


**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING**

Cornell Elementary
901 Cornell Avenue
Albany, CA 94706



TUESDAY

February 24, 2009

A G E N D A

I. OPENING BUSINESS

6:30 p.m.

- A. Call to Order
- B. Roll Call
- C. Identify Closed Session Topics for Discussion Pursuant to Agenda Section III Below

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

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

III. CLOSED SESSION

6:35 p.m.

- A. With respect to every item of business to be discussed in Closed Session pursuant to:
Government Code Section 54957: Personnel Assignment Order and Consent Calendar
Certificated

- 1. Teacher
- 2. Tutor
- 3. Head Wrestling Coach
- 4. Band Director
- 5. Yearbook Advisor
- 6. Boys 7th Grade Basketball Coach
- 7. Choir Director
- 8. Boys 8th Grade Basketball Coach
- 9. Asst. Wrestling Coach
- 10. Theater Director
- 11. Substitutes
- 12. Psychologist

Classified

- 1. Varsity Womens Basketball Coach
- 2. Substitute
- 3. Asst. Wrestling Coach
- 4. Boys 6th Grade Basketball Coach
- 5. Varsity Mens Soccer Coach
- 6. JV Mens Soccer Coach
- 7. Varsity Womens Soccer Coach
- 8. Tutor
- 9. JV Womens Basketball Coach
- 10. JV Softball Coach
- 11. JV Womens Soccer Coach
- 12. Translator
- 13. JV Mens Basketball Coach
- 14. Hourly Scorekeeper

- 15. Student Workers
- 16. Workability Students
- 17. School Transportation Driver
- 18. Volunteer
- B. With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 54956.9: Litigation
- C. With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 35146, Student Personnel Matters, Stipulated Expulsion, Student ID 202433
- D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code sec. 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as Pertains to:
 - California School Employees Association (CSEA)
 - Albany Teachers Association (ATA)
 - SEIU Local 1021

IV. OPEN SESSION

7:30 p.m.

Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:30 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.

- A. Reconvene to Open Session
- B. Roll Call
- C. Pledge of Allegiance
- D. Report of Action Taken in Closed Session
- E. Approval of Agenda
 Moved: _____ Seconded: _____ Vote: _____
- F. Approval of Consent Calendar
 Moved: _____ Seconded: _____ Vote: _____

(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. Approval of Board Minutes

November 18, 2008

2. Personnel Assignment Order

A. Certificated Personnel – Public Employee Assignment, Appointment, Employment, Evaluation, Leave Requests:

- 1. Teacher
- 2. Tutor
- 3. Head Wrestling Coach
- 4. Band Director
- 5. Yearbook Advisor
- 6. Boys 7th Grade Basketball Coach
- 7. Choir Director
- 8. Boys 8th Grade Basketball Coach
- 9. Asst. Wrestling Coach
- 10. Theater Director
- 11. Substitutes
- 12. Psychologist

B. Classified Personnel – Public Employee Assignment, Appointment, Employment, Leave Requests:

- 1. Varsity Womens Basketball Coach
- 2. Substitute
- 3. Asst. Wrestling Coach

- 4. Boys 6th Grade Basketball Coach
- 5. Varsity Mens Soccer Coach
- 6. JV Mens Soccer Coach
- 7. Varsity Womens Soccer Coach
- 8. Tutor
- 9. JV Womens Basketball Coach
- 10. JV Softball Coach
- 11. JV Womens Soccer Coach
- 12. Translator
- 13. JV Mens Basketball Coach
- 14. Hourly Scorekeeper
- 15. Student Workers
- 16. Workability Students
- 17. School Transportation Driver
- 18. Volunteer

4. **Business and Operations**

- A. Approve Three Year Contract With Independent Auditing Firm: Pg 5
Wilkinson Hadley King & Co. LLP

V. STUDENT BOARD MEMBER REPORTS

VI. STAFF REPORTS

- A. County Office Budget Overview Carlene Naylor Oral Report
- A. Everyday Math Program in K-5 Grades Lynda Hornada Pg 19

VII. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

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.

VIII. REVIEW AND ACTION ITEMS

(Members of the public will have the opportunity to speak on all issues)

- A. Waive 1st Reading, Conduct and Approve 2nd Reading of the AP Environmental Science Course at AHS Pg 20
Moved: _____ Seconded: _____ Vote: _____
- B. Waive 1st Reading, Conduct and Approve 2nd Reading of the Energy & Environmental Engineering ROP Course at AHS Pg 24
Moved: _____ Seconded: _____ Vote: _____
- C. Waive 1st Reading, Conduct and Approve 2nd Reading of the Food Science 1 Course at MacGregor High Pg 29
Moved: _____ Seconded: _____ Vote: _____
- D. Approve Recommendation to Designate Certificated Teachers to Permanent and Probationary Status Pg 32
Moved: _____ Seconded: _____ Vote: _____
- E. Approve Resolution 2008-09-18 Release of Temporary Teachers Pg 34
Moved: _____ Seconded: _____ Vote: _____
- D. Approve Resolution 2008-09-19 45 Day Lay-Off Pg 36
Moved: _____ Seconded: _____ Vote: _____
- F. Approve Resolution 2008-09-20 to Proposed Budget by Governor Schwarzenegger Pg 37
Moved: _____ Seconded: _____ Vote: _____

G. Approve CSBA 2009 Delegate Assembly Election Pg 39
Moved: _____ Seconded: _____ Vote: _____

IX. REVIEW AND DISCUSSION ITEM

A. Review Status Report of the AUSD Pool/Classroom Construction Project Pg 48
B. Review Parcel Tax Options Pg 50

X. BOARD AND SUPERINTENDENT COMMENTS

A. Board Members
B. Superintendent

XI. FUTURE AGENDA ITEMS

(dates are tentative and subject to change)

A. Enrichment Task Force	March
B. CBEDS	March
C. 2 nd Interim Report	March
D. Technology Plan	March
E. Grades 1-3 Use of Increased 2008-09 Instructional Minutes Report	March
F. Parks & Recreation Report	March
G. AHS WASC Update	March
H. Reallocation of 2005 Parcel Tax	April
I. Albany Children's Center Report	April
J. Increase of 1987, 1999, and 2005 Parcel Tax Rate	June
K. Consolidated Application Part I for Funding Categorical Programs	June

XII. FUTURE BOARD MEETINGS

A. Tuesday, March 3, 2009 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany

B. Tuesday, March 10, 2009 7:30 p.m., Special Meeting, Cornell Elementary School, 901 Cornell Elementary School,

C. Tuesday, March 17, 2009 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany

D. Tuesday, April 14, 2009 7:30 p.m., Regular Meeting, Cornell Elementary School, 901 Cornell Elementary School,

E. Tuesday, April 28, 2009 7:30 p.m., Regular Meeting, Cornell Elementary School, 901 Cornell Elementary School,

XIII. ADJOURNMENT

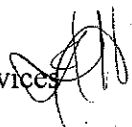
The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 10:00 p.m. unless extended to a specific time determined by a majority of the Board.

- The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 904 Talbot Avenue, Albany. The agenda is available on the Albany Unified School District web site: www.albany.k12.ca.us
- 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 Disability 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 give 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 AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: Approval of Three-Year Contract with Independent Auditing Firm:
Wilkinson Hadley King & Co. LLP

PREPARED BY: Laurie Harden, Assistant Superintendent, Business Services 

TYPE OF ITEM: Review & Action

BACKGROUND INFORMATION:

The District is required to contract with an independent auditing firm for the annual financial audit. The district distributed a Request for Proposal (RFP) to four auditing firms currently providing services to districts in Alameda County. Below are the results:

<u>Audit Firm</u>	<u>Fee:</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Wilkinson Hadley King & Co.		\$20,600	\$21,200	\$21,800
Perry-Smith LLP		\$27,000	\$28,000	\$29,500
Vavrinek, Trine, Day & Co.		\$35,000	\$35,700	\$36,400
Goodell, Porter & Fredericks		Declined Proposal		

The district has contracted with Wilkinson Hadley King & Co. LLP for the past three years. Their contract expired with the conclusion of the 2007-08 financial audit.

RECOMMENDATION: Approve a 3-year contract for audit services with Wilkinson, Hadley, King & Co.



Wilkinson Hadley King & Co. LLP
CPAs and Advisors

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

250 E. Douglas Avenue • El Cajon, CA 92020
Tel. (619) 447-6700 • Fax (619) 447-6707

Aubrey W. King, CPA
Richard K. Savage, CPA

January 29, 2009

Ms Laurie Harden
Assistant Superintendent Business Services
Albany Unified School District
904 Talbot Avenue
Albany, CA 94706

We appreciate this opportunity to submit to you our proposal for auditing and accounting services to be rendered to the **Albany Unified School District**.


You will see from our proposal that our firm has extensive governmental and non profit auditing experience. We believe our expertise in this area will be of great benefit to the water district.

Included in our proposal is the information requested in your Request For Proposal. We have included a section with your forms completed in addition to our included information which we believe will give you a complete overview of our firm.

The attached proposal includes information about our firm and our fee proposal. Should you have any questions regarding our proposal or the information contained herein, please feel free to contact me at any time.

As we are very committed to our school district clients and know the budget situations you are facing we have prepared this proposal such that there is no increase over the fee we performed the 2008 audit for. In fact, due to our understanding of your controls and procedures we felt we were able to reduce the proposed fee.

We look forward to the opportunity of working with you and the district again this coming year. If our proposal meets with your approval, please contact us and we will prepare the required engagement letters.

Very truly yours,

P. Robert Wilkinson, CPA
for Wilkinson Hadley & Co. LLP

**PROPOSAL FOR AUDITING
AND ACCOUNTING SERVICES
ALBANY UNIFIED
SCHOOL DISTRICT**

Table of Contents

	Page
Profile of Audit Firm	1-3
Assurances and Peer Review	3
Audit Firm Qualifications and Staffing	3-5
Scope of Engagement and Audit Approach	6-7
Costs and Billing Rates	7-8
Attachments:	
Requested information from your RFP	
2008 School District Audit Clients of Wilkinson Hadley King & Co. LLP	
Peer Review Report	
Resumes of Key Personnel	

Page 2

Mr. Wilkinson will be the supervising partner and will personally be in the field to perform auditing services and supervise the completion of the audit. Mr. Brian Hadley will be the engagement partner, and Ms Aubrey King will be the review partner. Mr. Mike Mears will be the manager in charge of the engagement. All of the partners and managers will be in the field and available to your staff during our audit.

In addition, the audit will be staffed with appropriate staff according to the auditing procedures being performed. All staff assigned will have at least five (5) years of school district auditing experience with managers having more than fifteen (15) years of experience.

The single most important factor in our success over the years has been our uncompromising commitment to the highest standards of quality and professionalism. Providing quality service to our clients is our primary objective, and we have developed review procedures and communications that ensure the highest standards of performance.

The staff of Wilkinson Hadley King & Co. LLP will provide you with the professional and technical assistance you may require and we value the candid exchange of ideas and opinions with our clients. We strive to maintain an open door policy and meet frequently with our clients so that we may offer assistance in a timely and efficient manner.

Clear communication includes providing cost-effective recommendations for improvements. To conclude our audit, we obtain management representations, issue our report on the financial statements, and issue a management commentary letter, if needed. In the management letter we attempt to provide meaningful advice in connection with the audit. In addition, if you request, we will attend your board meeting when the audit report is presented and answer any question that may arise.

Our staff members are always alert to opportunities for improvement in operational and reporting efficiency.

Independence

The firm of Wilkinson Hadley King & Co. LLP is independent of the **District** as defined by Generally Accepted Auditing Standards and the U.S. General Accounting Offices Government Auditing Standards.

Page 4

Professional Staff Qualifications

P. Robert Wilkinson, CPA-Senior Partner

Bob graduated from Southern Utah University with a bachelor of science degree in accounting. Bob has more than twenty years of public accounting experience. During those twenty years Bob has devoted a significant amount of time to audits of governmental agencies. Bob began his public accounting career in 1977 with the national firm of Seidman & Seidman.

In 1984 he opened his own accounting practice with an emphasis on governmental and school district auditing and performed annually more than 30 audits of school districts and community college districts. In 1994, Bob merged his accounting practice with Harlan & Boettger, LLP and became the firm's partner responsible for all school districts, governmental and nonprofit clients. Since associating with Harlan & Boettger, LLP, Bob helped to increase the firms governmental, school district and nonprofit clientele. In December 2001, as a result of the firm of Harlan & Boettger, LLP being dissolved, Bob formed a partnership with a long time friend and associate.

Bob is a licensed Certified Public Accountant in the state of California, and is an active member of the California Society of Certified Public Accountants and also a member of the American Institute of Certified Public Accountants (AICPA). In addition, Bob is an active member of the California Association of School Business Officials (CASBO) and is currently treasurer of the local section. Bob has been a speaker at several local and state conferences and annually prepares an audit workshop for the firms school district and charter school clients. Bob also is a member of the state committee that plans and prepares the School District Conference that is presented annually for auditors and school district officials.

Bob meets all governmental continuing professional education requirements and attends courses that are current and relevant

In addition to the professional committees with which Bob is involved, he also is active in local youth sports and is the President of a local little league and has coached baseball at Grossmont High School.

Page 6

Staff

All staff assigned to the audit of the **District** and their work will be supervised in the field by our partners or managers to ensure the quality of the work and the expertise of the staff is sufficient for the engagement. All staff assigned to your audit engagement will have, at a minimum, 24 hours of continuing professional education relating to audits of school districts.

Governmental Engagements

As mentioned, Mr. Wilkinson has audited or been the partner in charge of numerous governmental agencies over the past thirty years in addition to our school district clients. If you would like any additional information relating to any of our other clients, we will be happy to provide the requested information.

Scope of Engagement

Our audit of the **District** will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Our audit will include all funds of the **District** including any and all component units of the **District**. At the conclusion of our audit we will meet with you and discuss the audit and any potential management points that will be included in the management letter.

Audit Approach

Our audit will generally entail three phases including planning, a review of internal controls, and a financial review as follows:

Planning

The planning phase of the audit will generally involve the gathering of background information which will involve conducting initial discussions with various personnel in order to determine the most efficient approach to the engagement. We would anticipate beginning this phase in April 2008 . We will make sure our timing of this work will be coordinated with your staff.

Billing Rates

The following represent our firm's billing rates for any additional accounting or audit work that may be requested by your district. We will not engage in any services outside of the annual audit without permission from you. The following represents our hourly rate for school districts which are discounted 25% from our standard hourly rates.

<u>Classification</u>	<u>Rate</u>
Senior Partner	\$150
Partner	\$125
Manager	\$ 90
Senior	\$ 75
Junior	\$ 70
Clerical	\$ 30

Subcontractors

We will not engage the services of any subcontractors to perform your audit engagement.

Insurance

The firm of Wilkinson Hadley King & Co. LLP maintains the necessary insurances to protect against fraud, errors and omissions. We are insured by CAMICO, the insurance company of the California Society of Certified Public Accountants. All of our policies contain amounts equal to or greater than those specified in your RFP.

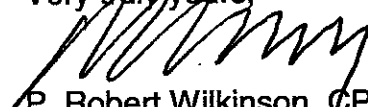
Our firm is aware of the requirement to maintain workers' compensation insurance and we do maintain workers' compensation insurance in accordance with the provisions of Section 3700 of the Labor Code of the State of California.

We appreciate this opportunity to submit to you our proposal. Should you have any questions about our proposal we will be happy to discuss it with you at any time.

If our proposal is acceptable to you, please notify us as soon as possible and we will prepare the necessary engagement letters and begin our interim work.

Once again, we appreciate this opportunity to submit to you our proposal and we look forward to having the opportunity of working with you this coming year.

Very truly yours,



P. Robert Wilkinson, CPA
for Wilkinson Hadley & Co., LLP

<u>CLASSIFICATION</u>	<u>HOURS</u>	<u>RATE</u>
Firm Partners	40	\$125
Managing Accountants	60	\$ 90
Supervising Accountants	80	\$ 75
Junior Accountants	80	\$ 70

The undersigned agrees to perform the audit specified at a total cost not to exceed (except in cases where the Audit Committee request work to be performed beyond the scope of this agreement in which case additional compensation will be mutually agreed upon, in writing).

- A. \$ 20,600 for the fiscal year beginning July 1, 2008 and ending June 30, 2009
- B. \$ 21,200 for the fiscal year beginning July 1, 2009 and ending June 30, 2010
- C. \$ 21,800 for the fiscal year beginning July 1, 2010 and ending June 30, 2011

Name of Accounting Firm: WILKINSON HADLEY KING & CO. LLP

By: 

P. Robert Wilkinson, CPA

Senior Partner

Date: January 30, 2009 _

AUDIT AGREEMENT

THIS AGREEMENT, made and entered into between the Albany Unified School District, hereinafter referred to as DISTRICT, and Wilkinson Hadley King & Co. LLP Certified Public Accountants/Public Accountants, hereinafter referred to as AUDITOR.

WITNESSETH:

AUTHORITY:

WHEREAS, by Section 41020, as amended, of the Education Code, providing in part that:

NOT LATER THAN THE FIRST DAY OF MAY OF EACH FISCAL YEAR EACH COUNTY SUPERINTENDENT OF SCHOOLS SHALL PROVIDE FOR AN AUDIT OF ALL FUNDS UNDER HIS JURISDICTION AND CONTROL AND THE GOVERNING BOARD OF EACH DISTRICT SHALL EITHER PROVIDE FOR AUDIT OF THE BOOKS AND ACCOUNTS OF THE DISTRICT, INCLUDING AN AUDIT OF SCHOOL DISTRICT INCOME AND EXPENDITURES BY SOURCE OF FUNDS, OR MAKE ARRANGEMENTS WITH THE COUNTY SUPERINTENDENT OF SCHOOLS HAVING JURISDICTION OVER THE DISTRICT TO PROVIDE FOR SUCH AUDITING. IN THE EVENT THE GOVERNING BOARD OF THE SCHOOL DISTRICT HAS NOT PROVIDED FOR AN AUDIT OF THE BOOKS AND ACCOUNTS OF THE DISTRICT BY APRIL 1, THE COUNTY SUPERINTENDENT OF SCHOOLS HAVING JURISDICTION OVER THE DISTRICT SHALL PROVIDE FOR THE AUDIT.

And further providing that:

The audits shall be made by a certified public account or a public accountant licensed by the State Board of Accountancy.

COMPETENCY OF PARTIES

WHEREAS, it is the intention of the DISTRICT to comply with the provisions of Section 41020 of the Education Code and provide for an audit of the books and records of the school district and

WHEREAS, the AUDITORS are Certified Public Accountants/Public Accountants duly authorized to practice and licensed as such by the State Board of Accountancy.

CONSIDERATION

THEREFORE, for and in consideration of mutual covenants, conditions, and promises hereinafter contained, the DISTRICT hereby employs the AUDITOR, and the AUDITOR hereby accepts employment, to audit all books and accounts of the district in the following manner and upon the following conditions:

TERMINATION

Either party may terminate this agreement at any time for any reason, providing 90 days written notice is first given to the other party. It is understood that payment shall be made for services rendered to the point of termination.

FORM AND CONTENT OF REPORTS

Form and content of audit reports shall be in conformity, to the extent practicable, with such form and content as maybe prescribed by the Controller's Office of the State of California under Education Code Section 41020, and as detailed in the Department's publication titled Standards and Procedures for Audits of California K-12 Local Educational Agencies.

In the event that circumstances disclosed by the audits indicate that more detailed verification is required in addition to that, which would be sufficient under ordinary circumstances, it is agreed that such extended verification shall be agreed upon by both parties prior to commencing the additional verification.

RENDERING OF REPORTS

In accordance with Education Code 41020 et.seq., the audit shall be completed, and the audit reports shall be delivered in the manner and to the parties set forth, not later than December 15 of each of the years covered by this contract unless modified by the Controller's Office of the State of California. AUDITOR must send the required number of reports to the appropriate agencies.

COMPENSATION

Said auditing services agreed to be done and performed by the AUDITOR shall be performed by the AUDITOR with the aid and assistance of such accountants and clerical employees as shall be employed and paid by the AUDITOR.

The total amount which may be expended pursuant to this contract shall not exceed the sum of \$ 20,600 for the audit of the year ended June 30, 2009. The amount to be expended during successive years will be agreed upon by both parties prior to acceptance of the extension(s).

(a) *In* accordance with the Education Code Section 14505 amended, the following provisions shall apply: -Ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller.

(b) Multi-year contracts shall be null and void if a firm or individual is declared ineligible to perform LEA audits pursuant to Education Code Section 41020.5

It is further agreed that the aforesaid total fees for the June 30, 2009 audit shall include any consultations on the audit report or reports, or any revisions thereof or the furnishing of any additional data in connection therewith, as may be required by the Controller's Office of the State of California.

It is further agreed that the DISTRICT shall provide adequate office facilities (exclusive of equipment, supplies, or services) for consummation of work hereunder without charge to the AUDITOR.

WILKINSON HADLEY KING & Co. LLP
2008 SCHOOL DISTRICT AUDIT CLIENTS

Albany Unified School District
 Contact **Laurie Harden**
 Phone 510-558-3750

Alpine Union School District
 Contact **Rob Turner**
 Phone 619-445-3236

Brawley Elementary School District
 Contact **Leslie Marshall**
 Phone 760-344-7383

Brawley Union High School District
 Contact: **Karen Griffin**
 Phone 760-312-5819

Cajon Valley Union School District
 Contact **Rebecca Williams**
 Phone 619-588-3071

Calipatria Unified School District
 Contact **Lori Wigg**
 Phone 760-348-2702

Cardiff School District
 Contact **Sandie Leuhns**
 Phone 760-632-5890

Carlsbad Unified School District
 Contact **Nancy Navarro**
 Phone 760-729-9291

Central Union High School District
 Contact **Orlando Johnson**
 Phone 760-352-9626

Chula Vista Elementary School District
 Contact **Oscar Esquivel**
 Phone 619-425-9600

Coronado Unified School District
 Contact **Randi Murrel**
 Phone 619-522-8900

Del Mar Union School District
 Contact **Dena Whittington**
 Phone 858-259-3473

El Centro Elementary School District
 Contact **Arnold Preciado**
 Phone 760-352-5712 x517

Escondido Union Elem. School Dist.
 Contact **Carol Rouse**
 Phone 760-432-2129

Heber School District
 Contact **Shannon Heuberger**
 Phone 760-337-6530

Holtville Unified School District
 Contact **John Paul Wells**
 Phone 760-356-2973

Imperial County Office of Education
 Contact **Damon Smith**
 Phone 760-312-6513

Imperial Unified School District
 Contact **Kay McAllaster**
 Phone 760-355-3200

Imperial Valley ROP
 Contact **Cecilia Duron**
 Phone 760-312-6434

Jamul-Dulzura Union School District
 Contact **Lisa Davis**
 Phone 619-669-7703

Lakeside Union School District
 Contact **Kamran Azimzadeh**
 Phone 619-390-2614

Lemon Grove Unified School District
 Contact **Dr. Gina Potter**
 Phone 619-825-5600 X 5606

McCabe School District
 Contact **Gary Hobelman**
 Phone 760-352-5443

Mulberry Elementary School District
 Contact **Linda Chalupnick**
 Phone 760-344-8600

Mountain Empire Unified School District
 Contact: **Enriqueta Luquin**
 Phone 619-473-9022

National School District
 Contact **Mike Castanos**
 Phone 619-336-7713

Poway Unified School District
 Contact **Maliga Tholandi**
 Phone 858-586-7500

Ramona Unified School District
 Contact **Tina Tuning**
 Phone 760-788-5164

Rancho Santa Fe School District
 Contact **Denise Stevenson**
 Phone 858-756-1141

San Carlos School District
 Contact: **Kelly Price**
 Phone 650-508-7333

San Dieguito Union High School Dist.
 Contact **David Bevilacqua**
 Phone 760-753-6491

San Diego County Office of Education
 Contact **Pam Gilles**
 Phone 858-569-5360

San Pasqual Valley Unified School
 Contact **Chad Leptich**
 Phone 760-572-0222 X2007

Seeley Union School District
 Contact **Erin Garcia**
 Phone 760-352-3572

South Bay Union School District
 Contact **Scott Buxbaum**
 Phone 619-575-5939

Southern California Regional Occupational
 Center
 Contact **Stave Rabas**
 Phone 310-244-4200

Sulphur Springs School District
 Contact **Vicky Myers**
 Phone 661-252-5131

Valley Center Pauma School District
 Contact **Pam Moe**
 Phone 760-749-0464

Vista Unified School District
 Contact **Pam Hayden**
 Phone 760-726-2170

Warner Unified School District
 Contact **Aaron Asplund**
 Phone 760-782-3517

Westmorland School District
 Contact **Mona smith**
 Phone 760-344-4364

Imperial Community Coll District
 Contact **Carlos Feletes**
 Phone 760-352-8323



SMITH MARION & CO.
AN ACCOUNTANCY CORPORATION

22365 Barton Road, Suite 108
Grand Terrace, CA 92313
Telephone (909) 825-6600
Facsimile (909) 825-9900

27349 Jefferson Ave, Suite 107
Temecula, CA, 92590
Telephone (951) 296-9246
Facsimile (951) 296-9124

May 24, 2006

To the Partners
Wilkinson & Hadley, LLP

We have reviewed the system of quality control for the accounting and auditing practice of Wilkinson & Hadley, LLP (the firm) in effect for the year ended December 31, 2005. A system of quality control encompasses the firm's organizational structure, the policies adopted and procedures established to provide it with reasonable assurance of conforming with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (AICPA). The firm is responsible for designing a system of quality control and complying with it to provide the firm reasonable assurance of conforming with professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance with its system of quality control based on our review.

Our review was conducted in accordance with standards established by the Peer Review Board of the AICPA. During our review, we read required representations from the firm, interviewed firm personnel and obtained an understanding of the nature of the firm's accounting and auditing practice, and the design of the firm's system of quality control sufficient to assess the risks implicit in its practice. Based on our assessments, we selected engagements and administrative files to test for conformity with professional standards and compliance with the firm's system of quality control. The engagements selected represent a reasonable cross-section of the firm's accounting and auditing practice with emphasis on higher-risk engagements. The engagements selected include among others, engagements performed under Government Auditing Standards. Prior to concluding the review, we reassessed the adequacy of the scope of the peer review procedures and met with firm management to discuss the results of our review. We believe that the procedures we performed provide a reasonable basis for our opinion.

In performing our review, we obtained an understanding of the system of quality control for the firm's accounting and auditing practice. In addition, we tested compliance with the firm's quality control policies and procedures to the extent we considered appropriate. These tests covered the application of the firm's policies and procedures on selected engagements. Our review was based on selected tests therefore it would not necessarily detect all weaknesses in the system of quality control or all instances of noncompliance with it. There are inherent limitations in the effectiveness of any system of quality control and therefore noncompliance with the system of quality control may occur and not be detected. Projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or because the degree of compliance with the policies or procedures may deteriorate.

RESUME OF: **P. ROBERT WILKINSON**

PRESENT POSITION: **Senior Partner-Wilkinson Hadley & Co. LLP**

RESPONSIBILITIES AND EXPERIENCE: Responsible for planning and supervising all audits, including governmental and not-for-profit agencies.

Expertise in governmental and not-for profit companies.

For the past thirty years have planned, supervised and performed more than forty audits annually for local school districts.

Responsible for working with new clients to assist them in establishing operational accounting and internal control systems.

Responsible for technical review of audited, reviewed and compiled financial statements.

Extensive consulting experience with clients relating to internal accounting and administrative controls.

PRIOR ASSOCIATIONS: **Audit Partner-Harlan & Boettger, LLP, 6 years**

Principal - P. Robert Wilkinson, CPA, 15 years

Ray V. Willardson, CPA, Audit Manager, 3 years

Seidman & Seidman, San Diego, 2 years

PROFESSIONAL: Certified Public Accountant

Member, American Institute of Certified Public Accountants

Member, California Society of Certified Public Accountants

Member, California Association of School Business Officials (CASBO)

EDUCATION: **Southern Utah University, B.S. in Accounting**

RESUME OF:

AUBREY W. KING

PRESENT POSITION:

Partner-Wilkinson Hadley & Co. LLP

**RESPONSIBILITIES AND
EXPERIENCE:**

Responsible for planning and supervising audits of school districts, charter schools, and other nonprofit entities.

Specific expertise in the areas of governmental and nonprofit auditing and accounting.

Responsible for providing consulting and technical accounting for a variety of nonprofit, governmental and exempt agencies.

Responsible for preparation of individual, partnership, and corporate tax returns.

PROFESSIONAL:

Certified Public Accountant

Member, American Institute of Certified Public Accountants

Member, California Society of Certified Public Accountants

Member, California Association of School Business Officials (CASBO)

EDUCATION:

Southern Utah University, B. S. in Accounting.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: Report on the Everyday Math Program in K-5th Grades

PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction

TYPE OF ITEM: *Staff Report*

BACKGROUND INFORMATION:

In August 2008, over 40 teachers participated in a weeklong SB 472 training at Ocean View School. SB 472 is a state program that provides teachers with an in-depth training in the use of newly adopted programs such as Everyday Math. The teachers who didn't participate in the SB 472 program were also provided training during the regular staff development days. Both professional development sessions provided a good foundation from which to start the work of implementing the new program.

The elementary principals, math coach and teacher leaders have provided ongoing professional development to establish Everyday Math pacing guides for K-5th grades as well as time for teachers to share implementation strategies. Karen Adams, District Math Coach, has provided weekly coaching visits for 4th and 5th grades and is currently offering time for teachers to conduct peer observations.

During the week of February 9th, I had the great pleasure to visit the majority of the elementary classrooms at Cornell, Marin, and Ocean View Schools. As I walked through the classrooms with the principals, I observed teachers effectively using the Everyday Math program. The students were engaged and accustomed to the routines of the program. It was very clear to me that the implementation of the program has been highly successful.

The next steps for Everyday Math will include refining the initial pacing guides and the development of a formative and summative district-wide assessment plan based on the program. I would like to commend all our teachers on their work with the Everyday Math program. Implementing a new program is difficult work and our teachers have met the challenge in a positive and professional manner.

FINANCIAL INFORMATION: No Fiscal Impact

RECOMMENDATION:

The Board of Education requested this update at the February 3rd meeting.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: CONDUCT THE FIRST AND SECOND READING OF THE AP ENVIRONMENTAL SCIENCE COURSE

PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction

TYPE OF ITEM: *Review and Action*

BACKGROUND INFORMATION:

Albany Unified School District is seeking Board of Education approval for a new course of study.

- AP Environmental Science

AHS Principal Ted Barone has provided a detailed course description. The document is attached.

FINANCIAL INFORMATION: No Fiscal Impact

The course will be offered within the 2009-2010 allotted sections given to the school.

RECOMMENDATION:

CONDUCT THE FIRST AND SECOND READING OF THE AP ENVIROMENTAL SCIENCE COURSE

AP Environmental Science Albany High School

Course Description Template

- **Date of Submission:** December 8, 2008
- **Sponsoring teacher's name:** Wisner, Barone, McNally, Desroches, Pedersen
- **Course Title:** AP Environmental Science
- **A-g Subject Area:** D - Laboratory Science
- **Grade Level(s):** 11 & 12
- **Seeking Honors Distinction?** No
- **Semester or Year course?** Year
- **Is this a new course or a revision of an existing course?** New Course
- **Pre-requisites:** Two years high school lab science
- **Course abstract:** The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science.
- **Course origin:** This course is based on recommendations from the College Board.

Course Overview

- **Course Goals and/or Major Student Outcomes.** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.
- **Course Outline and Standards.**
 - 1) Earth Systems and Resources (10–15%)
 - a) Earth Science Concepts: (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)
 - b) The Atmosphere: (Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere–ocean interactions; ENSO)
 - c) Global Water Resources and Use: (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)
 - d) Soil and Soil Dynamics: (Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)
 - 2) The Living World (10–15%)
 - a) Ecosystem Structure (Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)
 - b) Energy Flow: (Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)
 - c) Ecosystem Diversity: (Biodiversity; natural selection; evolution; ecosystem services)
 - d) Natural Ecosystem Change: (Climate shifts; species movement; ecological succession)
 - e) Natural Biogeochemical Cycles: (Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)
 - 3) Population (10–15%)
 - a) Population Biology Concepts: (Population ecology; carrying capacity; reproductive strategies; survivorship)
 - b) Human Population
 - i) Human population dynamics: (Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams)
 - ii) Population size: (Strategies for sustainability; case studies; national policies)
 - iii) Impacts of population growth (Hunger; disease; economic effects; resource use; habitat destruction)

- 4) Land and Water Use (10–15%)
 - a) Agriculture
 - i) Feeding a growing population (Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture)
 - ii) Controlling pests (Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)
 - b) Forestry (Tree plantations; old growth forests; forest fires; forest management; national forests)
 - c) Rangelands (Overgrazing; deforestation; desertification; rangeland management; federal rangelands)
 - d) Other Land Use
 - i) Urban land development (Planned development; suburban sprawl; urbanization)
 - ii) Transportation infrastructure (Federal highway system; canals and channels; roadless areas; ecosystem impacts)
 - iii) Public and federal lands (Management; wilderness areas; national parks; wildlife refuges; forests; wetlands)
 - iv) Land conservation options (Preservation; remediation; mitigation; restoration)
 - v) Sustainable land-use strategies
 - e) Mining (Mineral formation; extraction; global reserves; relevant laws and treaties)
 - f) Fishing (Fishing techniques; overfishing; aquaculture; relevant laws and treaties)
 - g) Global Economics (Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties)
- 5) Energy Resources and Consumption (10–15%)
 - a) Energy Concepts (Energy forms; power; units; conversions; Laws of Thermodynamics)
 - b) Energy Consumption
 - i) History (Industrial Revolution; exponential growth; energy crisis)
 - ii) Present global energy use
 - iii) Future energy needs
 - c) Fossil Fuel Resources and Use (Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/disadvantages of sources)
 - d) Nuclear Energy (Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion)
 - e) Hydroelectric Power (Dams; flood control; salmon; silting; other impacts)
 - f) Energy Conservation (Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit)
 - g) Renewable Energy (Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)
- 6) Pollution (25–30%)
 - a) Pollution Types
 - i) Air pollution (Sources—primary and secondary; major air pollutants; measurement units; smog; acid deposition—causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)
 - ii) Noise pollution (Sources; effects; control measures)
 - iii) Water pollution (Types; sources, causes, and effects; cultural eutrophication; groundwater pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)
 - iv) Solid waste (Types; disposal; reduction)
 - b) Impacts on the Environment and Human Health
 - i) Hazards to human health (Environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks)
 - ii) Hazardous chemicals in the environment (Types of hazardous waste; treatment/disposal of

- hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)
- c) Economic Impacts (Cost-benefit analysis; externalities; marginal costs; sustainability)
- 7) Global Change (10–15%)
- a) Stratospheric Ozone (Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)
- b) Global Warming (Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)
- c) Loss of Biodiversity
- i) Habitat loss; overuse; pollution; introduced species; endangered and extinct species
 - ii) Maintenance through conservation
 - iii) Relevant laws and treaties

- **Texts & Supplemental Instructional Materials.** To be determined according to list of recommended texts provided by the College Board
- **Key Assignments.** Labs and field studies relevant to topics listed above
- **Instructional Methods and/or Strategies.** Lecture, readings, discussions, lab work, field study, guest speakers
- **Assessment Methods and/or Tools.** Lab reports, journals, quizzes, tests, demonstrations

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: CONDUCT THE FIRST AND SECOND READING OF THE ENERGY & ENVIRONMENTAL ENGINEERING ROP COURSE

PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction

TYPE OF ITEM: *Review and Action*

BACKGROUND INFORMATION:

Albany Unified School District is seeking Board of Education approval for a new course of study.

- Energy and Environmental Engineering ROP

AHS Principal Ted Barone has provided a detailed course description. The document is attached.

FINANCIAL INFORMATION: No Fiscal Impact

The course will be offered within the 2009-2010 allotted sections given to the school.

RECOMMENDATION:

CONDUCT THE FIRST AND SECOND READING OF THE ENERGY & ENVIRONMENTAL ENGINEERING ROP COURSE

Energy & Environmental Engineering ROP Albany High School

Course Description Template

- **Date of Submission:** December 8, 2008
- **Sponsoring teacher's name:** Wisner, Barone, McNally, Desroches, Pedersen
- **Course Title:** Energy & Environmental Engineering ROP
- **A-g Subject Area:** G - Elective
- **Grade Level(s):** 11 & 12
- **Seeking Honors Distinction?** No
- **Semester or Year course?** Year
- **Is this a new course or a revision of an existing course?** New Course
- **Pre-requisites:** Completion of Algebra I
- **Course abstract:** This is a survey class of energy and environment technologies. The course is divided up into eight two-week segments. Each segment will address the process and technology of a selected energy/environmental engineering, followed by a tour of an operating facility where students will be challenged to identify equipment and relate class instruction to application.
- **Course Origin:** This course is drawn from the same course in the Long Beach Unified School District.

Course Overview

- **Course Goals and/or Major Student Outcomes.**
- **Students will:**
 - Gain an appreciation for the language of technology.
 - Understand energy applications and how they relate to the environment.
 - Understand energy applications and how they relate to the environmental issues/concerns.
 - Research energy and environmental engineering careers based on individual values, abilities and interest.
 - Understand and apply basic health and safety issues related to energy and environmental engineering activities.
 - Obtain an understanding of industrial and energy facilities and their challenges relating to environmental impact.
 - Gain an understanding of the general concepts (focus and activities) of the energy and environmental engineering fields.
 - Understand the connections between environmental/energy concepts and basic and advanced math and science concepts.
 - Be able to interpret and understand the vocabulary and technical drawings used in the energy and environmental industries.
 - Understand what today's energy and environmental technology can accomplish and what prospects they may hold for the future.

Course Objectives.

Each segment will introduce drawings and equipment important in that industry and which is common to all energy and industrial facilities. These will include hardware such as valves, headers, buses and breakers; drawings such as single lines, P&ID drawings, mechanical drawings and architectural drawings.

Basic math skills will be used to evaluate and understand each segment. More advanced math and science required for detailed understanding of processes will be introduced. Occupations from each industry sector will be identified and career potentials presented.

- **Course Outline and Standards.**

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:			
Content	Identified Standards CA Department of Education Energy and Utilities Industry Sector (EU)	Detailed Content	Time (Hours)
	<ol style="list-style-type: none"> 1. Foundation Standards (EU-FS) 2. Electro/Mechanical Installation (EU-EIM) 3. Energy and Environment (EU-EE) 4. Public Utilities (EU-PU) 5. Residential and Commercial (EU-RC) 		
Introduction And Orientation	<ul style="list-style-type: none"> ▪ EU-FS 7.2 ▪ EU-RC2.1, 5.1, 5.3 	<ul style="list-style-type: none"> ▪ Course policies and procedures ▪ Overview of course content ▪ Vocabulary: Piping and Electric Systems 	3
	<p>Competency: Students will understand course policies/procedures.</p> <p>Competency: Students will describe basic equipment/process component terms (valve, breaker, bus ...).</p>		
Introduction to P & I and Single Line Drawings: Pool Systems Residential and Commercial	<ul style="list-style-type: none"> ▪ EU-FS 4.2 ▪ EU-RC2.1, 5.1, 5.3 	<ul style="list-style-type: none"> ▪ P/I and Single Line Drawings ▪ Electrical/Pump/Mechanical/Chemical Systems ▪ Vocabulary: Basic Mechanical/Electrical Systems 	7
	<p>Competency: Students will understand function, appearance and drawing representation of selected system components of pool equipment/other alternative basic mechanical/electrical systems.</p> <p>Competency: Students will identify mechanical/electrical system components.</p> <p>Competency: Students can sketch basic piping systems and electric circuits.</p>		
Heating and Cooling Systems: Residential and Commercial	<ul style="list-style-type: none"> ▪ EU-RC2.1, 5.1, 5.3 	<ul style="list-style-type: none"> ▪ Process drawings ▪ Vocabulary of HVAC equipment ▪ HVAC systems, HVAC & Central plant careers ▪ Physics & Chemistry course linkages 	7
	<p>Competency: Students will understand function, appearance and drawing representation of selected system components of heating, ventilating & air conditioning equipment/other equipment (HVAC) found in residential and commercial facilities</p> <p>Competency: Students will identify mechanical/electrical system components in HVAC system.</p> <p>Competency: Students will be familiar with careers related to HVAC</p> <p>Competency: Students will understand HVAC functions and how those functions relate to physics and chemistry classes that they might take.</p>		
Public Utilities	<ul style="list-style-type: none"> ▪ EU-PU5.0,6.1 	<ul style="list-style-type: none"> ▪ High voltage electrical equipment ▪ Vocabulary for high voltage electrical equipment ▪ Utility distribution & transmission system ▪ Electric Utility Careers ▪ Utility bill calculation per tariff ▪ Physics & mathematics class linkages 	11
	<p>Competency: Students will understand function, appearance and drawing representation of selected system components of electrical distribution & transmission equipment used by electric utilities.</p> <p>Competency: Students will identify basic electrical components found in overhead circuits and understand differences between high voltage and low voltage equipment.</p> <p>Competency: Students will be able to understand and duplicate calculations needed in determining electric bills from tariffs.</p> <p>Competency: Students will be familiar with careers related to the electric utility industry including professional, union and non-union jobs.</p> <p>Competency: Students will understand basic concepts of AC circuits and be introduced how with physics and advanced math, they might take, can better understand AC circuits.</p>		

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT: (continued)			
Power Plants	<ul style="list-style-type: none"> ▪ EU-EE 2.0, 3.0 	<ul style="list-style-type: none"> ▪ Plot plans & heat balances ▪ Power plant vocabulary ▪ Power plant environment impacts ▪ Related math, physics, chemistry and thermo classes 	10
	<p>Competency: Students will understand function, appearance and drawing representation of selected system components of power plants.</p> <p>Competency: Students will identify characteristics of various types of power plants.</p> <p>Competency: Students will understand environmental issues associated with assorted power plant technologies.</p> <p>Competency: Students will understand how kWh & BTU relate to power plants.</p> <p>Competency: Students will understand basic thermodynamic concepts.</p> <p>Competency: Students will understand how to read and interpret plot plan drawings, heat balances and process drawings.</p>		
Renewable Energy/Combined Heat & Power	<ul style="list-style-type: none"> ▪ EU-EE 1.0, 2.0, 3.0 	<ul style="list-style-type: none"> ▪ Renewable energy vocabulary ▪ Renewable cycles / combined heat & power ▪ Renewable impacts on the environment ▪ Related math, physics, chemistry, thermo classes 	10
	<p>Competency: Understand renewable energy processes, both currently in use and those being developed, and understand environmental impact of each.</p> <p>Competency: Understand the potential of combined heat and power facilities.</p> <p>Competency: Calculate the energy savings of a combined heat and power facility.</p> <p>Competency: Apply understanding of energy and drawings to more complex energy systems.</p>		
Sewage Treatment Facilities	<ul style="list-style-type: none"> ▪ EU-FS 2.5 	<ul style="list-style-type: none"> ▪ Mechanical and architectural drawings ▪ Sanitation vocabulary ▪ Sanitation processes ▪ Sanitation environmental issues ▪ Related microbiology and chemistry classes 	10
	<p>Competency: Understand the processes involved in waste treatment and other environmental controls.</p> <p>Competency: Apply process and related drawings, introduced in earlier sections of class in other technologies, to sewage treatment procedures.</p> <p>Competency: Understand how microbiology, chemistry, physics and thermodynamics are used in waste control technologies, and how such classes in high school and college relate to these issues.</p> <p>Competency: Apply mechanical drawing knowledge to related drawings/diagrams of sewage equipment.</p>		
Water Utilities	<ul style="list-style-type: none"> ▪ EU-FS 2.5 	<ul style="list-style-type: none"> ▪ Mechanical, underground structures and architectural drawings ▪ Water system vocabulary ▪ Water systems ▪ Related microbiology and chemistry classes 	10
	<p>Competency: Understand basic water treatment systems.</p> <p>Competency: Read drawings showing underground structures, locate them from observing surface markers and by interpreting drawings.</p> <p>Competency: Understand complex mechanical drawings related to more complex water treatment equipment.</p>		
Energy & Environment	<ul style="list-style-type: none"> ▪ EU-EE 4.4 	<ul style="list-style-type: none"> ▪ Alternate and renewable resources ▪ Fuel resource vocabulary ▪ Environmental issues related to fuels ▪ Related biology, physics, thermo and chemistry classes 	10
	<p>Competency: Understand fuels currently in use and environmental issues associated with each.</p> <p>Competency: Understand the basics of oil and natural gas production and processing.</p> <p>Competency: Describe the range of jobs available in the oil and fuels business in California.</p> <p>Competency: Apply mechanical drawing knowledge from earlier class sections to interpret and draw technical sketches showing processes of an oil field or refinery.</p>		

Career Research and Exploration	<ul style="list-style-type: none"> ▪ HMST - FS 2.5, 2.6 	<ul style="list-style-type: none"> ▪ Related careers ▪ Guest speakers 	12
	Competency: Students will identify careers available in the energy and utilities industry sector and associated qualifications for entry-level employment into each.		
Total Hours:			90

Texts & Supplemental Instructional Materials. The class will be primarily taught using materials obtained from the facilities that are toured by the class. Students will review drawings and descriptions for each facility and then have the opportunity to see and understand the real equipment and processes portrayed in that material. The instructor will obtain supplemental material needed to complete the scope of work to be covered by the class. This material will, also, be obtained from industry.

MATERIALS USED IN TEACHING THIS COURSE:

- Small valves
- Breaker boxes and breakers
- Control valves

SUPPLEMENTARY MATERIALS:

- Technical Drawings, Diagrams of process flow, equipment manuals - these materials will be obtained from the facilities that the students visit in their tours. Students will learn from working documents actually used in industry
- There will be some materials missing from those obtained from industry. The instructor will create or obtain those materials needed to fill in the gaps.
- May require hard hats and safety goggles - This is a contingency requirement since it is expected that the facilities visited will provide safety equipment.
- Bus and staff for field trips
- Public relations materials intended to describe the operations of their facilities will be obtained from the facilities that will be toured. This will aid the class in the understanding of the process
- Clip boards, flashlight and stationary supplies will be needed. Students following pipelines and conduits will require a flashlight and clip board is necessary when they are in the field (tour/field trip).

EQUIPMENT:

- Overhead projector
- Video player
- Television
- LCD monitor
- Computers

- **Key Assignments.** Labs and field studies relevant to topics listed above
- **Instructional Methods and/or Strategies.**

A variety of instructional strategies will be utilized to accommodate all learning styles:

- Student return demonstration
- Individual instruction
- Printed material
- Small group projects
- Hands-on assignments
- Videos/Facility tours
- Teacher directed learning
- Student directed instruction
- Classroom discussions

- **Assessment Methods and/or Tools.** Lab reports, journals, quizzes, tests, demonstrations

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP****Regular Meeting of February 24, 2009**

ITEM: **CONDUCT THE FIRST AND SECOND READING OF FOODS SCIENCE
1 COURSE**

PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction

TYPE OF ITEM: *Review and Action*

BACKGROUND INFORMATION:

Albany Unified School District is seeking Board of Education approval for a new course of study.

- Food Science 1

MacGregor Principal Alexia Ritchie has provided a detailed course description. The document is attached.

FINANCIAL INFORMATION: No Fiscal Impact

The course will be offered within the 2009-2010 allotted sections given to the school.

RECOMMENDATION:

**CONDUCT THE FIRST AND SECOND READING OF THE FOOD SCIENCE 1
COURSE**

Food Science 1

Albany High School and MacGregor Continuation High School

Course Description

- **Date Submitted: 10/15/08**
- **Sponsoring teacher: Alexia Ritchie-MacGregor HS**
- **Course Title: Food Science 1**
- **A-g subject area: College Prep Elective**
- **Grade levels: 11/12**
- **Not seeking Honors Distinction**
- **Semester or year course?**
- **Course is modeled after the course titled "Food Science" from Merced County Regional Occupational Program**
- **New course**
- **Pre-requisites: Algebra 1, Biology**

Course Abstract/Overview

Course goals and or major student outcomes: Students will be introduced to food science principles and food preparation techniques. Emphasis will be in ingredient functions and interaction, technique, production and sensory evaluation. Students will demonstrate knowledge regarding functional components of food, food safety, nutrition, quality assurance, new product development, food chemistry, processing and economic connections. The course will explore the role of food in respect to its historical, social and environmental contexts. Students will know the basic nutrients and their relationship to personal well being, select, complete and evaluate recipes for a worldwide variety of foods and develop life-long food preparation skills.

STUDENT LEARNING OBJECTIVES:

1. Identify components of food products
2. Apply basic scientific principles which are essential in the preparation and storage of high quality products
3. Understand and apply the principles of science in the preparation of food.
4. Describe and follow accepted sanitary food production procedures in the preparation of food
5. Identify preparation methods to optimize nutrition content
6. Demonstrate basic knowledge of food preparation terminology and techniques
7. Demonstrate basic knowledge of weights, measures and conversions
8. Demonstrate the ability to follow a standardized recipe
9. Evaluate sensory attributes of food
10. Describe and follow proper safety procedures in the kitchen
11. Select, use and maintain laboratory equipment and utensils appropriately
12. Prepare and present a variety of food products demonstrating knowledge of basic methods and ingredients.
13. Identify and compare qualitative and quantitative standards for food prepared in the laboratory
14. Compare the effects of food preparation methods on the nutritive value of foods
15. Students will apply the scientific method, including generating a hypothesis, experimentation, and analysis of data to solve problems related to the chemical properties of food.
16. Students will know and distinguish between the four parts of the food industry: Farmer, Processor, Retailer, Culinary preparation
17. Students will explain and identify various foods in a food composition table and describe their nutritional value
18. Students will analyze health; safety and environmental issues related to current and emerging food technologies such as irradiation, genetic engineering and biotechnology.

Course outline

Topics covered in this course include:

1. The importance of food

- Social Cultural aspects-history of food, cultural influences and special occasions
- Nutrition and health-Factors that affect the food supply, food borne illnesses
- Safety and Sanitation-Food contamination
- Career Options-Food historian, food photographer, school cafeteria head chef
- Consumer Skills-food product trends, mass media
- Meal Management-feeding infants, children, etc, nutrition for athletes, weightless
- Food Preparation Skills-rounding out the meal, healthful preparation tips
- Food Science Technology-food product trends and technology, food service industry

2. The Management of Food

- Social/Cultural Aspects-Meeting needs of people with disabilities and food allergies
- Nutrition and Health-Organic foods-
- Safety and Sanitation-Use and care of cooking and baking utensils, major appliances
- Career Options- Kitchen and house ware designer, caterer
- Consumer skills- Warranties, service contracts, types of retail stores available locally
- Meal Management- Planning the kitchen, planning a meal, cooperation in the kitchen
- Food Preparation skills- Choosing a recipe, measuring ingredients, adjusting recipes
- Food Science and Technology-Conserving resources in the kitchen, using microwave

3. The Preparation of Food

- Nutrition and Health-Nutritional value of vegetables, fruits, eggs, meat, poultry, fish, cereal product
- Safety and Sanitation-Storing food, inspection and grading of meat, poultry, food spoilage
- Career Options-farmer, harvest worker, cook, baker, cake decorator, food and beverage analyst
- Consumer Skills- Food costs, selecting fresh food, milk types, dining out, restaurant basics
- Meal Management- gourmet cooking, planning for entertaining
- Food Preparation skills- Cooking starches, preparing vegetables, fruits, meats, poultry and fish, methods of cooking, grilling, breads, cooking with milk and cream.

4. Foods of the World

- Social/cultural aspects- Historical overview of US, first inhabitants, early settlers, immigrants, climate and geography influences
- Nutrition and health- compare and contrast nutritional value of foods from around the world
- Career options-restaurant critic, sommelier, food stylist
- Foods Lab Experiments- kitchen tools used in the United States and around the world
- Consumer skills-world economies and how they influence food availability and quality
- Meal management-meal patterns from the United States and around the world.
- Food Preparation skills- recipes and preparation of dishes from the United States and around the world

TEXTBOOKS: (New adoption)

Primary text: Guide to Good Food Goodheart-Willcox publishers

Supplementary text: Principals of Food Science G-W publishers

Exploring Science in the Foods Lab G-W publishers

Supplementary materials:

Culinary instructional videos, guest chef and culinary industry speakers, various cultural and technique cookbooks

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: Recommendation to Designate Certificated Teachers to
Permanent and Probationary Status

PREPARED BY: Marla Stephenson, Superintendent

TYPE OF ITEM: Review and Action

BACKGROUND INFORMATION:

In accordance with California Education Code Section 44911 and 44915, the Superintendent is recommending the following teachers to Permanent and Probationary status.

Permanent	Name	FTE
2008-09	Barry, Monica	1.00
2008-09	Cebulski, Caedmon	1.00
2007-08	Carlson, Andrew	1.00
2008-09	Constantino, Toni	1.00
2008-09	Costello, Jameson	1.00
2008-09	Enchelmeyer, Elizabeth	1.00
2008-09	Gann, Jackie	1.00
2008-09	Goldberg, Margaret	1.00
2008-09	Hsiao-Frates, Sandy	.60
2008-09	Koepp, Karen	.80
2007-08	Lawrence, Catherine	1.00
2008-09	Jordan, Kathryn	.60
2008-09	Mongan, Nancy	1.00
2008-09	Morris, Sean	1.00
2008-09	Ritchie, Eugene	1.00
2008-09	Sinclair, Michelle	1.00
2007-08	Swan, Carla	1.00
2008-09	Yoo, Dina	1.00

Probationary II

2008-09	Berger, Nicholas	1.00
2008-09	Bryant, Craig	1.00
2008-09	Chi, Shirley	.60
2008-09	Cline, Sarah	.45
2008-09	Desroches, Genevieve	1.00
2008-09	Eckvall, Karen	1.00
2008-09	DiGiulio, Megan	1.00
2008-09	Gan, Tao Ming	.40
2008-09	Gildersleeve, Joel	.40
2008-09	Goose, Susan	1.00
2008-09	Green, Karen	.20

2008-09	Grove, Henry	1.00
2008-09	Hawkridge, Mary Ann	1.00
2008-09	Hudson, Mariflorence	1.00
2008-09	Keeley, Lisa	.50
2008-09	Mathan, Margalit	.80
2008-09	McDonald, Molly	1.00
2008-09	Mishork, Lauren	.80
2008-09	Ravina, Kara	1.00
2008-09	Saura, Karen	.40
2008-09	Schauffler, Derek	1.00
2008-09	Surowitz, Emily	1.00
2008-09	Willis, Cheryl	1.00
2008-09	Wiser, Maureen	.60

Probationary I	Name	FTE
2008-09	Allen, Jeffrey	1.00
2008-09	Cardenas, Patricia	.40
2008-09	Chang, Betty	1.00
2008-09	Chartrand, Emma	1.00
2008-09	Cortez, Dolores	1.00
2008-09	Elderon, Shannon	1.00
2008-09	Feldman-DeCoudreaux, Julia	1.00
2008-09	Grady, Kathleen	1.00
2008-09	Hammond, Alison	1.00
2008-09	Heans, Jamie	1.00
2008-09	Hoopas, Annalise	1.00
2008-09	Rayyan, Hasan	1.00
2008-09	Stout, Robert	1.00
2008-09	Towne, Danae	1.00
2008-09	Wild, Avram	1.00
2008-09	Zablackis, Scott	1.00

FINANCIAL INFORMATION:

No fiscal impact.

RECOMMENDATION Approve recommendation to move certificated teachers to permanent and probationary status.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

**RESOLUTION 2008-09-18
RELEASE OF
TEMPORARY CERTIFICATED EMPLOYEES**

WHEREAS, Education Code Section 44954 authorizes Governing Boards of school districts to give notice to temporary certificated employees of the governing board's decision to release an employee for the next succeeding school year to such a position at any time, including before March 15th and

WHEREAS, the following persons are temporary certificated employees:

<u>Name</u>	<u>Site</u>	<u>FTE</u>
William Bailes	AHS	1.0
Amy Berg	CO	1.0
Patricia Cabrera	OB.	1.0
Judith Carey	MA	1.0
Amanda Cohen	DOES	1.0
Laura Cornell	CO	.6
Jean DeWitt	MA	.50
Rochelle Donovan	CO	.40
Kristen Drake	AHS	1.0
Shannon Edson	AHS	1.0
Margaret Golden	OV	.20
Jennifer Gripman	AMS	.40
Rachel Hubbard	AHS	.40
Susan Hughes-Collins	CO	.70
James Izumizaki	AMS	1.0
Lisa Keeley	CO	.50
Dori King	CO	1.0
Mary Low	AHS	.80
Jane Magid	DO	.45
Alison Makela	MA	1.0
Eric Mapes	AMS	1.0
Christina Martin	DO	.60
Rachel McLachlan	OV	.20
Michelle Millard-Naylor	OV	1.0
Lauren Mishork	MA	.20
Ellen Murff	CO	1.0
Sara Oremland	AHS	1.0
Laurie Panther	AMS	1.0
Linda Perez	OV	1.0

<u>Name</u>	<u>Site</u>	<u>FTE</u>
Diane Peterson	MA	.10
Gia Rauenhurst	MA	.40
Jennifer Reid	AMS	1.0
Amanda Silas	DO	.60
Amy Specter	AMS	1.0
Ann Steinberg	DO	.80
Renee Theriault	OV	.80
Brigit Tuxen	OV	1.0
Lois Winder	OV	.40

WHEREAS, the Board of Education has received a recommendation from the Superintendent or other appropriate District administrators to release the above temporary certificated employees; and

WHEREAS, the Board of Education concurs in said recommendation,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Albany Unified School District does hereby authorize the Superintendent or the Superintendent's designee to notify the temporary certificated employees listed above of the Board's decision to release them for the 2009-2010 school year in accordance with Education code Section 44954. The Superintendent or the superintendent's designee is further authorized to take any other actions necessary consummate the intent of this Resolution.

PASSED AND ADOPTED the 24th day of February 2009 by the Board of Education of the Albany Unified School District

I certify that the foregoing Resolution was duly introduced, passed, and adopted as state above.

- AYES:
- NOES:
- ABSENT:
- ABSTAIN:

Marla Stephenson, Superintendent

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION 2008-09-19

Reduction of Classified School Services
for the 2008 - 2009 School Year

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorize the district to layoff classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

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

NOW, THEREFORE, BE IT RESOLVED that as of the 17th day of April, 2009, the following positions be reduced:

<u>Position</u>	<u>Number of FTE</u>	
Admin. Asst. to the Superintendent	1.0 FTE	40 hour position
Personnel Coordinator	1.0 FTE	40 hour position
Network Administrator	1.0 FTE	40 hour position
Computer Support Specialist	.50 FTE	20 hour position

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of this District pursuant to District rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such reduction or discontinuance as set forth above.

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

The foregoing Resolution was adopted at a regularly called meeting of the governing board of the Albany Unified School District on the 24th of February, 2009 by the following vote:

- AYES:
- NOES:
- ABSENT:

Jamie Calloway, President
Governing Board, Albany Unified School District

ALBANY UNIFIED SCHOOL DISTRICT**Board of Education****Resolution 2008-09-20****AUSD BOARD OF DIRECTORS RESOLUTION TO GOVERNOR
SCHWARZENEGGER'S PROPOSED STATE BUDGET**

WHEREAS, California's 6 million students deserve high quality schools with well trained educators, small class sizes, quality instructional materials, up-to-date textbooks and dynamic parental support and

WHEREAS, California schools are suffering, and local school districts are already at the tipping point. The \$3.5 billion in cuts made last year have led to larger class sizes, more than 10,000 layoffs of teachers and other education support staff, and the further elimination of art, music, and career technical education programs, and

WHEREAS Education Week recently released a report that shows California has dropped from 46th to 47th in per-pupil funding, and already lags behind the national average by \$2,400 and

WHEREAS, The Governor's proposal to cut an additional \$10.8 billion over the next 18 months will be devastating to California's students and schools and

WHEREAS these additional cuts will further devastate Albany Schools, causing additional layoffs, program cuts, reductions to sports programs, art and music and

WHEREAS Governor Schwarzenegger is redefining Proposition 98, the state's minimum school funding law, to take \$7 billion from our schools that would never be repaid and

WHEREAS the use of deferrals and accounting gimmicks in the Governor's proposal further shortchanges schools this year and will lead to cash flow problems for Albany Schools and

WHEREAS, The Governor needs to raise revenues and solve California's budget problem without further detrimental cuts to an already under-funded public school system; and

BE IT RESOLVED that the Board of Education of the Albany Unified School District strongly opposes the Governor's mid year cuts to the 2008-09 education budget and the 2009-10 budget proposal and urges the Governor to uphold the education funding protections the voters say they want; and

BE IT FURTHER RESOLVED that the Board of Education of the Albany Unified School District calls on the Governor and the Legislature to invest in education by returning revenue sources to the State budget by cutting business subsidies and removing the legal loopholes that allow corporations to escape their fair share of property taxes.

P38 RESOLVED ON THIS 24TH day of February, 2009,

AYES
NOES
ABSTAIN
ABSENT

I, Marla Stephenson, Secretary to the Board of Education, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board of Education at a regularly called and conducted meeting held on said date.

WITNESS my hand this 24th day of February 2009.

Marla Stephenson, Superintendent
Secretary, Board Of Education

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: 2009 CSBA Delegate Assembly Election
PREPARED BY: Marla Stephenson, Superintendent
TYPE OF ITEM: Review and Action

BACKGROUND INFORMATION:

The California School Boards Association Delegate Assembly is made up of approximately 270 Delegates who are elected by local board members in 21 geographic regions throughout the state. Delegates serve two-year terms beginning April, 2009. There are six candidates and four vacancies. Each Board member may vote for no more than four candidates. You may vote for a write-in candidate should you so desire.

FINANCIAL INFORMATION:

No fiscal impact.

RECOMMENDATION: Each Board member may vote for up to CSBA four delegates.

P40  **CSBA 2009 Delegate Assembly Biographical Sketch Form**

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this **required**, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please **do not** state “See résumé” and please do not or re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will **not** be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Name	Contact Phone Number	E-mail Address
Sarah A. Gonzales, Ed.D.	(510) 427-2043	sgonz50@comcast.net
School District or COE Name Hayward USD	Years on board 5 years	ADA 21,000
CSBA Region/Subregion 7 / 9	Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? 2 months

Please describe your activities/involvement or interests in your local district.

Elected to the Hayward Unified School District Board of Trustees in 2003; Vice-President 2003; President 2004; Clerk 2005-2008; President 2008.

Board Representative for the following comities: Equity, ELL Coordinating Council, Eden Area ROP, Mid Alameda County SELPA Policy Board, High School Reform Task Force.

Please describe any other education-related activities/involvement.

I earned my B.A. (1972) in Spanish and M.A. (1977) in Curriculum and Instruction from San Diego State University. I also earned a second Masters (1991) and my Doctorate (1994) from Harvard University Graduate School of Education in Administration, Planning and Social Policy. I have spent the last three decades in urban public education as a teacher, personnel administrator, principal in San Diego and special assistant to the superintendent in the San Francisco Unified School District. I served as Assistant Superintendent of Instruction for Santa Cruz City Schools and more recently, as Assistant Superintendent for Education Services in the Hayward Unified School District. I retired in June 2006 as a Associate Professor of Educational Leadership at California State University, East Bay.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

Given the challenging times that school boards face with the state declining economy, I believe that we need to rely on the collective wisdom of our organization statewide. I have gained many insights and different perspective from board members in other districts related to the challenges we face in public education.

I believe that with my broad experience as an educator and policy maker, I can contribute to the leadership of CSBA in helping to improve the status of education in our state.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature

Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Please complete this **required**, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please **do not** state "See résumé" and please do not or re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will **not** be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Jennifer Henry	(925) 351-9139	jhenry@lozanosmith.com
Name	Contact Phone Number	E-mail Address
Dublin Unified School District	3	5,300+
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 7/B	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate?

Please describe your activities/involvement or interests in your local district.

I have served on the following District Committees: Alameda County School Boards Association (ACSBA); Wellness Committee; Tri-Valley Education Collaborative (TEC); Teachers' Association Committee; New Facilities; City Liaison; Superintendent's Council. I am serving as a board member of the Tri-Valley Regional Occupational Program (ROP). I have served as a board member of the Tri-Valley Special Education Local Plan Area (SELPA) representing Dublin USD.


Please describe any other education-related activities/involvement.

I have been working as an Education Law attorney for the past six years. In law school I worked as a Legislative Assistant for the Co-Chair of the Oregon State Assembly Education Committee. I am currently a member of the Tri-Valley Business Council's Alternative Energy Workforce Development Committee, which brings together education, industry and workforce leaders to propose and create educational pathways into the growing "Green Tech" industry. I visit schools and attend school activities like Back To School Night and Open House.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I am interested in participating in state-wide policy and legislation for improving the education of all students. I attend CSBA conferences and trainings, and am an attendee of the Masters of Governance program. I want to help make CSBA's vision for our children a reality.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature 

Date 1-5-09



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Morgan Mack-Rose	(510)589-8056	mmackrose@sanleandro.k12.ca.us
Name	Contact Phone Number	E-mail Address
San Leandro Unified School District	1st term	
School District or COE Name	Years on board	ADA
CSBA Region/Subregion _7_/_B_	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

Please describe your activities/involvement or interests in your local district.

I currently have one child in 2nd grade and another due to begin kindergarten in two years. Prior to my child even being enrolled, I took immediate interest in improving our neighborhood Title I school. Over the past four years I have worked to bring more resources to the school, fostered involvement among non-English speaking parents and advocated for school/community partnerships. On the District level I have been a vocal advocate for policies that ensured equity among our District's schools. As campaign phone bank coordinator, I was an active member of our successful Measure B Bond Campaign committee. Prior to being elected to office in November, I served on the Superintendent's Parent Leaders Council and the District Budget Advisory Committee.

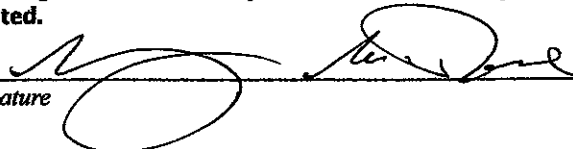
Please describe any other education-related activities/involvement.

As a founding member of San Leandro Community Action Network and its Quality Schools Committee, I attended and reported on School Board meetings for a full year. It was there that I realized the importance of advocating on a policy level for meaningful and lasting change on a site level. This understanding caused me to seek election to the school board.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

San Leandro Unified is a diverse school district that, like many schools through out the state, is struggling with the underfunded and unreasonable mandates of NCLB. While we have many successes to be proud of, they seem to be overshadowed by continual threat of sanctions posed by NCLB. I believe the CSBA will play a critical role in demanding and shaping State and in turn, Federal, level reforms. I am confident that my experience as a former grant writer as well as parent advocate and community organizer would benefit CSBA's efforts. Moreover, I am committed to putting forth the time and effort to see reform succeed.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.


1/6/09

 Signature Date



Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at http://www.csba.org/AboutCSBA.aspx.

Nancy M. Riddle	(510) 527-1414	nancyriddle@comcast.net
Name	Contact Phone Number	E-mail Address
Berkeley Unified School District	6 years	8194
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 7/7B	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? n/a

Please describe your activities/involvement or interests in your local district.

I have been a member of the BUSD school board since 2002 and am currently Board President. I also served as Board President in 2005 and as Vice President in 2004 and in 2008. As a member of a strong board & superintendent governance team I have worked to restore fiscal health and integrity to our District, bolstered an open and transparent budget process, increased financial resources to our district, updated and strengthened our integration plan, increased staff and curriculum development, strengthened school site governance and multi-year planning, and shifted the district toward a data driven culture.

Please describe any other education-related activities/involvement.

In addition to my civic work on the Berkeley school board, since 2007 I have been the Chief Financial Officer for WestEd. WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. As a financial professional and School Board Director my education related work has been focused on fiscal, governance and oversight issues. I have served on key district audit, budget, and bond & parcel tax oversight committees. In 2006, I Co-Chaired a successful \$20 Million school parcel tax campaign which was approved by 80% of the Berkeley voters. I have also been a member of the Board of Directors for the Alameda County School Board Association since 2003 and served as Secretary since 2007.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I am a graduate of the CSBA Masters in Governance Program. I have attended the CSBA Annual Education Conferences in San Francisco in 2002 and in 2004 and in San Diego in 2007. As 2009 opens California faces a fiscal crisis that will impact all our children. As both a financial professional and public school advocate I would like to collaborate with fellow delegates to provide constructive input to our state policymakers. I look forward to working with other delegates from our subregion to represent the voices of school boards and schoolchildren in Alameda County.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Nancy Riddle
Signature

1-2-09
Date

Nancy M. Riddle

Occupations:

Chief Financial Officer, WestEd (2007 to present).
Director, Berkeley Unified School District Board of Education (2002 to present).

Education:

University of California at Berkeley
MBA
Concentrations: Finance and International Business

University of California at Berkeley
Bachelor of Science in Business Administration
Concentration: Accounting

Harvard University, John F. Kennedy School of Government Strategic Public Sector Negotiations Program, Leadership for the 21st Century Program and inaugural class of Women and Power: Leadership in a New World Program.
Center for Creative Leadership Leadership Development Program
California School Boards Association Masters in Governance Program

Professional License:

Certified Public Accountant, California, 1982 to present

Leadership:

- President, Berkeley Unified School District Board of Directors (2009 and 2005)
- Vice-President, Berkeley Unified School District Board of Directors (2008 and 2004)
- Secretary, Alameda County School Board Association (2007- Present)
- Campaign Co-Chair, successful school parcel tax campaigns (2006 and 2004)
- Campaign Treasurer, successful school bond and maintenance parcel tax campaign (2000)
- Campaign Finance Manager, successful school parcel tax renewal campaign (1998)
- Chair, school parcel tax Planning and Oversight Committee
- Chair, BUSD District Advisory Committee for Title I
- Vice Chair, BUSD Citizen's Budget and Finance Advisory Committee

District Related Education Activities:

- School District/City of Berkeley 2x2 Committee
- Audit Committee
- Maintenance and Facilities Committees
- Student Assignment Committee
- PTA and PTSA
- Elementary and Middle School Site Councils
- Classroom volunteer

Prior Professional Experience:

Chief Financial Officer, Monster Cable Products, Inc.
Controller, Bank of America, Business Services Division
Senior Auditor, Price Waterhouse

Other:

Member, League of Women Voters and U.C. Berkeley Prytanean Alumnae Association. Two daughters, graduates of Berkeley public schools, currently attending college.

Nancy Riddle

Signature

1-2-09

Date



CSBA 2009 Delegate Assembly Biographical Sketch Form

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Name	Contact Phone Number	E-mail Address
Ron Rosenbaum	(510) 525-1109	ronrealbany.k12.ca.us
School District or COE Name	Years on board	ADA
Albany USD		
CSBA Region/Subregion	Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate?
7, B		

Please describe your activities/involvement or interests in your local district.

I have been an Albany resident and local educator for more than 30 years. I retired from my position as Principal of Albany High School in July, 2007. I have since been a School board member. I've been particularly involved in working on the achievement gap, facilities, and curriculum issues.

Please describe any other education-related activities/involvement.

I have a long history in East Bay education, having taught and counseled in the Oakland and Berkeley schools, and been an administrator in Berkeley, Martinez, Oakland, and Albany. I have been Principal at Alhambra, Oakland Tech, and Albany High Schools.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

I believe our region and subregion need strong knowledgeable representation at CSBA. I have attended the past 2 statewide CSBA educational conferences. I have also worked with CSBA and the Albany administration on updating all Albany board policies.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Ron Rosenbaum
Signature

12/21/08
Date

P46  **CSBA 2009 Delegate Assembly Biographical Sketch Form**

Due: Wednesday, January 7, 2009 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please **do not** state “See résumé” and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will **not** be accepted. An electronic copy of this form is available on our web site at <http://www.csba.org/AboutCSBA.aspx>.

Nancy Thomas	510-792-4835	n-thomas@pacbell.net
Name	Contact Phone Number	E-mail Address
Newark Unified School District	6	7000
School District or COE Name	Years on board	ADA
CSBA Region/Subregion 7/B	Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <1 year

Please describe your activities/involvement or interests in your local district.

I have been a long-time advocate for Newark and its schools. I was an active PTA member when my children were in primary school. As the former National Contributions Manager for Hewlett-Packard, I encouraged our district to apply for education grants. A most notable grant, in the early 1990's, was a 3-year \$90,000 grant the district received from HP for K-6 science. Later, as the Co-Principal Investigator (PI) and co-author of a National Science Foundation Grant application, I encouraged Newark to join eight (8) other districts in the region in a successful \$7 million Math Science Partnership Grant. As a result, Newark K-8 teachers enjoyed five years of exemplary science professional development and the district received approximately \$500,000 in grant funds. I was the top vote-getter for the school board in a field of six for two open positions in 2002 on a platform of improved student achievement in math and science. I introduced and supported Newark's attendance at the BSCS National Academy Program for high school science reform. The focus during my 2005 term as board president was to take our learnings from the CSBA Masters in Governance Program we attended as a team to develop district goals, to document our board processes in a comprehensive Board Governance Handbook, to develop a one-year Board Calendar and to document and refine a superintendent evaluation process. I have served as our Board representative to the Alameda County School Board Association, our Joint Taskforce on Youth Issues with the City, and our Board Audit Committee. I have been the alternate representative to our regional ROP and SELPA.

Please describe any other education-related activities/involvement.

- Supported HP's involvement in MESA, Mathematics, Engineering and Science Achievement; industry award recipient
- Former California Science Project Advisory Board Member
- Member of California Department of Education Instructional Materials Advisory Panel (IMAP)
- Past Board Member of the Biological Sciences Curriculum Study (BSCS), two terms
- RAFT (Resource Area for Teaching) Board member, two terms
- Principal Investigator for a five-year \$ 6 million for NSF Local Systemic Change Grant and co-principal investigator for 5-year \$7 million NSF Math/Science Partnership Award impacting 9 districts.

Please describe your activities/involvement in CSBA and explain your interest in serving as a CSBA Delegate.

My goal is to continue serving as a delegate to promote our CSBA platform of issues; particularly those public policy issues that hamper and constrain our ability to impact education at the local issue – inadequate funding and policies that restrict our freedom to use our resources to meet our unique district needs. My involvement in CSBA includes: 1) Appointed to the CSBA Delegate Assembly from Region 7B; 2) CSBA Master's in Governance Program Graduate; 3) attended CSBA Conventions when held in Northern California; 4) Alameda County School Board Association representative from my district; 5) participated in CSBA-provided local workshops; and 5) attended CSBA graduate seminars, Webinars, and other workshops

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Nancy A Thomas
Signature

Jan 5, 2009
Date

Nancy Thomas Resume
35146 Blackburn Drive
Newark, CA 94560
510-792-4835
n-thomas@pacbell.net

Objective

Support improvements in California K-12 Education through school board membership, networking, and membership in local, regional and state-wide educational organizations.

Work History

Hewlett-Packard Company

1976 – 1988: Development engineer, marketing product engineer and project manager for a family of telecommunication test equipment projects

1989 – 2000: National Contributions Manager, responsible for HP's K-12 Hands-On Science Program, Technology in Education Initiative, employee matching programs, and giving programs in the areas of human services, arts, and the environment.

Newark Unified School District

Board Member, 2002-present; Board President in 2005

Affiliations

- Author and co-principal investigator of a \$7 million National Science Foundation Math Science Partnership (MSP) grant providing professional development for teachers in nine school districts in the San Francisco Bay Area.
- Past board member of Resource Area for Teachers (RAFT), three terms. An organization that provides materials and workshops for teachers
- Biological Sciences Curriculum Study (BSCS) board member, two terms; a national organization that develops science curriculum materials and supports science professional development and research.
- Faculty member for over ten National Science Resources Center (NSRC) Strategic Planning Institutes in support of science education reform. NSRC is a joint program of the National Academies and the Smithsonian Institution.
- Former member of the California Science Project Advisory Board,
- Instructional Materials Advisory Panel member for one of California's recent science curriculum adoptions.
- Elected member of the Alameda County Central Democratic Committee.
- Member, Newark Rotary Club and the Newark Optimist Club.
- Board Secretary of Kidango, a private, nonprofit agency providing a variety of services to over 2800 children and families in Alameda, Santa Clara, and San Francisco Counties.
- Elected Member to the Alameda County Central Democratic Committee, 20th Assembly District

Honors and Awards

- Administrator's Award from the California Alliance for Science
- Floyd D Patterson Award from the United Negro College Fund
- Dean's Service Award, San Jose University School of Engineering

Education

- San Jose State University, BSEE, 1976
- Stanford University, MSEE, 1981

Nancy A Thomas
 Signature

Jan 5, 2009
 Date

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: **REVIEW STATUS OF THE ALBANY UNIFIED SCHOOL DISTRICT POOL/CLASSROOM CONSTRUCTION PROJECT**

PREPARED BY: Marla Stephenson, Superintendent

TYPE OF ITEM: **REVIEW**

BACKGROUND INFORMATION:

In May, 2008, the Board gave the Superintendent the following non-negotiable concepts that this construction project must adhere to:

The project must not exceed the \$10,000,000 budget.

The project must focus on AUSD students first

The project must have a self-supporting operational budget/financial plan for the public use portion of the facility.

Over the course of the last eight months a business plan has been submitted and approved by the Board; and a two pool concept has been approved by the Board. The Board has received updates on the progress of the design, cost estimates and the status of the bond market.

In January the Board received a report from staff indicating that the Governor's proposed mid-year cuts for 2008-09 combined with the additional cuts contained in the proposed 2009-10 budget could result in up to \$2.2 million dollars being cut from the AUSD budget. The Board also been informed that although Albany is eligible for at least \$500,000 of modernization monies for the pool/classroom construction project, the State has frozen all State construction funds due to California's fiscal crisis. The Board has heard that due to the collapse of sub prime loans and the low point of the U.S. financial markets the bond market has fluctuated wildly and interest rates have risen while current Albany property value assessments are predicted to flatten.

Given California's economic woes and the impacts on our budget, I am recommending that we re-prioritize the pool/classroom construction project to include the following non-negotiable items:

1. The pool project must be able to operate as close to "revenue neutral" as possible.
2. The classrooms must be included in the current budget.
3. There will be a 9% owner's contingency reserve built into the budget for unforeseen circumstances.

In order to accomplish the above, the pool construction budget and cost estimates need to be revised and possible changes to the project design be made. A new business plan needs to be developed based on the current economic realities. I have met with the pool committee and they support the plan. They will continue to work with LPA to meet the above requirements.

I will create an ad hoc task force to assist the district in determining what elements of sustainable technology can be incorporated into the project that will move the pool facility towards revenue neutral status. This task force will also assist the district in developing a new comprehensive business plan. Charlie Blanchard has agreed to chair this task force. The task force will serve in an advisory capacity and report to the superintendent.

City Manager, Beth Pollard and I are working together to find a creative solution to reduce the projected operating deficit. I expect to be able to give the Board an update on our progress in March. We are fortunate to have intelligent and creative city and district employees, community members and parents to help us craft a solution that will give Albany a new pool facility while not over burdening the school district's ongoing operational budget.

FINANCIAL INFORMATION:

Review item.

RECOMMENDATION:

Review status of the Albany Unified School District pool/classroom construction project.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 24, 2009

ITEM: Albany Parcel Taxes

PREPARED BY: Marla Stephenson, Superintendent

TYPE OF ITEM: Review

BACKGROUND INFORMATION:

In light of the 2008-09 mid year cuts to education and the further cuts being proposed in 2009-10 the Board has discussed the possibility of putting a Parcel Tax Measure on an upcoming ballot. "Parcel Tax" is the common term for a school district's "qualified special tax". Parcel Taxes can be used for virtually anything. The law does not specifically limit how the tax proceeds may be spent, but the school board can impose any limits it wants in the ballot measure. Ballot measures typically focus on "programs," but if the measure is worded appropriately, the funds can be spent on teacher salaries, materials, equipment, etc. Albany has three Parcel Taxes (see attached). Projected revenue for 2008-09:

1987 - \$1,043,166

1999 - \$1,360,828

2005 - \$2,017,380

In general, school district elections can only be conducted on an "established election date". There are three such dates each year:

- Even-numbered years: March, April, and November.
- In odd-numbered years: March, June and November.
- In addition, law permits an election to be held in May and August of each year and June of even-numbered years, if only mailed ballots will be used.

It takes at least 90 days to call an election, for the entire legal process. If we wanted to put a parcel tax measure on the ballot in June, 2009, a resolution would have to be approved at the March 3, 2009 board meeting with the full text to the county clerk by March 4, 2009. The cost to the district to put a measure on the ballot in June will be \$5.-7. per registered voter. There are approximately 10,600 registered voters in Albany.

Some considerations:

- It may best to put a measure on the ballot in November to allow more time for proper planning.
- A special election means low voter turn out, which makes the election vulnerable to special interest groups. That could either favor the passage of a parcel tax or kill it depending on who the special interest group is.
- Running a campaign will take committed parents willing to spend hundreds of hours in volunteer time. Parents may be more energized in the fall rather than the spring.
- We need to lay the ground work for bargaining unit support and spring is not a good time to ask for teacher volunteers.

There is no maximum rate of tax.. Parcel Taxes are typically levied as a flat rate per parcel—hence, the name. The popular name is not a limitation. Some districts levy a rate at a fixed amount per square foot of taxable land, and many include an annual inflation adjustment. The tax must be uniform as applied to all real property or to all taxpayers. The tax cannot be related to a taxpayer's use of the schools. And the tax rate cannot be expressed in terms of the value of the property (an "ad valorem tax").

All real property or all taxpayers must be taxed. There is only one exception in the law, for senior citizens (taxpayers aged 65 or older). Exemptions or reduced rates granted to any other group of taxpayers or any classification of property may violate the law's uniformity requirement. Some school districts adopt administrative procedures to grant special relief in cases where the tax is deemed unfair, but even these exceptions are not clearly permitted by statute. That being said, the 1987 and 1999 parcel taxes do not have "low income" exemptions as does the 2005 Parcel Tax. Voters are suffering economically and we should acknowledge that.

- One way we could help voters is to restructure the 1987 parcel tax so that it exempts low income families the way that the 2005 Parcel Tax does.

There is no maximum term for a Parcel Tax . Traditionally, school district Parcel Taxes were approved for four years. However, there is no limit in the law, and taxes lasting 5, 7, or more years are increasingly common.

- The Albany 2005 Parcel Tax is a seven year tax that will need to be re-approved soon. If we enlarge and extend the 2005 parcel tax and/or make it permanent we could save a campaign down the road.

A number of school districts have adopted permanent Parcel Taxes. The longer the term, the more inflation can be expected to erode the spending value of the tax over time, leading many districts to include an inflation escalator in the tax formula. One way to address the negative effects that inflation has had on the 1987 Parcel Tax would be to:

- Rebase the 1987 parcel tax. Voters would be able to understand why it is necessary to rebase a 20-year old tax that was limited by Prop 13 language to a 2% per year increase.
- Another possibility: If we merge the three taxes to make one big, permanent tax it might seem less like an increase and more like restructuring, and save us money on administration

FINANCIAL INFORMATION:

Review only.

RECOMMENDATION: Review

1987 Parcel Tax

The full text of the ballot measure shall read as follows:

"1. In order to preserve and maintain the high level of public education, that has benefited all students, citizens, and property owners in Albany, and to provide safe facilities and equipment for the District's students, shall the Albany Unified School District be authorized to levy and collect a special tax to provide funds whose expenditure is restricted to the following specific educational purposes?

(1) Comprehensive High School: to provide and maintain strong academic and vocational programs in the following areas:

- a. Mathematics
- b. Science
- c. Writing
- d. Industrial Education
- e. Business Education
- f. Music
- g. Arts
- h. Courses in (1)a. through (1)g. above to continue a seventh instructional period at Albany High School
- i. Athletics
- j. Health Programs and Services

(2) Kindergarten-8th Grade Programs: to provide and maintain programs that contribute to the high academic standards of our kindergarten through eighth grades in the following areas:

- a. Science
- b. Library
- c. Physical Education
- d. Music and Arts
- e. Health Programs and Services
- f. Languages, Industrial Education, and courses in (2)a. through (2)e. above to restore the full school day at Albany Middle School

(3) Buildings, Safety, and Equipment: to make repairs at existing District facilities and replace out-dated equipment.

2. The special tax shall be levied as follows:

(a) On residential real property at a rate of \$87.00 for each residential unit per year; a residential unit is a room or suite of two or more habitable rooms which are occupied or which are intended or designed to be occupied by not more than one family with facilities for living, sleeping, cooking and eating, and having only one kitchen.

(b) On non-residential real property at a rate of \$0.0175 per square foot of each non-residential parcel per year or \$87.00 for each non-residential parcel per year, whichever is greater.

(c) The rates set forth above shall be adjusted annually to reflect the inflationary rate not to exceed two percent for any given year or reduction as shown in the consumer price index or comparable data for the area under taxing jurisdiction, as established by the Alameda County Assessor pursuant to Article XVIII A of the California Constitution.

(d) Residential real property shall include all real property, lawfully used for dwelling purposes.

(e) Non-residential real property shall include all real property, improved or unimproved, not used for dwelling purposes.

(f) If a parcel consists of both residential and non-residential real property, such parcel shall be liable for the special tax at the rate set forth under subdivision (a) and at the rate set forth under subdivision (b) of this section.

(g) Real property otherwise exempted from taxation under the Constitution of the State of California shall also be exempted from any liability for the special tax imposed by this measure.

3. The revenue raised by the special tax shall not be used for general educational purposes but shall be used solely for the specific educational purposes set forth in this measure. Each year the Board of Education shall determine which specific educational purposes shall be funded and the amount of such funding. The revenue raised by the special tax shall be accounted for separately. Each year the Board of Education shall, within 90 days after the close of the District's fiscal year, prepare and make available to the District's electors a financial report about the revenue raised by the special tax and its expenditure in accordance with the specific purposes of this measure. Each fiscal year, as a part of its normal budget process as mandated by law, the Board of Education shall develop a separate budget for the expenditure of revenues raised by the special tax.

4. On July 1, 1987, and thereafter, the tax shall be collected by the Alameda County Tax Collector at the same time as and along with the general ad valorem taxes collected by the Tax Collector. The tax shall be subject to the same penalty and enforcement provisions as general and ad valorem taxes. The tax and penalty shall bear interest at the same rate as the rate for unpaid ad valorem taxes until paid.

5. This special tax is a property tax and qualified property owners and renters shall be entitled to the benefits of the Conservator-Deukmejian-Petris Senior Citizen's Property Tax Assistance Law (California Revenue and Taxation Code Section 20501 et. seq.) and the Senior Citizens and Disabled Citizens Property Tax Postponement Law (California Revenue and Taxation Code Section 20581 et. seq.), as provided by law.

6. This special tax shall not be collected if a majority of the District's electors have not approved an increase or a continuation of any previously approved increase in the District's appropriations limit pursuant to Article XIII B of the California Constitution. The duration of any such change shall be determined by such electors, but in no event exceed four years from the most recent vote of such electors creating or continuing such change.

7. If any section, sub-section, phrase, or clause of this measure is for any reason held to be invalid, such decision shall not affect the validity of the remaining portion of this measure. The Board declares that it would have adopted this measure and each section, sub-section, phrase, or clause thereof irrespective of the fact that any one or more sections, sub-sections, sentences, phrases, or clauses be declared invalid."

1999 Parcel Tax

ALBANY UNIFIED SCHOOL DISTRICT MEASURE

<p>MEASURE A: To maintain and improve basic academic curriculum and educational programs for the District's students, shall the Albany School District levy an additional special assessment, at the annual rate of \$120 for each residential unit, and \$,0241 per square foot of each nonresidential parcel, or \$120, whichever is greater, beginning July 1, 1999, and annually increase the assessment by no more than the inflation rate, with an exemption for property owners age 65 or over?</p>	YES
	NO

FULL TEXT OF MEASURE A

1. To maintain and improve basic academic curriculum and educational programs, and support programs for the District's students, shall the Albany School District levy an additional special assessment, at the annual rate of \$120 for each residential unit, and \$,0241 per square foot of each non-residential parcel, or \$120, whichever is greater, beginning on July 1, 1999, and annually increase the assessment by not more than the inflation rate, with an exemption for property owners age 65 or over, as follows:
 - (1) To maintain and improve kindergarten through 12th grade basic academic curriculum and educational programs in the following areas:
 - a) Science
 - b) Mathematics
 - c) Music, Performing, and Fine Arts
 - d) Foreign language
 - e) Technology & vocational subject areas
 - (2) To maintain and improve kindergarten through 12th grade programs and services that contribute to student academic success in the following areas:
 - a) School libraries
 - b) Athletics
 - c) Counseling
 - d) Performing arts
 - e) School site technology support
2. The special assessment shall be levied as follows:
 - (a) On residential real property at a rate of \$120 for each residential unit per year, a residential unit is a room or suite of two or more habitable rooms which are occupied or which are intended or designed to be occupied by not more than one family with facilities for living, sleeping, cooking and eating, and having only one kitchen.
 - (b) On non-residential real property at a rate of \$,0241 per square foot of each non-residential parcel per year or \$120,00 for each non-residential parcel per year, whichever is greater.
 - (c) The rates as set forth above shall be increased annually by an amount

not to exceed the inflation rate as indicated by the consumer price index for all urban consumers for the San Francisco-Oakland-San Jose area for April of each year, as published by the Bureau of Labor Statistics.

- (d) Residential real property shall include all real property, lawfully used for dwelling purposes.
- (e) Non-residential real property shall include all real property, improved or unimproved, not used for dwelling purposes.
- (f) If a parcel consists of both residential and non-residential real property, the residential portion shall be liable for the special assessment at the rate set forth under subdivision (a) and the non-residential portion at the rate set forth under subdivision (b) of this section.
- (g) Real property otherwise exempted from assessment under the constitution of the State of California shall also be exempted from any liability for the special assessment imposed by this measure.
- (h) An exemption from assessment shall be made available to each property owner who will attain age 65 prior to July 1 of the assessment year, who owns a beneficial interest in the parcel, who uses the parcel as his or her principal place of residence, and who applies to the District pursuant to procedures set forth in Board policy. Any one application from a qualified applicant will provide an exemption for the parcel for the remaining term of the assessment so long as such applicant continues to use the parcel as his or her principal residence.
3. The revenue raised by the special assessment shall not be used for general educational purposes but shall be used solely for the specific educational purposes set forth in this measure. Each year the Board of Education shall determine which specific educational purposes shall be funded and the amount of such funding. The revenue raised by the special assessment shall be accounted for separately. Each year, the Board of Education shall prepare and make available to the public a written financial report about the revenue raised by the special tax and its expenditures in accordance with the specific purposes of the measure. Such report shall be presented at a public meeting of the Board of Education.
4. On July 1, 1999, and thereafter, the assessment shall be collected by the Alameda County Tax Collector at the same time as and along with the general ad valorem taxes collected by the Tax Collector. The assessment shall be subject to the same penalty and enforcement provisions as general ad valorem taxes. The assessment and penalty shall bear interest at the same rate as the rate for unpaid ad valorem taxes until paid.
5. If any section, sub-section, phrase, or clause of this measure is for any reason held to be invalid, such decision shall not affect the validity of the remaining portion of this measure. The Board declares that it would have adopted this measure and each section, sub-section, phrase, or clause thereof irrespective of the fact that any one or more sections, sub-sections, sentences, phrases, or clauses be declared invalid.

2005 Parcel Tax

FULL TEXT OF MEASURE A SPECIAL TAX MEASURE For ALBANY UNIFIED SCHOOL DISTRICT

INTRODUCTION To provide local revenue that cannot be taken by the State and maintain the high quality of Albany's public education, shall the Albany Unified School District be authorized to levy an additional special tax at the annual rate of \$250.00 for each residential unit, and \$.05 per square foot of each non-residential parcel, exempting low income homeowners and renters and property owners 65 and over, the proceeds of which would go to maintain curriculum and instructional supports and retain qualified staff?

PURPOSE The Albany School District proposes to levy an additional special tax, at the annual rate of \$250.00 for each residential unit, and \$.05 per square foot of each non-residential parcel, or \$250.00, whichever is greater, and annually increase the tax by no more than the inflation rate, with an exemption for low income homeowners and renters and property owners age 65 or over, the proceeds of which shall be used to:

- a) Attract and retain highly qualified staff with competitive compensation, including preservation of healthcare and retirement benefits;
- b) Maintain and improve student support services: restore one full time librarian at each elementary school, Albany Middle School and Albany High School, enhance mental health counseling services in all middle and high school grades, and support English Language Learners.
- c) Maintain campus supervision for student and adult safety;
- d) Maintain class-size reduction programs, provided state funding support remains in place;
- e) Maintain class sizes smaller than state average in grades 4-12; and
- f) Enhance support for extra-curricular activities.

The special tax would be in effect beginning July 1, 2006 for a period of seven years, at the rates shown below on each assessor's parcel located wholly or partly within the School District.

PROCEDURES Prior to allocating the special tax in any given year, the Board will conduct a public hearing to discuss the uses and amount of the special tax for that year. Notice of the time, date, and place of hearing shall be published pursuant to Government Code Section 6061 at least once in a newspaper of general circulation in the District, at least fifteen (15) days prior to the hearing. Following said hearing each year, the Board shall adopt a resolution establishing the specific uses of the special tax in that year (provided that the Board of Education may not fund any program or reduction other than those listed above from the proceeds of the special taxes), the amount of tax to be raised for that year, and the rate per parcel, not to exceed the amounts enumerated below, including a maximum annual increase of five percent. Any tax levied shall become a lien upon the properties against which taxes are assessed and collectible as herein provided.

RATES The special tax shall be assessed as follows:

- (a) On residential real property at a rate of \$250.00 for each residential unit per year; a residential unit is a room or suite of two or more habitable rooms which are occupied or which are intended or designed to be occupied by not more than one family with facilities for living, sleeping, cooking and eating, and having only one kitchen.
- (b) On non-residential real property at a rate of \$.05 per square foot of each non-residential parcel per year or \$250.00 for each non-residential parcel per year, whichever is greater.
- (c) The rates as set forth above shall be increased annually by an amount not to exceed the inflation rate as indicated by the consumer price index for all urban consumers for the San Francisco-Oakland-San Jose area for April of each year, as published by the Bureau of Labor Statistics.
- (d) Residential real property shall include all real property, lawfully used for dwelling purposes.
- (e) Non-residential real property shall include all real property, improved or unimproved, not used for dwelling purposes.
- (f) If a parcel consists of both residential and non-residential real property, the residential portion shall be liable for the special tax at the rate set forth under subdivision (a) and the non-residential portion at the rate set forth under subdivision (b) of this section.
- (g) Real property otherwise exempted from tax under the constitution of the State of California shall also be exempted from any liability for the special tax imposed by this measure.
- (h) Exemptions:
The tax imposed by this section shall be subject to the exemptions set forth in this section.