for 1 additional grade level equaling 4 classrooms.

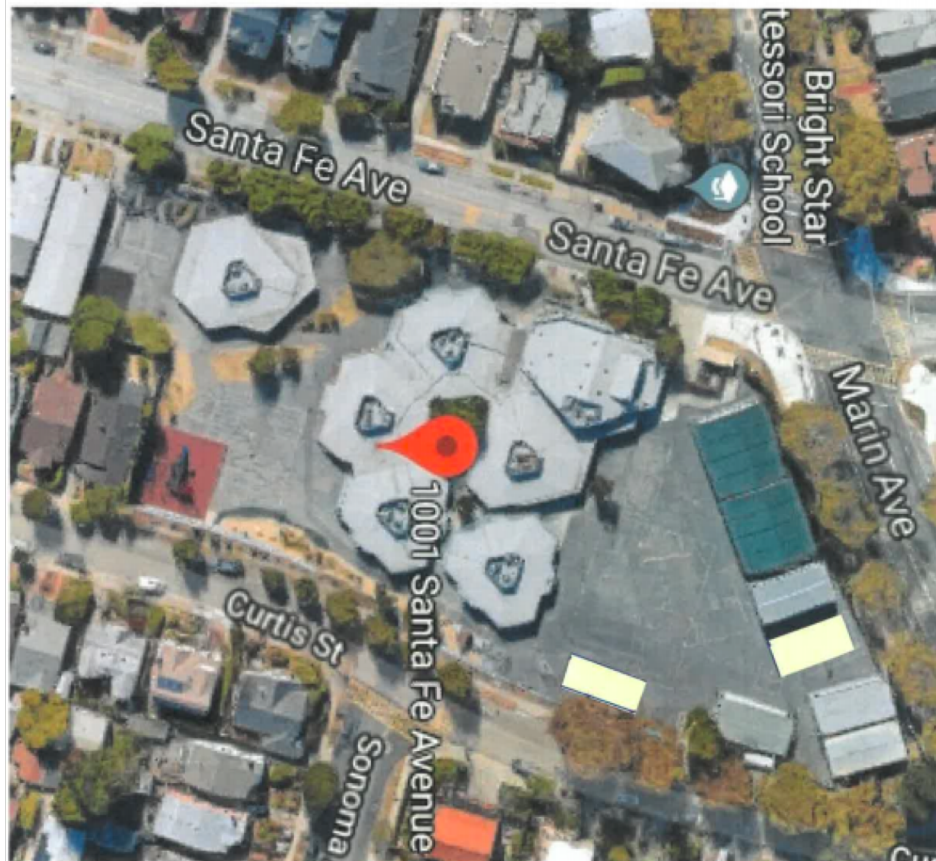
1. We can find space in the following ways:
 - i. **Option 1:** Add 2 K portables to Marin and add 2 K portables to Cornell; 3 grades remain at OV; 2 grades at AMS Annex
 - ii. **Option 2:** Add 4 K portables to AMS; 3 grades remain at OV; 2 grades at AMS Annex
 - iii. **Option 3:** Adding a Kindergarten grade + 3 other grades requires multiple additional portables at OV; 2 grades at AMS
 - iv. We also looked at ACC but could only feasibly add 1 portable to the site.

Note: OV budget= \$39.5m, Marin budget = \$32m (total bond dollars for construction= \$95m)

Option 1: Add portables to Marin and Cornell for Kinder, 3 Grades at OV, 2 Grades at AMS

Implementation:	Things to consider:	Cost (Lease = every 3 years):
<p>Add 2 portables at Marin, and 2 at Cornell to accommodate OV Kindergarten.</p> <p>2 portables could be used from After school program for support services.</p> <p>2 Grades at AMS Annex</p>	<p>Playground space - Need to ensure that adequate space is available for PE and safe supervision during recess.</p> <p><i>(Ed Codes 51210(g), 51220(d) and 51225.3 (a)(1)(f))</i></p> <p>No additional child care facilities available to accommodate 50 more students.</p> <p>Lease is for 3 year lease</p>	<p>2 portables and hook up MA:</p> <ul style="list-style-type: none"> • Lease = \$512,549 • Purchase = \$918,510 <p>2 portables and hook up at CO:</p> <ul style="list-style-type: none"> • Lease = \$512,549 • Purchase = \$918,510 <p>6 portables and hook up at OV for 3 grades:</p> <ul style="list-style-type: none"> • Lease = \$2,156,984 • Purchase = \$3,236,845 <p>Total Cost:</p> <p>3 year Lease = \$3,182,082</p> <p>Purchase = \$5,073,865</p>

Option 1- Marin School with 2 additional portables



Option 1 - Cornell School with 2 added portables



Option 2: 4 Portables on AMS blacktop, 3 Grades at OV, 2 Grades at AMS

Implementation:	Things to Consider:	Cost:
<p>Add 4 portables to AMS Blacktop</p> <p>Need to add a safe play area and structure for students in portables.</p> <p>2 portables could be used from After school program for support services.</p>	<p>Added traffic to and from school.</p> <p>Impact on AMS student community and available parking for Cougar Field</p> <p>Isolation of the grade level from an elementary school located in portables</p> <p>Portables cannot be placed in the fire lane at AMS</p>	<p>4 portables + hook up costs:</p> <ul style="list-style-type: none"> • Lease = \$1,101,076 • Purchase = \$1,910,466 <p>6 portables and hook up at OV for 3 grades:</p> <ul style="list-style-type: none"> • Lease = \$2,156,984 • Purchase = \$3,236,845 <p>Total Cost:</p> <ul style="list-style-type: none"> • Lease = \$5,147,311 • Purchase = \$3,258,060

Option 2- Albany Middle School with 4 portables



Option 3 - Add 12 portables at OV, 4 Grades at OV, 2 Grades at AMS

Implementation:

This option would require the addition of 12 portables

Using existing after school program portables, ACC could continue to offer childcare.

Would need to use AUSD portion of OV Field for placement of additional portables and design 2 play areas for up to 380 students

Things to Consider:

Up to 380 students on a construction site

Loss of community use of AUSD's portion of OV field (Little League, Soccer, Adult League, programs, etc.)

Current after school portables will be needed for after school programs

With added portables on current blacktop staging for construction will need to be relocated

Cost:

12 additional portables + hook up costs at OV:

Cost for 3 grades (6 portables at OV:

- Lease = \$2,156,984
- Purchase = \$3,236,845

Cost for 6 Additional Portables at OV (one additional grade + support services):

- Lease = \$1,085,576
- Purchase = \$2,318,530

Total Cost:

- Lease = \$3,242,560
- Purchase = \$5,555,374

Option #3 OV Configuration

- One grade (4 current classrooms + admin/secretary) in the 5th grade pod
- One grade (4 current classrooms) in the 4th grade classes (# 30,31,40, 41)
- One grade (4 classes) - need 4 portables
- One grade (4 classes) - need 4 portables
- Reading/ELD - 1 portable
- Library - 1 portable
- OT/Speech - 1 portable
- Teacher work room/lounge/storage - 1 portable
- Build blacktop play area for grade levels

Option 3 - Ocean View School and park with 12 portables



Add portable to ACC for Kindergarten

Implementation:

- Level the play yard for portables
- Bring water, electrical, heat, internet to portables
- Could only place 1 portable on the property
- Need to make school ADA compliant

Challenges:

- Lack of play space. State law says 75 square feet per child required for outside play space (preschool law)
- Adding portables to ACC requires ADA compliance

Cost:

- Cost of 1 portable
- Lease = \$330,268
- Purchase = \$526,943

Additional Cost:

\$2-3 million to bring ACC up to current ADA compliance codes.

Total Cost:

- Lease = \$2.3 - 3.3m
- Purchase = \$2.5 - 3.5m

Albany Children Center with one portable added



AUSD Principals' Plan - 2019-2021 School Year

Students	Location
Grades 3, 4, 5	2 ACC portables currently on OV, 5th grade pod, Rooms 30,31,40,41, and 6 additional portables
Grades 1, 2	AMS Annex
Kindergarten Transitional Kindergarten	Cornell/Marin - AM/PM ACC - AM/PM
	<i>***In 2020-21, AHS becomes available and can be used for support, infrastructure, aftercare.</i>

AUSD Principals' Plan - AM/PM Model

<p>Implementation:</p> <p>TK & Kindergarten moves to AM/PM model throughout the district during the construction phase.</p> <p>OV Kindergarten joins Cornell and Marin Schools</p> <p>Two grade levels will use current classrooms in 4th and 5th grade sections of school.</p> <p>Two after school program portables may be available for support programs.</p>	<p>Things to Consider:</p> <p>3 grades stay at OV on a construction site throughout the rebuild.</p> <p>Create enough blacktop space for recess/PE for the duration of construction for 300 students</p> <p>Assuring students have access to all the services needed required to run a school.</p>	<p>Costs:</p> <p>6 additional portables at OV:</p> <ul style="list-style-type: none"> • Lease = \$2,156,984 • Purchase = \$3,236,845
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Instructional Minutes (AM/PM & EB/LB Models)

State Required Instructional Minutes = 36,000/year

AM/PM	EB/LB
AM – 8:20 am – 11:40 am = 200 minutes PM – 11:50 am – 3:10 pm = 200 minutes	EB - 8:30 am – 1:00 pm = 270 minutes LB - 9:30 am – 2:00 pm = 270 minutes
Lunch = 0	Lunch = 45 minutes
Instructional Minutes = 200 minutes/day	270 – 45 minutes = 225 Instructional Minutes/day
200 Instructional Minutes x 180 days = 36,000	225 Instructional Minutes x 180 days = 40,500

Difference of 4,500 instructional minutes/year = approximately 16 days.

AUSD Principals' Plan - Rationale

- Partial relief from overcrowding at AMS
- Childcare services maintained at all sites
- OV Kindergarten remains part of a larger community.
- Two teachers in every kindergarten classroom throughout portions of each day
- Preserves funds for both OV and Marin rebuild

Budget Summary:

***OV Construction Budget: \$39.5m**

***MA Construction Budget: \$32m**

Costs for Options (*lease costs are for 3 years only*)

Option #1 (10 Portables):	Lease: \$3,182,082	Purchase: \$5,073,865
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Option #2 (10 Portables):	Lease: \$3,258,845	Purchase: \$5,147,311
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Option #3 (12 Portables):	Lease: \$3,242,560	Purchase: \$5,555,374
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Principals' Plan (6 Portables):	Lease: \$2,156,984	Purchase: \$3,236,845
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If construction length is at least 4-6 years, there would be an increase in cost for portable lease. See next slide.

Cost to Extend Portable Lease by 1, 2, 3 Years

Option	Extend Lease 1 yr.	Extend Lease 2 yrs.	Extend Lease 3 yrs.
1 (10 portables)	\$210,000	\$440,000	\$690,000
2 (10 portables)	\$210,000	\$440,000	\$690,000
3 (12 portables)	\$252,000	\$528,000	\$828,000
Principal's Plan (6 portables)	\$126,000	\$264,000	\$414,000
Add 1 portable	\$21,000	\$44,000	\$69,000

Community Questions:

- Process for Requests for AM/PM - Same as current EB/LB process.
- Child Care - Will there be child care available for all sites?
 - In AM/PM model - yes
 - In EB/LB model - We will continue to offer the same before and after care that we currently have. It looks different at each site.
- Will Special Education services continue in the AM/PM model? Yes
- What is the difference in instructional minutes between the EB/LB and AM/PM models? 25 minutes
- Is there recess and snack in the AM/PM model? Yes
- What is the cost if we delay construction for 1 year? 10% increase = \$3.6m/year per site.

AM/PM Model for After-School Care

TK at ACC:

- 2 TK classes located in room 9 (AM/PM)
- Full day TK childcare located in room 12 (7:30-6:00) - room capacity ~25 kids

K at Cornell:

- 4 Kindergarten classes from Cornell located into 2 rooms (AM/PM)
- 2 Kindergarten classes from OV located into 1 room (AM/PM)
- Approximate # of kids = 130 total ~ (65 AM/ 65 PM)
- 1 Kindergarten classroom for full day K childcare (7:30-6:00) - room capacity ~30 kids
- Cornell Chinese School classroom available for K childcare (7:30-12:30) - room capacity ~35 kids

K at Marin:

- 4 Kindergarten classes from Marin located in 2 rooms (AM/PM)
- 2 Kindergarten classes from OV located into 1 room (AM/PM)
- Approximate # of kids = 130 total ~ (65 AM/ 65 PM)
- 1 Kindergarten classroom for full day K childcare (7:30-6:00) - room capacity ~30 kids
- ACC Tupelo classroom (#24) available for K childcare (7:30-6:00) - room capacity ~45 kids

Childcare Costs associated with the AM/PM model TK & K Families: 2019-20 school year

- Every family has different needs in relationship to childcare hours for their children.
- Hours of need determine childcare cost.
- Only other factor to determine cost = full cost vs. subsidized
- Currently, approximately $\frac{1}{4}$ of our school age families qualify for state subsidies. (Please understand this is an approximation and it shifts slightly every year.)
- Currently, we have an even distribution of families needing 1-5+ hours of childcare daily, meaning we could estimate that approximately $\frac{1}{2}$ of our families need over 5 hours of childcare services daily. (Please understand this is an approximation and it shifts slightly every year.)
- The Pilot has allowed for additional families in Albany to qualify for state subsidies.
- We have room within our contract to allow more families to receive these state subsidies.
- We have an enrollment process that supports our low-middle income families to receive free and/or reduced-cost childcare services. We will work with these families to help them receive the funding support that they qualify for.
- State subsidies are determined by the State of CA utilizing the SMI (state median income). Currently, families in Alameda County can qualify for state subsidies if their family income level is at 85% of the SMI.

Given the facts above, the costs associated with the school-age childcare program are below (2 pages):

ACC Before and After School Care Program

School Age Rates: Full-Cost Family Fee Schedule

This is our current full-cost family fee schedule. It will remain the same for the next school year.

Daily Hours (M-F, 5 days a week)	Monthly Rate
1 hour	\$195
Over 1 hour to exactly 2 hours	\$395
Over 2 hours to exactly 3 hours	\$420
Over 3 hours to exactly 4 hours	\$495
Over 4 hours to exactly 5 hours	\$575
Over 5 hours to exactly 7 hours	\$780

School Age Rates: State Subsidized Family Fee Schedule

This is the CA State issued family fee schedule used in Alameda County for preschool and school-age programs

Monthly Part-time Fee	Monthly Full-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more
\$29	\$58	2,325	2,508	2,928	3,397	3,866	3,953	4,041
\$36	\$72	2,384	2,572	3,003	3,484	3,955	4,055	4,145
\$44	\$87	2,478	2,660	3,101	3,598	4,094	4,187	4,280
\$52	\$103	2,572	2,748	3,199	3,711	4,223	4,319	4,415
\$67	\$133	2,667	2,835	3,297	3,825	4,353	4,452	4,551
\$76	\$152	2,761	2,923	3,395	3,939	4,482	4,584	4,686
\$86	\$171	2,855	3,011	3,493	4,052	4,611	4,716	4,821
\$96	\$192	2,949	3,098	3,591	4,166	4,741	4,848	4,956
\$107	\$213	3,043	3,186	3,689	4,279	4,870	4,981	5,091
\$118	\$235	3,137	3,274	3,787	4,393	4,999	5,113	5,226
\$129	\$258	3,231	3,362	3,885	4,507	5,128	5,245	5,362
\$142	\$283	3,325	3,449	3,983	4,620	5,258	5,377	5,497
\$154	\$308	3,420	3,537	4,081	4,734	5,387	5,509	5,632
\$167	\$334	3,514	3,625	4,179	4,848	5,516	5,642	5,767
\$172	\$343	3,608	3,712	4,277	4,961	5,646	5,774	5,902
\$176	\$352	3,702	3,800	4,375	5,075	5,775	5,906	6,037
\$181	\$361	3,796	3,888	4,473	5,189	5,904	6,038	6,173
\$185	\$370	3,890	3,975	4,571	5,302	6,034	6,171	6,308
\$197	\$394	3,984	4,063	4,669	5,416	6,163	6,303	6,443
\$202	\$404	4,078	4,151	4,767	5,529	6,292	6,435	6,578
\$207	\$413	4,173	4,239	4,865	5,643	6,421	6,567	6,713
\$211	\$422	4,262	4,326	4,963	5,757	6,551	6,700	6,849
\$216	\$431	4,351	4,414	5,061	5,870	6,680	6,832	6,984
\$220	\$440	4,441	4,502	5,158	5,984	6,809	6,964	7,119
\$224	\$448	4,530	4,589	5,256	6,098	6,939	7,096	7,254
\$229	\$457	4,620	4,677	5,332	6,185	7,038	7,198	7,358
\$233	\$466	4,709	4,765	5,407	6,272	7,137	7,299	7,461
\$238	\$475	4,799	4,853	5,482	6,359	7,236	7,401	7,565
\$242	\$484	4,888	4,940	5,557	6,446	7,335	7,502	7,669
\$247	\$493	4,977	5,028	5,632	6,533	7,434	7,603	7,772
\$251	\$502	5,067	5,116	5,707	6,620	7,533	7,705	7,878
\$258	\$515	N/A	5,203	5,782	6,707	7,633	7,806	7,980
\$262	\$524	N/A	5,291	5,857	6,794	7,732	7,907	8,083
\$267	\$533	N/A	5,379	5,932	6,882	7,831	8,009	8,187
\$271	\$541	N/A	5,466	6,007	6,969	7,930	8,110	8,290
\$301	\$602	N/A	N/A	6,083	7,056	8,029	8,212	8,394
\$305	\$610	N/A	N/A	6,158	7,143	8,128	8,313	8,498
\$309	\$617	N/A	N/A	6,233	7,230	8,227	8,414	8,601
\$312	\$624	N/A	N/A	6,308	7,317	8,326	8,516	8,705
\$316	\$632	N/A	N/A	6,383	7,404	8,426	8,617	8,809
70% SMI	*Use these cutoffs when answering the 801A question regarding if family's income is above 70% SMI	4,173	4,502	5,256	6,098	6,939	7,096	7,254
85% SMI	*This is the income max ceiling for 801H initial & recertification for Alameda County Pilot agencies	5,067	5,466	6,383	7,404	8,426	8,617	8,809

Based on 2016 American Community Survey (ACS) data

Information provided by California Department of Finance, March 2018

California Department of Education, July 2018

Kinder & Child Care

TK at ACC:

- 2 TK classes located in room 9 (AM/PM)
- Full day TK childcare located in room 12 (7:30-6:00) - room capacity ~25 kids

K at Cornell:

- 4 Kindergarten classes from Cornell located into 2 rooms (AM/PM)
- 2 Kindergarten classes from OV located into 1 room (AM/PM)
- Approximate # of kids = 130 total ~ (65 AM/ 65 PM)
- 1 Kindergarten classroom for full day K childcare (7:30-6:00) - room capacity ~30 kids
- Cornell Chinese School classroom available for K childcare (7:30-12:30) - room capacity ~35 kids

K at Marin:

- 4 Kindergarten classes from Marin located in 2 rooms (AM/PM)
- 2 Kindergarten classes from OV located into 1 room (AM/PM)
- Approximate # of kids = 130 total ~ (65 AM/ 65 PM)
- 1 Kindergarten classroom for full day K childcare (7:30-6:00) - room capacity ~30 kids
- ACC Tupelo classroom (#24) available for K childcare (7:30-6:00) - room capacity ~45 kids

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

ITEM: BOARD POLICY 5117 (INTERDISTRICT ATTENDANCE)

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

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE:

To review AUSD Board Policy 5117 (Interdistrict Attendance).

BACKGROUND:

Currently, 375 students attend AUSD on Interdistrict Transfer (IDT) permit (see Appendix A). During the 2018-2019 school year, ten (10) interdistrict transfer applications were approved. Six (6) students were admitted through Priority One (students whose parents are employees of AUSD working at least .40 FTE). Four (4) additional students were admitted through Priority Five (all other applicants). Two (2) of the Priority Five students declined the offer to enroll in AUSD.

AUSD Board Policy 5117 (Interdistrict Attendance) was previously reviewed by the Governing Board during the 2016-2017 school year.

At the October 25, 2016, Governing Board meeting, then Director of Student Services reported that in the past four years, only students whose parents were employees of the district had been admitted to AUSD through IDT ([October 25, 2016, AUSD Governing Board Meeting video](#)). However, also discussed at that meeting was the fact that students who established residency in Albany and then subsequently moved were automatically granted an IDT based on Board Policy 5117 Priority Three: “to ensure educational continuity.”

At the November 22, 2016, Governing Board meeting, Board Policy 5117 (Interdistrict Attendance) was approved with the following change:

- “The Board may enter into an agreement with any other school district, for a term not to exceed five years, for the interdistrict attendance of students who are residents of the districts. The district of ACOE entered into such an agreement on June 28, 2016. The Board has not entered in to any other agreements with any other districts or counties and all others must renew their permits annually.”

Additionally, the following revisions were made to Administrative Regulation 5117 (Interdistrict Attendance):

- Students who move out of Albany mid-year are eligible for a temporary interdistrict permit to allow them to complete the school year. Students can then apply for a non-temporary interdistrict permit and will be considered a new applicant (as discussed at the [November 8, 2016 AUSD Governing Board Meeting video](#)).
- Written notification indicating whether the IDT application has been approved or denied must be provided within 30 days (previously 60 days).

For your reference, please find the attached documents:

- Board Policy 5117
- Administrative Regulation 5117
- Appendix A
- Interdistrict Transfer Application for School Districts in Alameda County
- Albany Unified School District Interdistrict Permit Agreement
- Albany High School Increased Enrollment Proposal
- Proposal of Process to Increase AHS Enrollment

DETAILS:

Board Policy 5117 as written does not preclude AUSD from accepting IDTs mid-year as space permits. Considerations for accepting mid-year IDTs include: creating comparable course schedules (while maintaining class/teacher contractual limits) and, dependent on the proximity to the end of the grading period, ensuring students can sufficiently complete course requirements and earn credits toward graduation.

On November 27, 2018, a proposal was made to the AUSD Governing Board to increase the enrollment of Albany High School by approving approximately 100 IDT applications. Currently, there are 17 students in grades 9-12 on the waitlist for IDT into AUSD (see Appendix A). Twelve students are currently on the waitlist for grade 9 (which is currently impacted and new students cannot be added). Four students are currently on the waitlist for grade 10, no students are on the waitlist for grade 11, and one student is on the waitlist for grade 12.

Albany High School site administration will present a proposal for increasing the number of inter-district transfer students at Albany High School.

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: TO REVIEW AUSD BOARD POLICY 5117 (INTERDISTRICT ATTENDANCE)

Albany USD

Board Policy

Interdistrict Attendance

BP 5117

Students

Interdistrict Permits

California state law and the rules and regulations of the California Board of Education state a preference that students attend schools in their district of residency. The district Board of Education believes that children should attend schools where they live. The Board shall consider requests for interdistrict permits in accordance with this general principle.

The Board recognizes that students who reside in one school district may wish to attend school in another school district and that such choices are made for a variety of reasons. Because of capacity issues within the district and due to limited resources, the Board will consider approving such permits on a case-by-case basis through an interdistrict permit agreement with another school district. In the case of a student wishing to transfer into the district, the request will be considered when class enrollment or program availability permits the attendance of an out-of-district student.

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict permits shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

(cf. 5116.1 - Intradistrict Open Enrollment)

The Superintendent or designee of the district shall review all requests for interdistrict permits. The Superintendent is authorized to grant or deny interdistrict permit requests.

The decision to admit out-of-district students is discretionary. When capacity exists, interdistrict permit requests may be approved based on the following priorities:

* 1st Priority: Students whose parent/guardian is an employee of the Albany Unified School District (must work .40 FTE or more)

* 2nd Priority: Students whose parent/guardian is an employee of the City of Albany, (employed at least 20 hours a week)

* 3rd Priority: Students whose sibling(s) is/are ongoing interdistrict permit students; or to ensure educational continuity of students.

* 4th Priority: Students whose parent/guardian has been a business owner/operator within the City of Albany for a period of at least 12 months prior to their application.

* 5th Priority: All other applicants.

Notwithstanding these priorities, the Superintendent or designee may grant a permit request if, in the judgment of the Superintendent or designee, the parent/guardian provides evidence of extraordinary circumstances warranting a transfer.

The Board believes in educational continuity and feels that an interdistrict permit student, once granted a non-temporary interdistrict permit, should not be exited except for violation of their Interdistrict Attendance Contract or under extraordinary circumstances (such as a threat of physical harm to a student or student is a victim of bullying as defined in Education Code 48900[r]) warranting a transfer.

The Superintendent or designee may deny applications for interdistrict permits due to space limitations or other nondiscriminatory reasons. The Superintendent or designee may also revoke an interdistrict permit for nondiscriminatory reasons.

The parent/guardian of a student who is denied an interdistrict permit pursuant to Education Code 46600-46611 shall receive timely notice, in accordance with law, regarding the process for appeal to the Albany Unified School District Board, and to the County Board of Education. A student whose request for an interdistrict permit is based on his/her parent's employment within the district's boundaries, including employment by the district, shall not have the right to appeal a denial to the County Board.

Students who have been expelled from other school districts may not be admitted to the district on interdistrict permits during the period of their expulsions. Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict permit denials while expulsion proceedings are pending, or during the term of the expulsion.

The district shall furnish the transferring student the same advantages, equipment, supplies and services as are furnished to other students in attendance in its schools. The district shall not provide transportation beyond its district attendance area. Upon request, the superintendent or designee may authorize transportation for interdistrict permit students to and from designated bus stops within the district if space is available.

Legal Reference:

EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy ALBANY UNIFIED SCHOOL DISTRICT

Adopted: December 2, 2008 Albany, California

Revised: June 15, 2010

Revised: November 22, 2016

Administrative Regulation

Interdistrict Attendance

AR 5117

Students

Interdistrict Permits

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance. Such a permit is referred to as an "interdistrict permit."

The Superintendent or designee may deny initial requests for interdistrict permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance solely because of overcrowded facilities at the relevant grade level.

General Information

Requests for interdistrict permits, both incoming and outgoing, shall be submitted to the employee in charge of interdistrict permit requests and reviewed annually by the Superintendent or designee. For transfer into the district, the student and parent/guardian must sign an Interdistrict Attendance Agreement annually. (See Exhibit 5117)

Each interdistrict permit request will be judged on its individual merits. All factual information and supporting documentation submitted with the interdistrict permit request will be subject to verification. Any permit request containing or based upon false information will be denied or revoked, and the parent/guardian responsible will be referred to the appropriate legal authorities. Applications for interdistrict permits may be submitted at any time during the preceding school year for which the transfer is requested.

Requests for Interdistrict Permits into the District

1. The parent/guardian must first obtain approval for the student's transfer from the student's current district of residence on the appropriate form.
2. Within 30 days of receiving the application for an interdistrict permit, the

Superintendent or designee shall provide written notification to the parent/guardian and the student's district of residence as to whether the application has been accepted or rejected. If the application has been approved, the notification shall specify the particular school site and the school's address to which the student has been admitted. (Education Code 48357; 5 CCR 4702)

3. The Superintendent or designee may approve, deny, or place on the waiting list requests for new interdistrict permits that are approved by the District of Residence and submitted to the Albany Unified School District by June 1 for the upcoming school year. Applicants will be informed in writing by the second week of the school year as to whether their application has been approved, denied, or wait-listed.

4. The Superintendent or designee may deny initial requests for interdistrict permits if the district's facilities are overcrowded at the relevant grade level and based on other nonarbitrary considerations.

5. If the request for transfer is approved, the district retains the right to determine the specific school to which the student will be assigned. However, the district will attempt to accommodate a parent/guardian's request for placement in a specific school site, subject to the priorities and policies established in the district's residency regulations.

6. If the request for transfer is denied, the parent/guardian will be notified in writing of the right to appeal to the district Board. If the appeal is denied by the Board, the parent/guardian will be notified in writing regarding the process for appeal to the County Board of Education. An appeal to the County Board of Education must be made within 30 days of the district Board's denial. A student whose permit request is based on his/her parent/guardian's employment within the district's boundaries, including employment by the district, shall not have the right to appeal a denial to the County Board.

The Board requires that all requests for interdistrict permits and the required supporting documentation be certified by the parent/guardian, childcare provider, or caregiver under penalty of perjury. The Superintendent or designee is responsible for confirming the accuracy of information contained in such requests and documentation; investigating any suspicion that information has been falsified; reporting such violations to the appropriate law enforcement agencies; and reporting such activities to the Board.

Requests for Renewal of Interdistrict Permits into the District

Requests for renewal of interdistrict permits into the district will be reviewed according to the process for new interdistrict permits, with the following exceptions:

1. A request for renewal of an interdistrict permit must be submitted by April 1st, if

required by the district of residence. Applicants will be advised within 30 days whether the request is approved or denied.

2. A request for renewal of an interdistrict permit submitted after April 1 will be processed as a new request.
3. If admission to the district was approved based on the student's parent/guardian's employment, the student shall be allowed to attend school in the district through the 12th grade, if the parent/guardian so chooses, subject to (1) annual completion of the interdistrict permit renewal by the April 1st deadline to verify continued employment within the district according to proof acceptable to the district, consistent with the district Residency Policy and Regulations; and (2) any other limitation as allowed by law, including violations of the Interdistrict Attendance Agreement.

Grounds for Approval

The Superintendent or designee may approve interdistrict permits when capacity within the district exists. Students whose requests are denied solely because of lack of capacity within the district will be placed on a waiting list, and their applications will be considered if space becomes available.

"Educational continuity" includes such considerations as the desire to complete the highest grade at a site or continuing education in the district after a number of years as a district student. Temporary interdistrict permits may be approved to allow a student to complete a school year when the parent/guardian has moved out of the district during the year, or to continue attendance if the student will be living out of the district for less than one school year. Students who have moved out of the district and wish to remain in the district for the remainder of the year may stay pending approval by the new district of residence or an appeal of that district's decision to the Alameda County Office of Education, and a positive recommendation by the school principal. Students who complete a school year on a temporary interdistrict permit and who wish to remain in the district must apply for a non-temporary interdistrict permit for the following year and will be considered along with all other applicants according to the priorities set in Board policy.

Notwithstanding these priorities, the Superintendent or designee may grant a transfer if, in the judgment of the Superintendent or designee, the parent/guardian provides evidence of extraordinary circumstances (such as a threat of physical harm to a student or student is a victim of bullying as defined in Education Code 48900[r]) warranting a transfer.

Once a student is admitted to a school on the basis of a non-temporary interdistrict permit, he/she shall not be required to reapply for an interdistrict permit and shall be

allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict permit agreement. Existing interdistrict permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

Provision of Special Education Supports and Services

If the student receives special education services, or has in the past been found eligible for special education services, it shall be indicated on the interdistrict permit application. A copy of the student's most recent Individualized Education Plan (IEP) detailing needed services must be included with supporting documents for the permit application. The requested district of attendance will determine if it has capacity to meet the student's special education needs with existing special education programs and support staff. If the requested district of attendance has capacity to implement the student's IEP, the student will not be denied enrollment on that basis. The cost of the placement will be the responsibility of the requested district of attendance unless costs are negotiated otherwise between the two districts, not including transportation, which shall be provided by the parent, unless otherwise required by law for certain special education students.

If a student's educational needs change during the term of the interdistrict permit and the district of attendance can no longer provide Free Appropriate Public Education (FAPE), the Special Education Director for the district of attendance will notify the Special Education Director of the district of residence and schedule a meeting to discuss the student's transition back to the district of residence for appropriate placement and termination of the interdistrict permit to ensure the student receives a FAPE.

If a student is referred for a special education evaluation while under a previously approved interdistrict permit, the district of attendance is responsible for the "Child Find" and assessment of the student. The subsequent IEP meeting will include representatives from both districts, and the student's eligibility and the provision of services needed to provide the student with a FAPE shall be discussed. If the district of attendance can meet the student's FAPE needs in its existing special education programs, and has capacity in an existing program at the student's grade level, the student will continue to attend school in the district of attendance. If not, the district of attendance will notify the Special Education Director of the district of residence and schedule a meeting to discuss the student's transition back to the district of residence for appropriate placement and termination of the interdistrict permit to ensure the student receives a FAPE.

Revocation of Interdistrict Attendance Permits

Grounds for Revocation

Pursuant to Education Code 46600, the following are the terms and conditions under which an interdistrict permit may be revoked:

1. Determination by the district that the interdistrict permit request or supporting documentation was based upon false or fraudulent information.
2. Failure to comply with the requirements of the Interdistrict Attendance Agreement which include demonstrating acceptable academic performance, attendance, and behavior. The Interdistrict Attendance Agreement must be signed by both the student and the parent/guardian.
3. Determination by the district that the conditions on which the interdistrict permit approval was based are no longer met. It is the responsibility of the parent/guardian to notify the district within 30 days if any of the conditions justifying the permit approval change. The student may be granted a temporary interdistrict permit, within the discretion of the Superintendent or designee, to complete the school year in the district with the approval of the new district of residence.
4. Determination by the district that the continuing presence of the student is not in the student's best educational interest, or will interfere with the needs of other students, or both.

The district will give 10 days notice to a parent/guardian prior to the revocation of an interdistrict permit.

Request for Interdistrict Agreements Out of the District

Parents/guardians of students wishing to transfer out of the district shall complete an interdistrict permit request. It is recommended that the parent/guardian of the applicant meet with the student's current school principal to discuss the reason for the permit request and obtain his/her signature on the application.

Applications will be approved or denied by the Superintendent or designee. Applicants will be notified in writing if the request is denied, and will be given the reason for the denial. Denials by the district may be appealed to the district Board. If the appeal is denied, the request may be appealed to the Alameda County Office of Education within 30 days of the district's final decision. Reasons for denial may include loss of district revenue due to the outgoing transfer of a student.

Applications that are approved by the district must also be approved by the requested district of attendance. Parents/guardians should advise the Albany Unified School District of the final disposition of their request within five days of notification by the receiving district, or the Alameda County Office of Education in the case of an appeal.

Regulation ALBANY UNIFIED SCHOOL DISTRICT
Reviewed: March 1, 2011 Albany, California
Revised: November 8, 2016

Appendix A

January 8, 2019

2018-2019 Interdistrict Transfers

Grade	Approved # IDP
TK	0
k	6
1	23
2	13
3	17
4	24
5	24
6	34
7	22
8	44
9	42
10	49
11	47
12	30
Total	375

2018-2019 New IDT's

K	3	3 Employees' students
3rd	1	1 Employee's student
4th	1	1 Employee's student
6th	1	
9th	1	1 Employee's student
11th	3 Offered/1 accepted	
		Total Enrolled: 8

2018-2019 Waitlist

Grade	Number of Students on Waitlist
9	12
10	4
11	0
12	1
Total	17

INTERDISTRICT TRANSFER APPLICATION FOR SCHOOL DISTRICTS IN ALAMEDA COUNTY

Step 1: To be completed by parent/guardian (Please print)

Interdistrict Transfers will not begin to be processed for the following school year until March 1 of each year.

School Year: <input type="checkbox"/> Current year <input type="checkbox"/> Future year 20____ - 20____	Grade Requested	Date of Request
Student Name: (Last, First)	Birth Date	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Current or Last School of Attendance	Current or Last District of Attendance	
School of Residence	School Requested	
District of Residence	District Requested	
Parent/Guardian Name	Contact number: <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell	
Email Address	Contact number: <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell	
Address	City/Zip	
Is the student currently pending disciplinary action or under an expulsion order? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Has the student ever been assessed for special education services? <input type="checkbox"/> Yes: District(s)? _____ <input type="checkbox"/> No		
What special services has the student been found eligible for or received? (Check all that apply; attach proof of enrollment in special program and most recent IEP including FAPE offer.) <input type="checkbox"/> Gifted (GATE) <input type="checkbox"/> Section 504 <input type="checkbox"/> Special education <input type="checkbox"/> English Language Learner		
If the student is receiving Special Education services, what is his/her current placement? (Please attach IEP.) <input type="checkbox"/> Special Day (SDC) <input type="checkbox"/> Resource (RSP) <input type="checkbox"/> General Education with other accommodations/modifications <input type="checkbox"/> Non-Public School (NPS) <input type="checkbox"/> Pending Assessment		
What is /are the reason(s) for the request? (Check all that apply. See "Documentation Required" section for supporting evidence to justify reason(s).) <input type="checkbox"/> Child Care (K-6 ONLY) <input type="checkbox"/> Parent Employment <input type="checkbox"/> Sibling <input type="checkbox"/> Health & Safety <input type="checkbox"/> Specialized Program <input type="checkbox"/> Continuing Enrollment <input type="checkbox"/> Complete Final Year at Current School <input type="checkbox"/> Proposed Change in Residence <input type="checkbox"/> Other (Please specify in a letter)		

I have read the terms and conditions on page 2 of this application and understand the regulations and policies governing interdistrict attendance permits and hereby submit my application. I declare under penalty of perjury that the information provided above is true and accurate. I understand that the information provided is subject to verification and that the mere act of completing this application and providing all the required documentation **DOES NOT** guarantee that the request will be approved. **FALSIFICATION OF ANY INFORMATION INVALIDATES THIS TRANSFER APPLICATION.**

Parent/Guardian Signature _____ Relationship to Student _____

STEP 2: District of Residence

Decision: ☐ Approved ☐ Denied

Authorizing Signature: _____

Title: _____

District: _____

Comments: _____

Date: _____

STEP 3: Proposed District of Attendance

Decision: ☐ Approved ☐ Denied

Authorizing Signature: _____

Title: _____

District: _____

Comments: _____

Date: _____

Terms and Conditions

All applications must include a copy of the most current transcript, report card, attendance and discipline reports, most recent IEP (if eligible), and the documentation required to support the reason(s) for the interdistrict transfer request based on the chart below. All documentation must be attached to the application at the time of submission. Please note that incomplete applications will not be processed. Requests will be considered based on local board policies and individual merit.

Reason for Request	Documentation Required
Child Care (K-6 Only)	<ul style="list-style-type: none"> ▪ Proof of employment of all parents/guardians who are involved in the student's life on a day-to-day basis <ul style="list-style-type: none"> – Copy of a recent pay stub – Letter on the employer's stationary verifying schedule (hours and days) and location of employment – If self-employed, letter stating schedule (hours and days) and location of employment ▪ Letter from the adult, center, or organization providing day care <ul style="list-style-type: none"> – Name, address and contact information of the adult, center or organization – Child care license number and fees, if applicable – Hours of operation for the center or organization, or the hours that the student is under care – Length of time student has been under care by the adult, center or organization ▪ Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under child care reasons
Parent Employment (If District of Attendance policy permits)	<ul style="list-style-type: none"> ▪ Proof of employment of all parents/guardians who are involved in the student's life on a day-to-day basis <ul style="list-style-type: none"> – Copy of a recent pay stub – Letter on the employer's stationary verifying schedule (hours and days) and location of employment – If self-employed, letter stating schedule (hours and days) and location of employment ▪ Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under parent employment reasons
Sibling	<ul style="list-style-type: none"> ▪ Name, grade and school where the sibling attends (sibling must already attend the proposed District of Attendance) ▪ Copy of sibling's last report card ▪ Copy of sibling's release permit from the District of Residence
Health & Safety	<ul style="list-style-type: none"> ▪ Letter or report from a doctor, psychologist, or other appropriate person verifying health-related issues (if applicable) ▪ Police or school report supporting safety-related issues (if applicable) ▪ Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under health and safety reasons
Specialized Program	<ul style="list-style-type: none"> ▪ Copy of the flyer, brochure, or other informational material detailing the specialized program in which the student is interested ▪ Letter from parent/guardian expressing the extent of the student's interest in the specialized program, and how the program is either unavailable or not comparable at the District of Residence
Continuing Enrollment	<ul style="list-style-type: none"> ▪ Copy of student's last report card ▪ Letter from parent/ guardian stating the enrollment history (grade and school/district) of the student since kindergarten
Final Year	<ul style="list-style-type: none"> ▪ Copy of student's last report card
Change in Residence	<ul style="list-style-type: none"> ▪ Copy of escrow documents/ rental agreements

- An Interdistrict permit is granted or denied per the terms and conditions stipulated in a district's board policy.
- Approval by the District of Attendance is subject to space availability in the district and the district's capacity to provide special education services, if applicable.
- Approval may not be at the school site requested.
- Students who are eligible for Special Education Services may be asked to obtain an Inter/Intra-SELPA Agreement for Individuals with Exceptional Needs.
- A permit may be denied, revoked, or rescinded at any time by the District of Attendance for the following reasons:
 - Student is excessively tardy or absent from school, or is brought to school excessively early or left excessively late.
 - Student fails to uphold appropriate behavior standards.
 - Student fails to make appropriate academic efforts.
 - False or misleading information was provided.
 - Other conditions that occur that would render continuance inadvisable.
- Once an interdistrict permit has been granted, a student is not required to reapply, except that any student transitioning from elementary school to middle school and middle school to high school must apply for a new interdistrict attendance permit. A district may request a student to complete an annual Intent to Return form or other annual verification of interdistrict attendance that does not constitute a reapplication that can be denied. A School District of Residence or School District of Attendance shall not rescind existing interdistrict attendance permits for students entering grade 11 or 12 in the subsequent school year, except for revocation reasons stated above.
- If the student participates in any athletic program governed by the California Interscholastic Federation (CIF), he/she may not be eligible to participate at the new school. Parent/Guardian should check the CIF rules before submitting this application.
- No financial obligation shall be incurred by the District of Residence for services rendered under this agreement unless otherwise agreed to between the District of Residence and the District of Attendance.
- The parent/ guardian is responsible for providing transportation to and from school for all students, unless otherwise required by law for certain special education students.

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Albany High School Increased Enrollment Proposal

Deficit reduction, preserving programs, and
scheduling streamlining by increased interdistrict
transfer (IDT) enrollment

Background - Enrollment

- AHS projected enrollment is primarily based on previous year's enrollment at AMS or AHS.
 - Doesn't account for possible capacity at AHS
 - AMS projected enrollment is based on elementary enrollment.
 - This sequence means AHS enrollment is heavily influenced by 1st grade enrollment factors almost 10 years ago
- Grade-level enrollment has varied significantly between grade levels. Current 9th grade has 55 more students than current 11th grade.

Background - Enrollment

- AHS total enrollment has fluctuated significantly. In the past 10 years the highest was 1297 and the lowest was 1136.
- Changes in enrollment cause changes in teacher FTE allocation, producing waves of hiring or releasing teachers.

Background – Course Requests

- Students are required to be enrolled in certain classes to make progress towards graduation.
 - English and Social Studies for all students
 - Math and Science for 9th and 10th grade, elective after two years
 - PE is mandatory for all 9th and 10th grade unless exempted
 - Elective courses as needed/requested

Background – Course Requests

- We are required to provide students with the number of classes they desire, but not necessarily the specific elective courses they request.
 - Minimum enrollment is 5 classes and Advisory
 - Students can meet graduation requirements with 2 years of 6 classes and 2 years of 5 classes
 - Our ADA from the state does not depend on the number of classes a student takes.

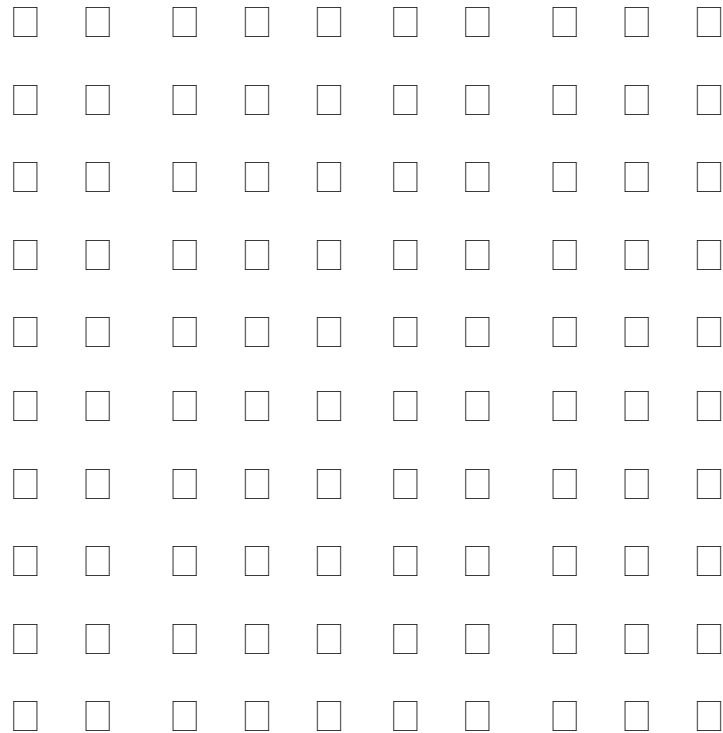
Background – Scheduling

- District Office assigns teacher FTE based on enrollment.
 - Counselors, Librarian, Special Education allocated separately.
- General education teachers have a contact limit of 150 students. This translates to an average class size of 30 students.
 - PE is 200 contacts for a class size of 40 students.
 - Visual and Performing Arts is not contract limited.
 - General education teachers are 86% of AHS faculty FTE.

Background – Scheduling

- AHS uses FTE allocation and course requests to determine the number of sections of a course to offer.
 - Changing enrollment changes number of requests.
 - Example: Currently have 12 9th grade English courses but only 9 11th grade English courses
- Almost half of AHS courses are “singletons” where only one section is offered due to demand.
 - Each period has an average of 7 courses offered only during that period.
 - Course conflicts (two requested course only offered the same period) are the primary reason students do not get their choice of electives, not lack of available seats.

Example – Core Courses



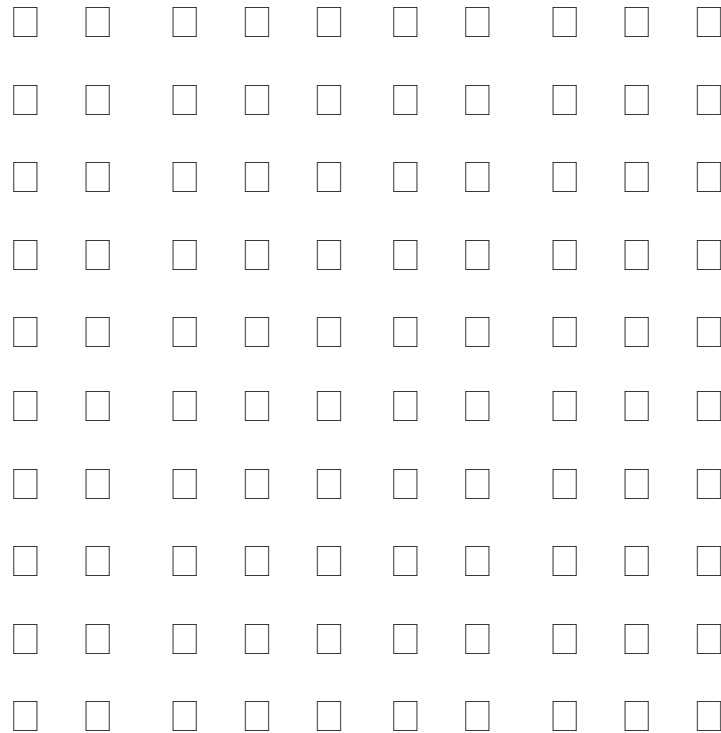
100 frosh students
Everyone needs to take English 9

Example – Core Courses

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4 classes, each with 25 students

Example – Elective Courses



100 frosh students

85 want to take Ukulele, 15 want to take Thumb Wrestling

Example – Elective Courses

Figure 1 displays three 12x3 grids illustrating the evolution of a 3x3 grid over 12 time steps. The left grid (green) shows a single black square at (1,1) in the first time step, which spreads to fill the entire grid by the 12th time step. The middle grid (green) shows a single black square at (2,2) in the first time step, which spreads to fill the entire grid by the 12th time step. The right grid (orange) shows a single black square at (3,3) in the first time step, which spreads to fill the entire grid by the 12th time step.

Option A
Unequal class sizes

Example – Elective Courses

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Option B

Don't offer Thumb Wrestling, everyone takes Ukulele and even out class size

Examples

- Option B is more likely
 - Reduces potential for course conflicts
- In all of these scenarios there are available seats.
 - Enrollment could be increased by up to 20 without the need to add teachers.

Proposal

- Set a goal enrollment for each grade level.
 - Goal based on filling core courses close to capacity
 - AHS has more physical capacity than AMS; goal should be based on increasing from AMS enrollment
- Utilize prospective IDTs to reach goal enrollment
- Revise High School level enrollment and scheduling procedures.
 - Better coordination between site and DO
 - Clarify enrollment timeline

Proposal

- Focus increased enrollment at 9th grade
 - Minimally disruptive to families and new students
 - Easiest time to create transition programs for new students.
 - Ensures academic planning with students to meet AUSD graduation requirements
- Schedule Core Courses based on anticipated enrollment
- Schedule Electives based on course requests and anticipated enrollment; fill empty seats with prospective IDTs after currently enrolled students

Proposal

- 310 students goal per grade level
 - Core Courses: approximately 28 students per class
 - PE Courses: approximately 39 students per class
- 1240 total enrollment, once stabilized

Proposal – Deficit Reductions

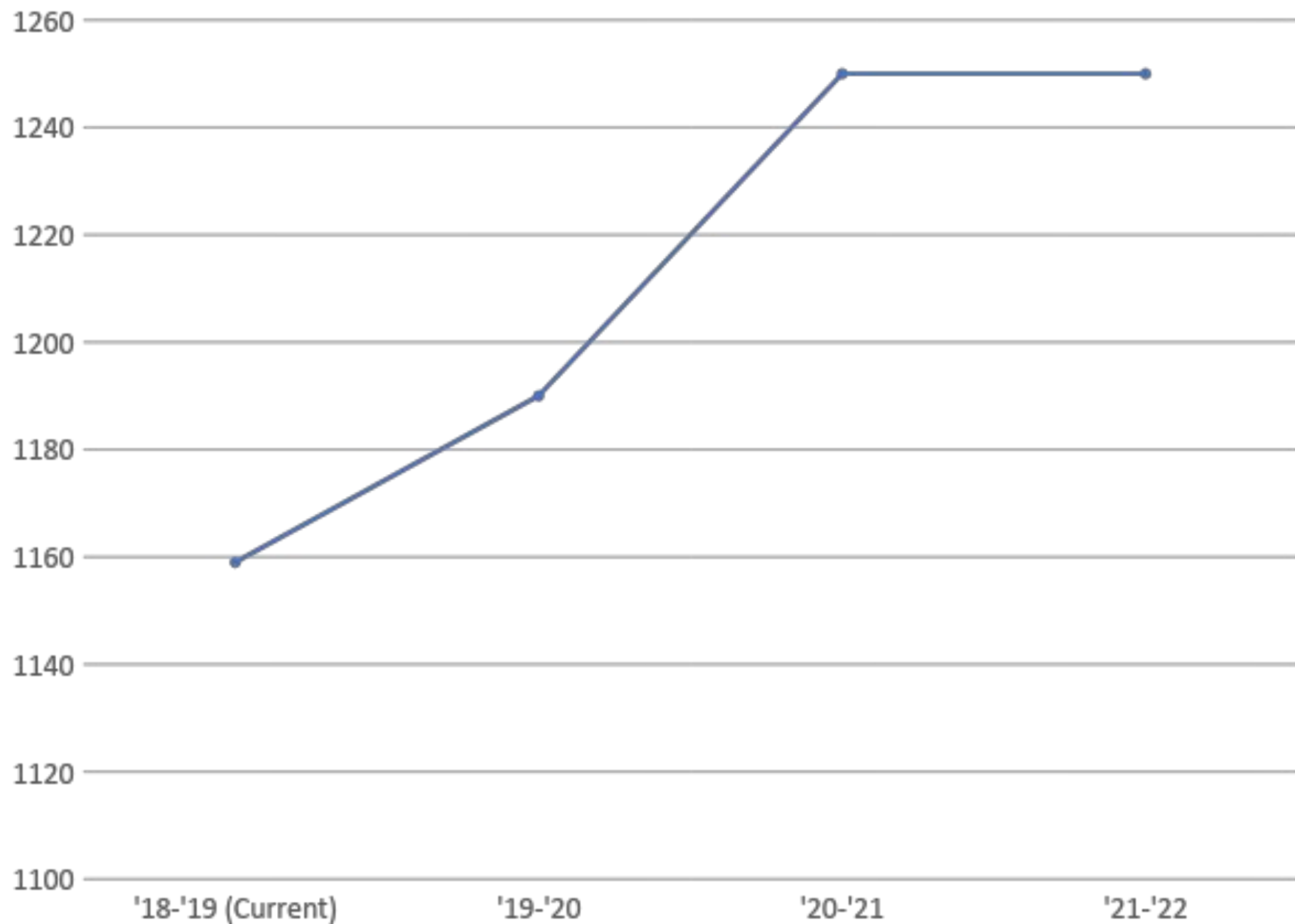
- Each additional student is approximately \$10,000 in additional revenue.
- General Education FTE makes up the majority of site/district budget
- Setting a goal based on optimizing general education FTE increases revenue (student ADA) with minimal increases in costs (mostly teacher FTE)

Implementation

- For 2019-2020, increase enrollment at 9th and 11th grade level with IDTs.
 - 10th grade (Current 9th) is already large – beyond goal enrollment
 - 12th grade IDTs not advised due to students possibly not on track to meet AUSD graduation requirements
 - Anticipate 30 additional IDTs (10 9th grade, 20 11th grade)
- For 2020-2021 and beyond, mostly additional 9th grade IDTs.
 - 33 9th graders in 2020-2021
 - 18 9th graders in 2021-2022

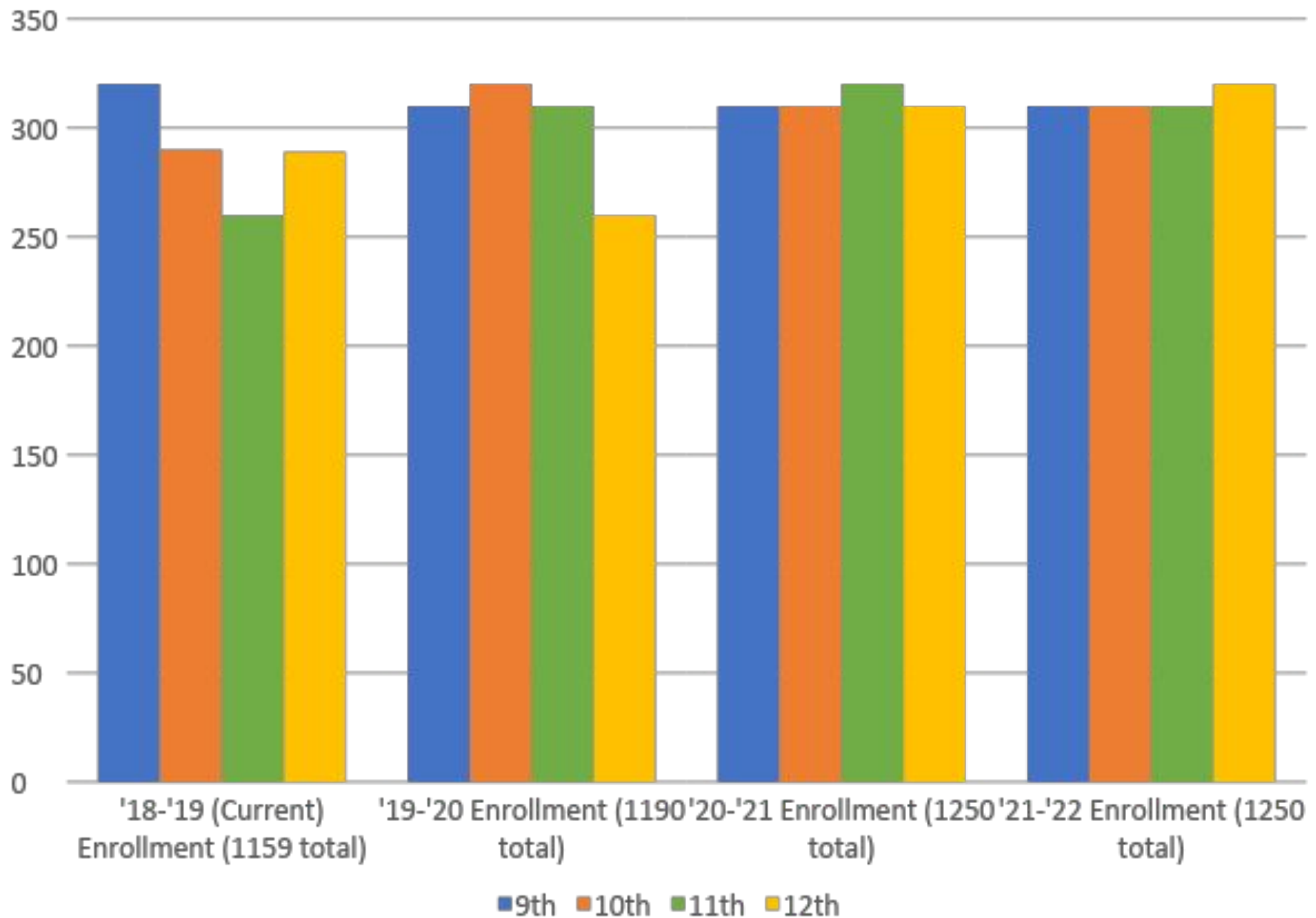
Total Enrollment

79



Projected Enrollment by Grade Level

80



Example – Core Courses

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4 classes, each at capacity with IDTs

Example – Elective Courses

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Implementation – '19-'20

Jan – Use goal enrollment to assign general education FTE.

Feb & Mar – AHS does course selection similar to current process.

Apr & May – AHS will build the master schedule based on course requests and anticipated enrollment.

May & Jun – DO will take IDTs from the waitlist. Potential IDTs will be informed of elective availability.

Proposal of Process to Increase AHS Enrollment

Objectives

The primary objective of this proposal is to articulate a process that would allow AHS to sustainably increase enrollment with a minimal increase in staffing. In addition, this process would allow for streamlined master scheduling for the foreseeable future. An additional secondary objective is maintaining low enrollment programs year-to-year by guaranteeing enough students each year to run a given program.

General Process

1. DO will publish to the community the process of requesting an interdistrict transfer, order of priority, and timeline to ensure availability of transfer students.
2. AHS and DO will set a goal grade-level enrollment, based on physical space, collective bargaining agreements, etc. Staffing levels for the coming year will be determined based primarily upon goal enrollment.
3. AHS will begin the scheduling process with currently enrolled students, collecting course requests for the coming year.
4. AHS will plan mandatory and core courses (English, Social Studies, Math, Science, PE, SpEd) based on goal enrollment, past course selection trends, and preliminary course requests.
5. AHS will plan elective courses (World Languages, VAPA, Technology, elective and advanced Social Studies, Math, Science, etc.) based on preliminary course requests and needed seats for transfer students.
6. AHS will build the master schedule for the following school year using the number of sections planned.
7. AHS will create preliminary class schedules for all currently enrolled students based on those students course requests.
8. AHS will then use actual enrollment in core courses to inform the DO about the number of students the school has capacity for at each grade level. AHS will also provide to the DO a list of elective courses that are likely to still be available for students who have yet to enroll and the course selection paperwork.
9. DO will reach out to families on the interdistrict transfer waitlist, based on order of priority and grade level availability. DO will communicate which programs are likely to be available to transfer students, and which are likely to be unavailable.
10. AHS will schedule new transfer students on a "first come, first served" basis and regularly update the DO on which elective courses are now full and which remain available.
11. Steps 9 and 10 continue until AHS reaches goal grade level enrollment

Changes in Enrollment

3 year projection of anticipated grade-level enrollment

	'18-'19 (Current) Enrollment	'19-'20 Enrollment	'20-'21 Enrollment	'21-'22 Enrollment
9th	320	310 (10 new)	310 (33 new)	310 (18 new)
10th	290	320	310	310
11th	260	310 (20 new)	320	310
12th	289	260	310	320

4 year projection of total AHS enrollment:

Year	Total Enrollment
'18 - '19	1159
'19 - '20	1190
'20 - '21	1250
'21 - '22	1250
'22 - '23	1240

Budgeting

(For '22-'23 as compared to '18-'19)

Revenues:

81 additional students \$810,000

Costs:

2.2 Teacher FTE \$242,000

0.6 English

0.8 Social Studies

0.4 Math

0.4 Science

0.2 Counselor FTE \$22,000

Total deficit reductions of \$546,000

Please note that additional costs may come from additional support or special education services. However, considering that general education teachers are the greatest cost, these additional services are unlikely to remove the deficit reduction effects.

Process and Timeline for 2019-2020 School Year

Under this proposal the process for the 2019-2020 school year will mostly be focused on sustainable increase in frosh enrollment, and possibly adding students to the junior class. The sophomore class is already anticipated to be unusually large. Because of possible differences in graduation requirements between AUSD and other districts, elective senior transfers are not advised. Total AHS enrollment for 2018-2019 would increase by approximately 35 students.

Jan 2019: AHS and DO define a goal frosh enrollment and DO allocates FTE according to anticipated total AHS enrollment for 2019-2020 school year.

Feb & Mar 2019: AHS and AMS conduct course request process with all currently enrolled students in grades 8 through 11. (No change from current process.)

Mar & Apr 2019: AHS will use the number of course requests, plus the anticipated enrollment to plan the number of sections of each course.

Apr & May 2019: AHS will build the Master Schedule for the 2019-2020 school year, using course requests to minimize scheduling conflicts for students. (No change from current process.)

May 2019: AHS will build preliminary class schedules for all currently enrolled students, working with those students to address any course conflicts.

May 2019: AHS will communicate to DO the number of seats for transfer students at each grade level, and which elective courses are still available for new students.

June - Aug 2019: DO will enroll new transfer students who will complete course requests. As AHS receives new course requests, students will be scheduled into classes based on availability. AHS will periodically update DO regarding elective course availability.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

ITEM: BUDGET ADVISORY COMMITTEE

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: for the Board of Trustees to determine and approve:

- The number of additional members of the Budget Advisory Committee
- The stakeholder groups to be represented
- The revised purpose and charge of the Committee
- The date when the Board will receive the Committee's next report
- If the Budget Advisory Committee will be a standing committee

BACKGROUND INFORMATION:

- At the October 10, 2017 Regular Board of Education meeting, the Board agreed to the creation of an ad-hoc Budget Input Assessment Committee that would meet in November and December and not be a Board appointed committee.
- At the December 5, 2017 Special Board of Education meeting, the Board received an update of the Budget priorities Process and agreed to a longer time frame for the Budget Priorities Process and agreed to a longer time frame for the committee to work through data to develop recommendations.
- At the [January 23, 2018](#) Regular Board of Education meeting, the Board provided direction to staff on developing a Board Appointed Budget Committee.
- At the [February 13, 2018](#) Regular Board of Education meeting, the School Board discussed the appointment of a Budget Advisory Committee and tabled the item so that the Board could 1) discuss how the committee will be selected and 2) Board take action on the creation of the committee. The specific charge of the committee would also be determined.
- At the July 20, 2018 Special Board meeting, the Board of Education passed [Resolution No. 2018-19-01: Resolution Confirming the District's Commitment to Fiscal Solvency](#). This resolution states that the Board recognizes that the current multi-year projection indicates that the District will need to identify ongoing expenditure reductions (in the absence of additional revenue) of \$2.5 million in 2019-20; as presented in the 2018-19 Adopted Budget. The resolution also states that the Board of Education will develop, prioritize, and adopt specific net expenditure reductions for 2019-20 sufficient to maintain a 3% economic uncertainty reserve over a three

year period on or before the November 13, 2018 Board meeting.

- At the [August 14, 2018](#) Regular Board of Education meeting, the Board determined the number of members of the Budget Advisory Committee, the stakeholder groups to be represented, the purpose and the charge of the committee, and the date that the Board would receive the Committee's report.
- Per the Maddy Act, Board Appointed Committee positions must be posted for 10 work days. The positions were posted from Thursday, August 18, 2018 through Wednesday, August 29, 2018.
- At the [September 11, 2018](#) Regular Board of Education meeting, the School Board appointed the members of the Budget Advisory Committee.
 - Jessica Cross (Parent)
 - An (Joseph) Vu (Parent - shared)
 - Ben Wallace (Parent - shared)
 - Stephen Naiff (Teacher/ATA)
 - Morgan Paschke (CSEA)
 - Richard Betz (SEIU)
 - Darren McNally (Site Administrator/Coordinator of Alternative Education/MacGregor High School Principal)
- The purpose of the [Budget Advisory Committee \(BAC\)](#) was to *identify potential expenditure reductions to meet the School Board's goal to balance the budget and evaluate consequences (pros and cons) associated with each*. The BAC met six times:
 - Meeting 1: September 21, 2018
 - Meeting 2: October 3, 2018
 - Meeting 3: October 18, 2018
 - Meeting 4: October 29, 2018
 - Meeting 5: November 2, 2018
 - Meeting 6: November 7, 2018
- A [link was provided on the district's website for staff and community input](#), and this link was advertised to the AUSD staff and community. Feedback that was provided on the link and any feedback that was provided to the Superintendent via email was provided to the BAC. The BAC received information on the district's restricted and unrestricted budget, discussed potential budget reductions, discussed the pros and cons of each potential reduction, and discussed priorities. The BAC also heard public comment at each of the BAC meetings, except for one meeting where there were no members of the public present.
- At the November 13, 2018 Regular Board of Education meeting, the Budget Advisory Committee presented its [report](#) to the School Board. The Budget Advisory Committee shared that they did not have enough time to do a thorough job of examining the implications of the budget reductions in the overall context of the district's budget, programs, services, and staffing. Some Board members shared a desire to have the Budget Advisory Committee become a standing committee. The School Board asked Staff to agendize a discussion on the mission and structure of the Budget Advisory Committee.

- At the November 27, 2018 Board meeting, Board members discussed the Budget Advisory Committee continuing with their charge for the next few months, the Committee becoming a standing board appointed committee, that there be an increase in the membership to include more expertise from members of the community, and that the new School Board determine the purpose and charge of the committee. A board member also requested that the Budget Advisory Committee expand its purpose to include exploring and discussing potential revenue generating opportunities.
- The Superintendent, after receiving feedback from staff, is requesting that there is representation from elementary, middle, and high schools on the BAC. This can be achieved by ensuring that at least one additional teacher, classified member, and administrator be added to the BAC.

DETAILS:

Per the Maddy Act, Board Appointed Committee positions must be posted for 10 work days. If the Board determines to expand the BAC membership, prior to the posting per the Maddy Act, Staff needs clarification from the School Board to determine:

1. The number of additional committee members
2. What stakeholder groups the committee members will represent
3. The specific purpose and duties of the committee
4. The date at which the Board of Education will receive the Committee's Advisory Report
5. The term of the committee members

KEY QUESTIONS AND ANSWERS:

Q: Do Board Appointed Committees follow the Brown Act requirements?

A: Yes, the Budget Advisory Committee is a Board Appointed Committee and will follow the Brown Act. At least 72 hours prior to a regular meeting, the body must post an agenda containing a brief general description of each item to be discussed or transacted at the meeting. The purpose of the brief general description is to inform interested members of the public about the subject matter under consideration so that they can determine whether to monitor or participate in the meeting of the body.

Q: Will there be an opportunity for public comment at the advisory meetings?

A: Per the Brown Act, every agenda for a regular meeting shall provide an opportunity for members of the public to directly address the legislative body on any item under the subject matter jurisdiction of the body.

FINANCIAL INFORMATION: N/A

STRATEGIC OBJECTIVES ADDRESSED:



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

RECOMMENDATION: The Board of Trustees determine and approve:

- The number of additional members of the Budget Advisory Committee
- The stakeholder groups to be represented
- The revised purpose and charge of the Committee
- The date when the Board will receive the Committee's next report
- If the Budget Advisory Committee will be a standing committee

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

**ITEM: BOARD OF EDUCATION APPOINTMENT TO THE
CITY OF ALBANY PARKS & RECREATION COMMISSION**

PREPARED BY: VALERIE WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: REVIEW & ACTION

PURPOSE: for the Board Trustees to approve the Board of Education appointments to the City of Albany Parks & Recreation Commission.

BACKGROUND INFORMATION/DETAILS:

The City of Albany Parks & Recreation Commission advises the City Council on all matters of public recreation, public parks facilities, and public landscaping (including street trees and parkways) in the City. The Board of Education appoints two adult members. There are currently two positions open, and two candidates have submitted their applications for reappointment: Harriet Patterson and Hillary Sardinias. A statement of interest for each of these candidates is attached.

KEY QUESTIONS AND ANSWERS:

Q. How is information about committee appointments advertised?

A. Information about committee appointments is announced according to the City of Albany's normal established Maddy Act policy.

FINANCIAL INFORMATION: There is no impact to the District's budget.

STRATEGIC OBJECTIVES ADDRESSED:



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

RECOMMENDATION: for the Board Trustees to approve the Board of Education appointments to the City of Albany Parks & Recreation Commission.

Statement of Interest for Harriet Patterson

I have served for the past two years on the Parks and Recreation commission, appointed by the School Board. I am completing a term as Vice-Chair of the Commission. In my day job, I have worked as a nonprofit Executive Director in the health sector and have a lot of experience leading boards and partnering with community groups. I have been a member in good standing during my tenure.

I have participated in the Albany Civics Academy, been a member of the Adult Sports League, served as a Block Captain for my street and co-host of the Block Party for national night out, and been involved a number of creative arts organizations and groups as a writer/ performer of theater. I have taken classes at the Albany Adult School and attended Music in the Park, Trivia, festivities for the 4th of July, Food Truck Night, and more. I love our community and am a frequent walker/hiker in and through our city and regional parks.

Statement of Interest for Hillary Sardinas

I have an extensive background in natural resources management. I earned a PhD from UC Berkeley in Environmental Science, Policy and Management. I have worked in the environmental field doing varied tasks including ecological restoration, environmental compliance, trail development and maintenance and educational events for landowners and the public. As a member of the commission I will continue to think about how parks in Albany can benefit students, including continuing to advocate to move forward with the mountain bike park that will support the Albany High mountain bike team and helping to design the signs for Albany Hill so that they are educational. I will use my scientific background to help inform my decision-making.

I participate in numerous events held by the parks and rec department, including music in the park and other child friendly events like their Halloween festival.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

ITEM: SUPPLEMENTAL EARLY RETIREMENT PLAN (SERP)

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE: To review and discuss the Supplemental Early Retirement Plan (SERP).

BACKGROUND INFORMATION: As an incentive to retire, many school districts offer a Supplemental Early Retirement Plan (SERP). A SERP is a program designed to create incentives that effectively and efficiently increase and accelerate the retirement rate, in excess of the natural attrition rate. A SERP provides eligible employees with a monthly income supplement to regular retirement benefits. Participating in a SERP is voluntary for employees who meet certain eligibility guidelines established by the district and approved by the board of education.

A financial crisis in a school district is often the primary reason for offering a SERP. Many public agencies throughout California are looking for cost containment strategies. A SERP is an innovative program that can:

- create fiscal savings
- assist with staff reorganization
- reward long-term employees
- enhance retirement benefits

A SERP generates fiscal savings as a result of the salary differential of a retiring employee and a new-hire. A SERP is typically offered to an eligible employee on a one-time basis only. Giving employees only a single opportunity tends to generate the highest rate of participation, which leads to greater fiscal savings. The district establishes the amount of the financial incentive to offer employees as well as the payment options.

The District pays for a SERP in equal annual installments over a period of 5 years.

QUESTIONS:

Q: Does the SERP replace STRS or PERS?

A: No. SERP benefits are paid in addition to whatever STRS or PERS benefits an employee has accrued to date. In retirement, the employee would receive at least two retirement checks: one from the SERP via Mutual of Omaha and one from either STRS or PERS.

Q: If an employee takes a SERP and retires from AUSD, does that mean the employee is required to also retire under STRS/PERS?

A: No, the employee is not required to retire under STRS/PERS. Employee is only required to retire from the district. Since employee is not required to retire from STRS/PERS, the employee may seek employment at another district or another employer or delay/defer STRS/PERS retirement to a later date at your discretion.

Q: What is the “Minimum Participation Requirement”?

A: In order for the SERP to move forward, sufficient plan participation in order to meet the District’s fiscal and operational objectives must be met by the February 14, 2019 enrollment deadline in order for the SERP to go into effect from July 1, 2019. The District will announce whether or not the plan will move forward no later than February 26, 2019

Q: What if the “Minimum Participation Requirement” is not reached by the February 14, 2019 enrollment deadline?

A: If the Minimum Participation Requirement has not been reached as of the enrollment deadline, the District may withdraw the SERP for SDEA provided it notifies enrolled employees of the withdrawal on or before February 26, 2019. If the District withdraws the SERP, resignations/retirement will be automatically rescinded.

Q: If I enroll in the SERP by the February 14, 2019 enrollment deadline, can I rescind my participation in the plan after that date?

A: If you submit your SERP enrollment materials and District Letter of Resignation/Retirement by the deadline date, your participation is locked in if the plan goes forward. If the plan does not go forward, all resignations/retirements are automatically rescinded.

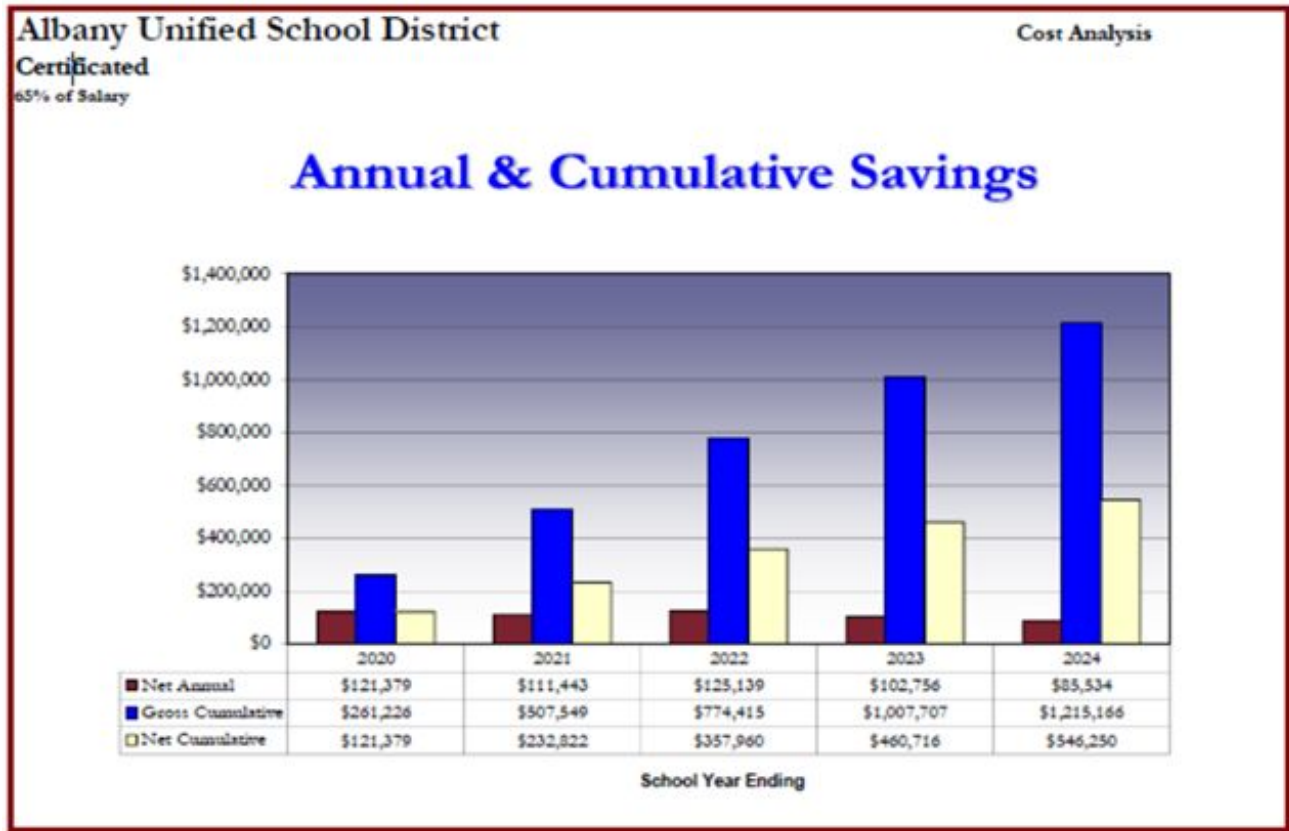
Q: Can I change my choice of payment option after the February 14, 2019 enrollment deadline?

A: No, you cannot change your SERP option choice after the enrollment deadline.

Q: Will the SERP be offered again?

A: The SERP is a benefit paid for by the District and is offered for this year only. It is a one-time offering, and there is no guarantee that the plan will be offered again.

FINANCIAL INFORMATION: If 15 certificated employees take the plan, total projected savings would be \$546,250 over 5 years. The break-even point would be 8 certificated employees taking the plan.



KeenanActi

STRATEGIC OBJECTIVES ADDRESSED:



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

RECOMMENDATION: To review and discuss Supplemental Early Retirement Plan (SERP).



SUPPLEMENTAL EMPLOYEE RETIREMENT PLAN

Albany Unified School District
January 8, 2019

Keenan
Associates

Innovative Solutions. Enduring Principles.



Supplemental Employee Retirement Plan (SERP) is Keenan's early retirement incentive solution since 1984. The program is designed to:

- Address declining enrollment
- Assist in proactive staff planning
- Enhance retiree benefits
- Compensate long-term Employees
- Address potential district financial challenges

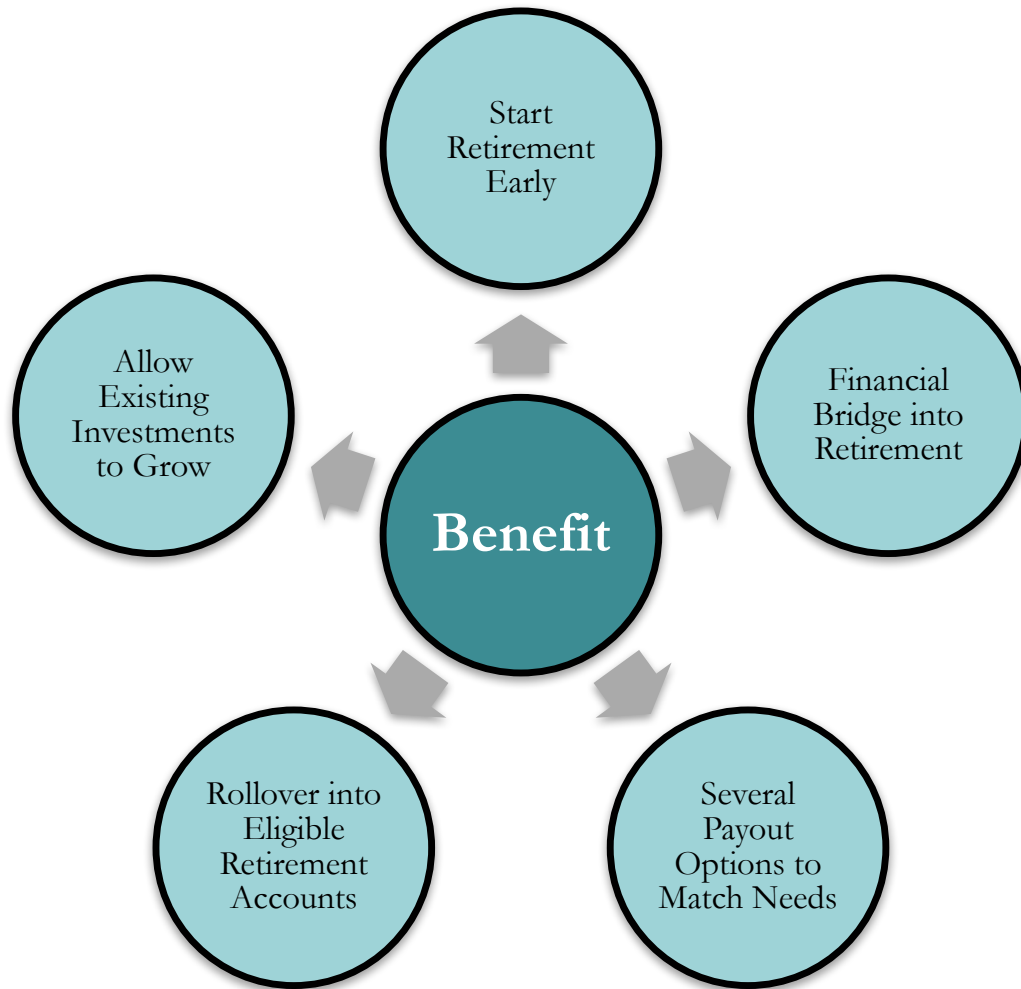


Why is SERP a Win-Win?

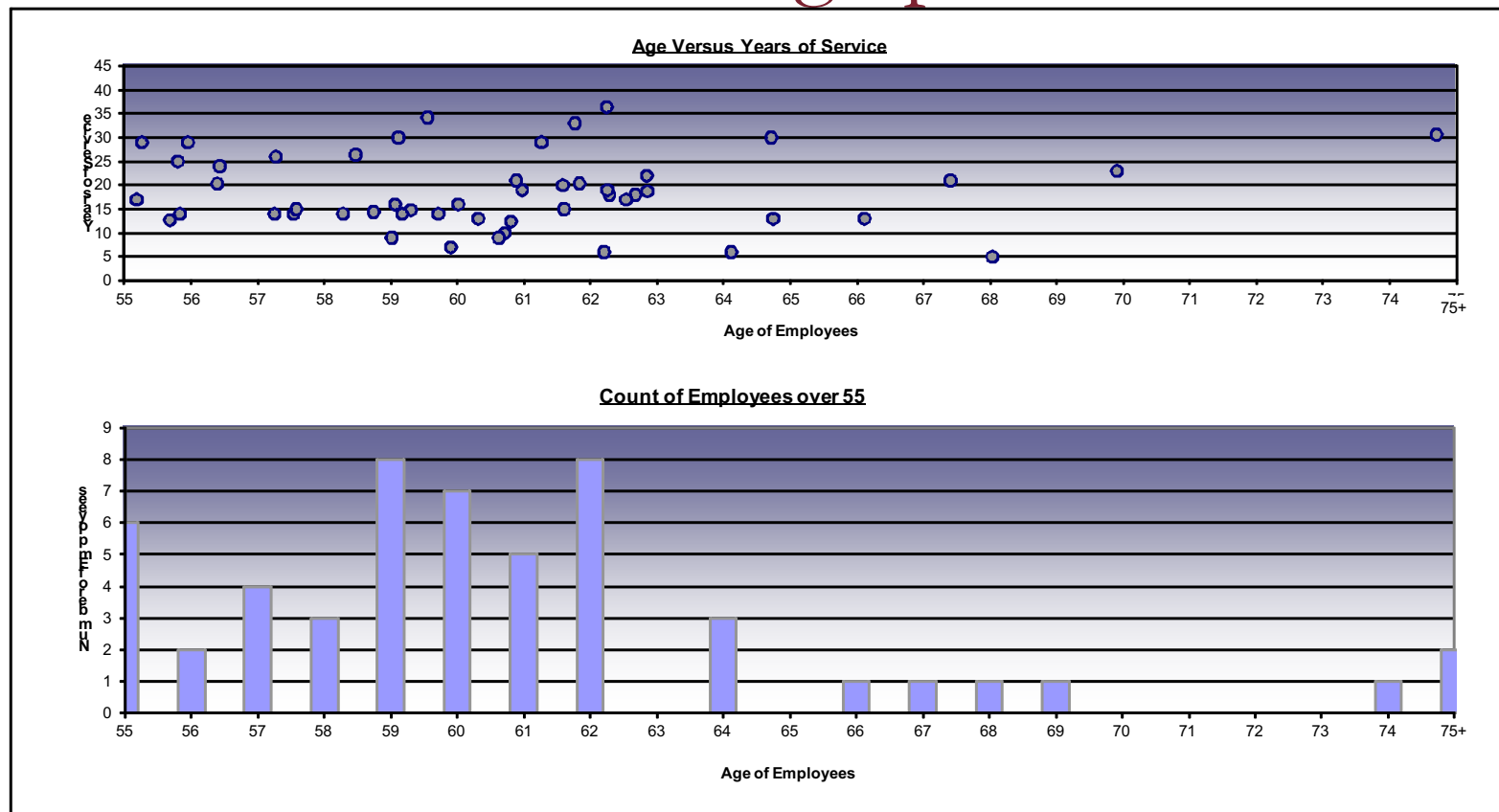


SERP allows Districts to develop and offer an incentive plan that will enhance retiree benefits and improve job security for existing employees while providing an effective budget and staff planning solution

What is the Benefit for the Retiree?



SERP Certificated Demographics



Age of Employee	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75+
Number of Employees	6	2	4	3	8	7	5	8	0	3	0	1	1	1	1	0	0	0	0	1	2
Reverse Cumulative Totals	53	47	45	41	38	30	23	18	10	10	7	7	6	5	4	3	3	3	3	3	2
Reverse Cumulative %	100	89	85	77	72	57	43	34	19	19	13	13	11	9	8	6	6	6	6	6	4

Average Years of Service 19.7

Total Eligible Employees: 53

Average Age 61.5

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SERP Certificated Summary

Classification	Plan Type	Total Number of Eligible	Normal Attrition	Projected Number of Participants	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Commission (billed separate)	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	5 Year Projected Total Net Savings	Break Even Retirees
Certificated	65% of Salary - All Replaced - Eligible Age (min) 55 and Years of Service (min) 5	53	5	15	28%	\$81,188	\$244.11	\$824.24	\$52,772	\$0	\$81,011	\$1,215,166	\$668,916	\$546,250	8
Certificated	65% of Salary 1 not replaced - Eligible Age (min) 55 and Years of Service (min) 5	53	5	15	28%	\$81,188	\$244.11	\$824.24	\$52,772	\$0	\$106,954	\$1,604,305	\$798,629	\$805,676	7
Certificated	65% of Salary 2 not replaced - Eligible Age (min) 55 and Years of Service (min) 5	53	5	15	28%	\$81,188	\$244.11	\$824.24	\$52,772	\$0	\$132,895	\$1,993,430	\$928,337	\$1,065,093	7
Certificated	65% of Salary 3 not replaced - Eligible Age (min) 55 and Years of Service (min) 5	53	5	15	28%	\$81,188	\$244.11	\$824.24	\$52,772	\$0	\$158,838	\$2,382,569	\$1,058,051	\$1,324,519	7
Certificated	65% of Salary 4 not replaced - Eligible Age (min) 55 and Years of Service (min) 5	53	5	15	28%	\$81,188	\$244.11	\$824.24	\$52,772	\$0	\$184,781	\$2,771,709	\$1,187,764	\$1,583,945	6
Certificated	65% of Salary 5 not replaced - Eligible Age (min) 55 and Years of Service (min) 5	53	5	15	28%	\$81,188	\$244.11	\$824.24	\$52,772	\$0	\$210,721	\$3,160,819	\$1,317,467	\$1,843,352	6

SERP Certificated Annual Savings Full Replacements

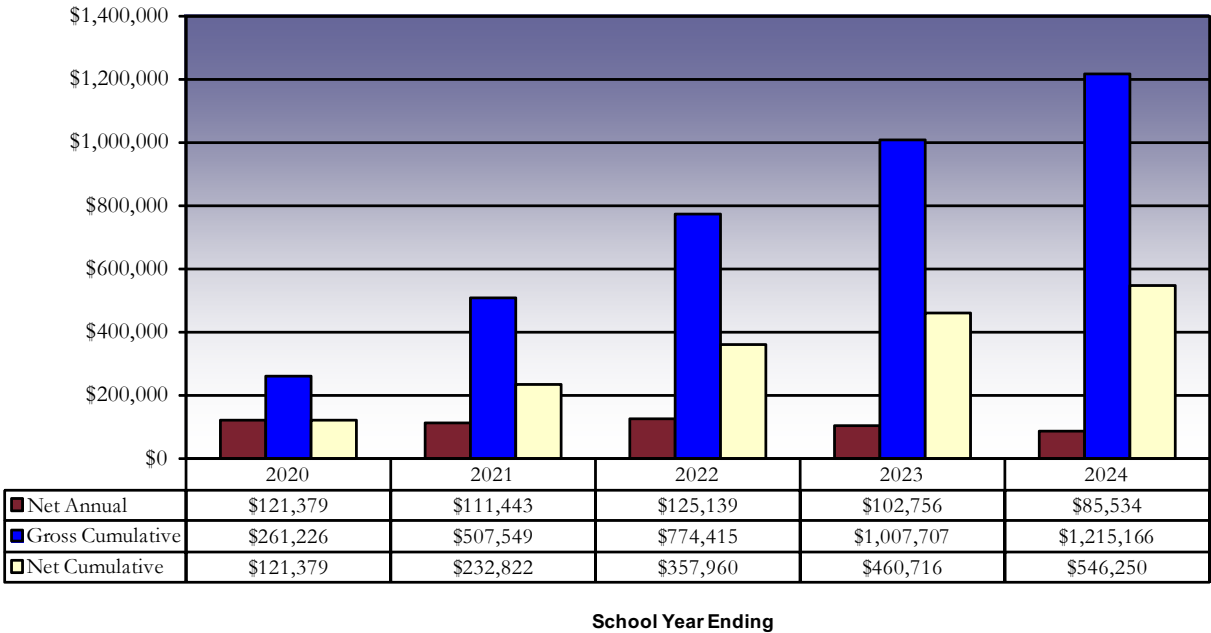
Albany Unified School District

Cost Analysis

Certificated

65% of Salary

Annual & Cumulative Savings



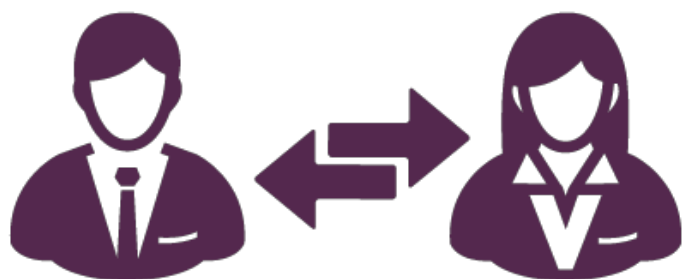
SERP Communication Plan

SERP achieves maximum participation through effective communication and marketing of the plan:



Group Session

- Ensure understanding of SERP
- Facilitate a transparent process
- On-Site Presentations



Individual Counseling

- One-on-One Q&A sessions
- Facilitated by retired school personnel
- On-Site or by Telephone

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SERP Sample Benefit Options

Retirees can choose from 9 plan options upon retirement. This will be in each retiree's plan informational packet specific to their salary level.

ALT	MONTHLY ALTERNATIVE BENEFIT	MONTHLY AMOUNT
A	Life Only	\$375.55
B	Joint & 50% Survivor	\$346.88
C	Life or Ten (10) Years, Whichever is Longer	\$366.83
D	Five (5) Year - Monthly Payments *	\$1,268.06
E	Six (6) Year - Monthly Payments *	\$1,078.32
F	Seven (7) Year - Monthly Payments *	\$943.03
G	Eight (8) Year - Monthly Payments *	\$841.77
H	Nine (9) Year - Monthly Payments *	\$763.21
I	Ten (10) Year - Monthly Payments	\$700.53

Timeline

- **January 8, 2019** Board Review & Discussion – Window Period Opens
- **January 9, 2019** Announcement Letters Mailed by District
- **January 15, 2019** Group Orientation Meetings
- **January 18, 2019** Individual Counseling Sessions
- **February 14, 2019** SERP Enrollment Forms & Letters of Resignation due at the District Office – Window Period Closes
- **February 15, 2019** Final Cost Analysis & Final Determination of Savings
- **February 26, 2019** Final Board Approval
- **June 30, 2019** Employee Retires from District on or before this date
- **July 1, 2019** Plan Effective Date
- **August 1, 2019** First Benefit Payment

SERP Team Members

Keenan
Financial Services

••Plan Design Consultant

- *Contract Administrator*
- *Assist with SERP plan*
- *Conduct Enrollments*



••Carrier

- *United of Omaha*
- *Rated A+ by A.M. Best Company*
- *Facilitate payment to retirees*



QUESTIONS?

**ALBANY UNIFIED SCHOOL
DISTRICT BOARD AGENDA BACKUP**

Regular Meeting of January 8, 2019

ITEM: **Special Education Update**

PREPARED BY: **Diane Marie, Director of Special Education**

TYPE OF ITEM: **Staff Report**

PURPOSE:

The purpose of this item is to provide an update about the Special Education department.

BACKGROUND INFORMATION:

The Board requested a Special Education update be made monthly at a Board Meeting.

DETAILS:

Special Education projections will be provided for the 2019 – 2020 school year.

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: Receive the Special Education Staff Report

Special Day Class

Staff	Students
Preschool	3 + 4 Anticipated
Cornell	1
OV	4
AMS	11
Cornell/AMS	11
AHS	11
Adult Transition	8

Resource Specialists

Staff	Max CL	Students
Cornell	28	16
Marin	28	14
OV	28	12
AMS 6th	28	20
AMS 7th	28	19
AMS 8th	28	19
AHS 9th	28	27
AHS 10 th	28	18
AHS 11 th	28	27
AHS 12th	28	20

OV 1st 3 + 2 F/I
 2nd 1
 3rd 4
 4th 2
 5th 2

Adapted Physical Education Teacher

Staff	Students
APE	21

Speech/Language Specialists

Staff	Max CL	Students
Preschool	20	~15
Elem AAC	6	4
Cornell	55	21
Marin	55	28
OV	55	31
AMS	44	46
AHS/Transition	44	37

- 9 K to place
- 3 TK

OV 1st 7
 2nd 8
 3rd 6
 4th 7
 5th 3

Occupational Therapists

Staff	Students
ACC (PS and TK)	3
Cornell	17
Marin	12
OV	10
AMS	16
AHS/Transition	9/1

- 1 K to place
- 1 TK

School Psychologist (Counseling)

Site	Students
Cornell	1
Marin	3
OV	0
AMS	15
AHS	22