

ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

REGULAR MEETING

Albany Community Center

1249 Marin Avenue
Albany, CA 94706

TUESDAY

April 28, 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. Head Wrestling Coach
 2. AMS Play - Playwriter
 3. AMS Play - Concessions
 4. AMS Play - Sets
 5. AMS Play – Stage Crew Director
 6. AMS Play – Musical Accompaniment
 7. Assistant Wrestling Coach
 8. Teacher
 9. Substitute Teacher
 - Classified
 1. AMS Play – Musical Accompaniment
 2. Yard Aide
 3. AMS Play – Music Director
 4. Secretary
 5. Benefits Specialist
 6. Volunteer
 - Student
 1. AMS Play - Choreographer

- B. With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54956.9: Litigation, 1 Case.
- C. With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54956.9: Anticipated Litigation.
- D. With respect to every item of business to be discussed in Closed Session Pursuant to Education Code Section 35146, Student Personnel Matters
- E. With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as pertains to:
 - 1. California School Employees Association (CSEA)
 - 2. Albany Teachers Association (ATA)
 - 3. 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 pm 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**
 - a. April 14, 2009
2. **Personnel Assignment Order**
 - a. **Certificated Personnel – Public Employee Assignment, Appointment, Employment, Evaluation, Leave Requests:**
 - i. Head Wrestling Coach
 - ii. AMS Play – Playwriter
 - iii. AMS Play - Concession
 - iv. AMS Play - Sets
 - v. AMS Play – Stage Crew Director
 - vi. AMS Play – Musical Accompaniment
 - vii. Assistant Wrestling Coach
 - viii. Teacher
 - ix. Substitute Teacher
 - b. **Classified Personnel – Public Employee Assignment, Appointment, Employment, Leave Requests:**
 - i. AMS Play – Musical Accompaniment
 - ii. Yard Aide

- iii AMS Play – Music Director
- iv. Secretary
- v. Benefits Specialist
- vi. Volunteer

c. **Students**

- i. Student Choreographer – AMS Play

3. **Curriculum and Instruction**

- a. Independent Contractor Agreement Titia Martin-Nagel, Music Therapy Services. Pg. 5
- b. Field Trip, Perform at CMEA Orchestral Festival, Livermore, AHS String Orchestra. Pg. 9
- c. Field Trip, Perform at Santa Cruz Jazz Festival, Cabrillo College, AHS Jazz Band. Pg. 14
- d. Field Trip, Wildcat View Campsite, Tilden Park, Juanita Rynerson's 2nd grade class, Marin. Pg. 18

4. **Business and Operations**

- a. Warrants Pg. 22
- b. Demo Notice of Exemption (CEQA) Pg. 35
- c. Caretaker Agreement/Cougar Field Pg. 37

5. **Student Services**

- a. Approve addition of one (1) Individual Service Agreement to Dori Maxon, Purchase Order PO9-00308 for services for one student at a cost not to exceed an additional \$684.00 as follows: Physical therapy services at a cost of \$88.00/hour; total cost not to exceed \$352.00. Occupational therapy services at a cost of \$83.00/hour; total cost not to exceed \$332.00. (Funding Source: Special Education)
- b. Approve one (1) Master Contract between Albany Unified School District and Blind Babies Foundation for visually impaired services at a cost of \$82.00/hour and one (1) Individual Service Agreement for one student at a cost not to exceed \$1,804.00. (Funding Source: Special Education). Pg. 48

V. **STUDENT BOARD MEMBER REPORTS**

VI. **STAFF REPORTS**

- A. FCMAT, Andy Prestage (included in packet under separate cover)
- B. WASC, Lynda Hornada, Alexia Ritchie Pg. 51

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. Open Public Hearing for Public Disclosure of a Ratified Agreement between

- California School Employees Association (CSEA) and Albany Unified School District
- B. Close Public Hearing and Ratify Agreement between California School Employees Association (CSEA) Albany Unified School District Pg. 70
 Moved: _____ Seconded: _____ Vote: _____

IX. REVIEW AND DISCUSSION ITEMS

- A. 2009-2010 Budget Tier III Flexibility Pg. 72
- B. Reallocation of 2005 Parcel Tax Pg. 76
- C. 0000 Board Policy 1st Reading Pg. 80

X. BOARD AND SUPERINTENDENT COMMENTS

- A. Board Members
- B. Superintendent

XI. FUTURE AGENDA ITEMS

- A. Albany Children's Center May
- B. Review Addition of 20 minutes to the 1-3 Instructional Day May
- C. Resolution to Sale Bonds May
- D. Volunteer Recognition May
- E. Williams Complaint Quarterly Report May
- F. Increase of 1987, 1999, and 2005 Parcel Tax Rate June
- G. Staff Recognition June
- H. Consolidated Application Part I for Funding Categorical Programs June

XII. FUTURE BOARD MEETINGS

- A. Tuesday, May 5, 2009, 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- B. Tuesday, May 19, 2009, 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- C. **Wednesday**, June 3, 2009, 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- D. Tuesday, June 30, 2009, 7:30 p.m. Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- E. **PLEASE NOTE: There will not be a meeting in July.**

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
Independent Contractor Agreement**

THIS AGREEMENT, made this 7th day of January '09 between Titia Martin-Nagel, an independent contractor ("Contractor") having a principal place of business at Richmond, CA, and the Albany Unified School District ("District"), mutually agree as follows:

I. TERMS OF THE CONTRACT

- A. This Agreement will become effective as of the date above and will continue in effect through June, 2009, unless sooner terminated.

II. SCOPE OF WORK TO BE PERFORMED BY CONTRACTOR

- A. Contractor agrees to perform the services specified in the "Description of Services" attached to this Agreement and incorporated by reference herein as Exhibit "A".
- B. Contractor shall perform within the time set forth in Exhibit "A": everything required to be performed.

III. COMPENSATION

- A. In consideration for the services and/or materials referenced in Article II, scope of work by contract, District agrees to pay \$ 90.00 per hour. Unless otherwise provided for in Article II, payment of expenses shall be made within sixty (60) days upon completion/delivery of goods and accompanied by invoices and appropriate supporting documentation. Invoices shall be submitted to the attention of the Albany Unified School District, Attention: Accounts Payable, along with completed W-9 Form (copy attached).
- B. The District reserves the right to withhold payment until order is completed and/or accepted by the District.

IV. OBLIGATION OF CONTRACTOR

- A. While performing services hereunder, Contractor is an independent contractor and not an officer, agent or employee of the District.
- B. The Contractor shall provide and furnish all necessary tools, labor, materials, equipment and all transportation services as described and required to perform the services under this Agreement. The Contractor shall assume all other expenses incurred in connection with the performance of this contract and the District shall not be responsible for payment of any other expenses. The Contractor is personally liable for among other things, taxes, personal health and car insurance. Workers'

5825
010-8699-9620-1116-1000-038-38

\$1150.00

legal proceedings that any be instituted against the District for any such claim or demand and pay or satisfy and judgment, including attorney fees and costs, that may be rendered against the District in any such action, suit or legal proceeding.

VI. ENTIRETY OF AGREEMENT

This Agreement supersedes any and all agreements, either oral or written, between the parties hereto with respect to the rendering of services by Contractor for the District and contains all the covenants and agreements between the parties. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed and dated by both the Contractor and the District.

If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

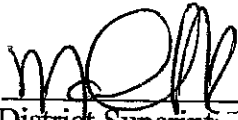
VII. ATTORNEY FEES

If any action at law or in equity, including an action for declaratory relief, is brought to enforce or interpret the provisions of this Agreement, the prevailing party will be entitled to reasonable attorney fees, which may be set by the court in the same action or in a separate action brought for the purpose, in addition to any other relief to which the party may be entitled.

This Agreement will be governed by and construed in accordance with the laws of the State of California.

EXECUTED AT _____, California, on the date first written above.

ALBANY UNIFIED SCHOOL DISTRICT

By: 
District Superint


Independent Contractor

1-7-'09
Date

Social Security or Federal I.D. #

Exhibit "A"

Description of Services

Description of Services:

Individual and/or small group Music Therapy sessions for 3 students in the AHS special Day class as funded by AHS/PTSA and private family donations.

Date(s) Services to be performed:

Music Therapy sessions to be provided over time per week during spring semester. Specific dates ~~to be~~ listed below ~~determined~~. Provider to submit and be reimbursed vis-à-vis monthly invoice.

Dates:

March 19

March 26

April 2

April 23

April 30

May 7

May 14

May 21

May 28

90 minutes @ \$90/hour.
per session

Exhibit "B"

INDEPENDENT CONTRACTOR
CERTIFICATION OF
EMPLOYEE CLEARANCE

Name of Company/Individual: Titia Martin-Nagel

Address: 1619 Olive Ave

City: Richmond State: CA ZIP: 94805

Telephone: (510)232-9824 FAX: (510)232-9824

Email: titiamartin@earthlink.net

Contact Person: Titia Martin-Nagel

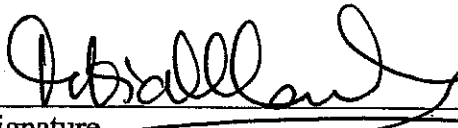
I certify that:

- My company has completed background checks pursuant to Education Code Section 45125.1 and 45125.2 on all of our employees who may come into contact with pupils while working on projects for the Albany Unified School District.
- None of my company's employees, who may come into contract with pupils while working on projects for the Albany Unified School District have been convicted of a violent or serious felony as defined in Education Code Section 45122.1 (see exhibit "B")
- I have attached a list of the names of our employees who may come in contact with pupils. I also agree to update the list as employees for new employees prior to their contact with pupils.

I certify that any false, deceptive, misleading, or nondisclosed information related to this certification may result in tort liability for my company/myself.

Titia Martin-Nagel, MT-BC
Print Name

board certified music therapist
Title


Signature

1-7-09
Date

ALBANY UNIFIED SCHOOL DISTRICT

EXTENDED FIELD TRIP BEYOND REGULAR SCHOOL HOURS
OVERNIGHT FIELD TRIP
OUT OF STATE FIELD TRIP

Page 1 of 4

MUST BE SUBMITTED FOUR WEEKS PRIOR TO FIELD TRIP

Date of Request: 3/29/2009

Sponsoring Teacher(s): Bryant

School: AHS

Class(es) Involved: String Orchestra

Grade Level(s): 9-12

Days and Dates of Trip: May 2, 2009 through _____

Number of Students Involved: 16

Each adult will be assigned responsibility for 8 students
(Refer to page 4 for guidelines)

Day and Time of Departure: 5/2/09 12:30pm

Day and Time of Return: 5/4/09 4:15 pm

General Statement of Proposed Trip:

Attend : Perform @ CMEA Orchestra Festival

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 2 of 4

Objectives to be Accomplished by Students:

See ATTACHED

Proposed Itinerary:

(Please be specific regarding dates, times and locations)

See ATTACHED

Estimated Costs to District:

\$0

Estimated Costs to Students:

\$0

Name of Adult Sponsors:

Craig Bryant, Crystal Bryant - Albany Music Fund



OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 3 of 4

Principal's Recommendation:

Tom Mer 8/11/09
Principal's Signature Date

Director of Curriculum Date

BOARD ACTION:

(Required for out of state field trips)

Approved as Requested:

Approved with Following Changes:

Superintendent's Signature Date

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 4 of 4

MINIMUM GUIDELINES FOR ADULT SUPERVISION ON FIELD TRIPS

VEHICLE FIELD TRIPS	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:5
3-5	1:6
6-8	1:10
9-12	1:15

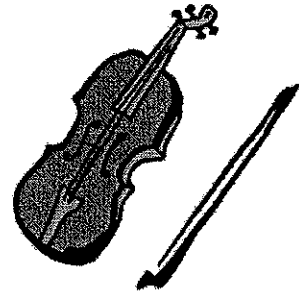
WATER TRIPS*	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:3
3-5	1:5
6-8	1:8
9-12	1:10
*Excludes Albany Pool	

**FORMS TO BE SUBMITTED PRIOR TO FIELD TRIP:
(to be completed by Principal)**

- K-12 FIELD TRIP PERMISSION FORM
- HIGH SCHOOL FIELD TRIP/CLASS ABSENCE FORM
- OVERNIGHT EXTENDED FIELD TRIP APPLICATION
- ASSUMPTION OF RISK AND WAIVER, RELEASE AND INDEMNITY AGREEMENT
(for a trip beyond regular school hours, Student participation in school sports and water trips)
- PERSONAL VEHICLE USE PERMISSION FORM
(for Vehicle Field Trips)



CMEA Orchestra Festival
 Saturday, May 2nd, 2009
 AHS Instrumental Music



Dear Parents and Students:

The AHS String Orchestra will participate in the CMEA (California Music Educators Association) Orchestra Festival on Saturday, May 2nd. This is a required event for the course. The festival has become an annual event for the program, and I look forward to a rewarding experience for our students. This year's festival is being held at East Avenue Middle School in Livermore. We will travel via parent carpool- any volunteers appreciated!

We will play three selections for a panel of judges and receive a short clinic and rating following our performance. This festival site will host nearly 30 bands and orchestras over the course of the weekend. Our participation will give us detailed insight into our ensemble strengths and weaknesses. We will also have the opportunity to hear some other area school orchestras and bands. This will be an invaluable experience for the students. Below you will find the itinerary for the day.

Itinerary for Saturday May 2nd

12:30 PM	Meet at AHS and Depart for Livermore, CA
2:05 PM	String Orchestra Warmup
2:30 PM	String Orchestra Performance
2:55 PM	String Orchestra Sight Reading
3:10 PM	String Orchestra Picture
3:20 PM	String Orchestra- depart for AHS
4:15 PM	Arrival at AHS

If you would be interested in driving or just coming along to watch the students perform, please send me an email at craig.bryant@albany.k12.ca.us, or leave a message at 558-2574.

Thanks!

Craig Bryant

ALBANY UNIFIED SCHOOL DISTRICT

EXTENDED FIELD TRIP BEYOND REGULAR SCHOOL HOURS
OVERNIGHT FIELD TRIP
OUT OF STATE FIELD TRIP

Page 1 of 4

MUST BE SUBMITTED FOUR WEEKS PRIOR TO FIELD TRIP

Date of Request: April 13th, 2009

Sponsoring Teacher(s): Craig Bryant

School: AHS

Class(es) Involved: JAZZ BAND

Grade Level(s): 9-12

Days and Dates of Trip: MAY 8, 2009 through MAY 10, 2009

Number of Students Involved: 20

Each adult will be assigned responsibility for 7 students
(Refer to page 4 for guidelines)

Day and Time of Departure: 12pm 5/8/09

Day and Time of Return: 12pm 5/10/09

General Statement of Proposed Trip:

Attend : Perform @ the Santa Cruz Jazz Festival
held at Cabrillo College.

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 2 of 4

Objectives to be Accomplished by Students:

Attend workshops, clinics & concerts of great music.

Proposed Itinerary:

(Please be specific regarding dates, times and locations)

See attached

Estimated Costs to District:

\$0

Estimated Costs to Students:

\$300

Name of Adult Sponsors:

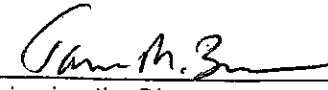
Craig : Crystal Bryant
Meilyn : Andy Lincoff
Albany Music Fund.

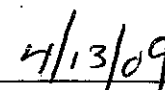
OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 3 of 4

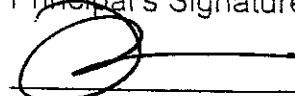
Principal's Recommendation:

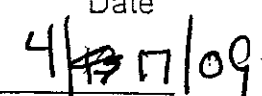
K.S.D.





 Principal's Signature Date





 Director of Curriculum Date

BOARD ACTION:

(Required for out of state field trips)

Approved as Requested:

Approved with Following Changes:

Superintendent's Signature Date

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 4 of 4

MINIMUM GUIDELINES FOR ADULT SUPERVISION ON FIELD TRIPS

VEHICLE FIELD TRIPS	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:5
3-5	1:6
6-8	1:10
9-12	1:15

WATER TRIPS*	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:3
3-5	1:5
6-8	1:8
9-12	1:10
*Excludes Albany Pool	

**FORMS TO BE SUBMITTED PRIOR TO FIELD TRIP:
(to be completed by Principal)**

- K-12 FIELD TRIP PERMISSION FORM
- HIGH SCHOOL FIELD TRIP/CLASS ABSENCE FORM
- OVERNIGHT EXTENDED FIELD TRIP APPLICATION
- ASSUMPTION OF RISK AND WAIVER, RELEASE AND INDEMNITY AGREEMENT
(for a trip beyond regular school hours, Student participation in school sports and water trips)
- PERSONAL VEHICLE USE PERMISSION FORM
(for Vehicle Field Trips)

EXTENDED FIELD TRIP BEYOND REGULAR SCHOOL HOURS
OVERNIGHT FIELD TRIP
OUT OF STATE FIELD TRIP

Page 1 of 4

MUST BE SUBMITTED FOUR WEEKS PRIOR TO FIELD TRIP

Date of Request:

April 18, 2009

Sponsoring Teacher(s):

Juanita Rynerson

School:

Marin

Class(es) Involved:

1

Grade Level(s):

2nd

Days and Dates of Trip:

May 20 through May 23

Number of Students Involved:

20

Each adult will be assigned responsibility for 3-4 students
 (Refer to page 4 for guidelines)

Day and Time of Departure:

9:00 a.m., May 20

Day and Time of Return:

2:45 p.m., May 23General Statement of Proposed Trip:

Dear Room 16 Families,

In May our class will stay at Wildcat View Campsite in Tilden Park from the morning of Wednesday, May 20th, through the afternoon of Friday, May 22nd. I have been taking my classes on environmental education overnight trips since 1989, and have extensive training in outdoor education.

These are some particulars about the outdoor education trip. Fee free to ask questions and express concerns. The class looks forward to doing field studies and enjoying the natural environment in Tilden Park. This program would be impossible without our wonderful parent support. Parents may participate for part, all, or none of the time. The camp is less than a half-hour by car and is located near the Environmental Nature Center and Little Farm.

WHEN: Wednesday, May 20th through Friday, May 22nd. We will leave Marin School at 9:00 a.m. Wednesday, and return to school by 2:30 p.m. Friday.

WHERE: Wildcat View Campsite, Tilden Park

COST: The student fee is \$50, which pays for the campsite rental, admission fee to the Lake Anza swim area, food for two dinners, two breakfasts, three lunches and three snacks as well as consumable materials for activities.

Family members are invited at no charge to the evening dinner and campfire. **SIBLINGS WHO ATTEND MARIN SCHOOL MAY NOT PARTICIPATE DURING SCHOOL HOURS.** Scholarships are available for students.

TRANSPORTATION: Students will travel in private automobiles. Because parents will be coming and going at various times, there are opportunities for carpools. The entrance to the camp is through a locked gate at the end of Lone Oak Road. We will receive a temporary code or key to the lock. For our security, the gate is to be left closed at all times. It is about a ten-minute walk from the gate to the campsite. For security reasons, the East Bay

Regional Park strongly recommends that cars not be parked outside the locked gate overnight.

FACILITIES: The camp includes a large grassy field, picnic tables in four areas, a campfire circle in the center of a large octagonal shelter, lockable cabinets for food and supplies, one water spigot and drinking fountain, three pit toilets, one of which is accessible.

I prefer that we sleep on tarps on the grassy field. Children will be part of a tarp group. We will use tents **ONLY** to change clothes and as a backup for wet weather.

EMERGENCY PHONE: Cell phones rarely work in the hills above Berkeley. There are pay phones at the Environmental Education Center, the Botanical Garden and Lake Anza.

DRIVERS: All drivers will need to have a current automobile liability form on file in the school office. We will send forms home to new drivers.

PROGRAM: I've attached a list of possible activities, all of which can be connected to the California standards.

FORMS: Please fill out and return the packet by Thursday, May 7th.

Thanks,
 Juanita

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Objectives to be Accomplished by Students:

Estimated Costs to District:

none

LIST OF POSSIBLE ACTIVITIES

BONDING/OPENERS

Roving Circles
Swamp Crossing
Gridlocked

SENSORY

AWARENESS/APPRECIATION

Camera
Duplication
Slippers for Salamanders
Burma Shave Hike/Solo Hike

STATIONS

Pastel drawing of landscape
Pump drill, staves, acorn dice
Miwok tale dolls
Telling time and finding north during the day

FIELD EXPLORATIONS

Creek Study
Nature Scavenger Hunt
Weather Scavenger Hunt

ACTIVE GAMES

Bat and Moth
Scrubjays and Wrentits
Bicycle Tire Race

COOPERATIVE LEARNING

Each One Teach One

NIGHT ACTIVITIES

Candle Experiment
Big Ears Experiment
Night Story
Solo Sit/Candle Pass
Campfire with storytelling and singing
Star Gazing

CLOSING ACTIVITIES

Circle Sit/Talking Stick

Estimated Costs to Students:

\$ 50⁰⁰

Name of Adult Sponsors:

Pam DePlanto
JiHee Kim
Chris Simon
Dorrice Ligno
Kristin Fischer
Christina Verdun
Nick Peterson
Michael Luoma
Stephanie McGibber
Herm y Chow
Kim Trutane
& more

Proposed Itinerary:

(Please be specific regarding dates, times and locations)

Proposed Itinerary for Tilden Park Three-Day Trip, Wednesday, May 20th through Friday, May 23rd

Wednesday, May 20th

8:30 a.m. Arrive at Marin School, pack cars
9:00 a.m. Leave Marin School
9:30 a.m. Arrive at Wildcat View Group Camp
Set up camp, group meeting to go over rules
Whole group activity
• Spectrums (foot size, height, birthday)—no talking
• Daylight Solo Sit
10:30 a.m. Snack
Small group activities (one session)
• Pastel landscapes
• Nature or scavenger hunt/sunprints
• Tule dolls
12:00 p.m. Lunch/free play
1:00 p.m. Small group activities (two sessions)
• Pastel landscapes
• Nature or scavenger hunt/sunprints
• Tule dolls
2:15 p.m. Snack
Free play
3:00 p.m. Mandatory quiet time
3:30 p.m. Free play
4:00 p.m. Each One, Teach One
Dinner, clean up
6:30 p.m. Evening solo sit
Campfire, singing and storytelling
8:45 p.m. Bedtime (Students may choose to go home for the night and return by 8:30 a.m. Wednesday morning)
9:00 p.m. Lights out
9:15 p.m. Quiet

8:00 a.m.

10:30 a.m.

11:00 a.m.

11:45 a.m.

1:00 p.m.

3:30 p.m.

4:00 p.m.

5:00 p.m.

6:00 p.m.

7:00 p.m.

8:45 p.m.

9:00 p.m.

9:15 p.m.

Friday, May 23rd

7:00 a.m.

8:00 a.m.

10:00 a.m.

10:30 a.m.

11:30 noon

2:15 p.m.

Whole group activities

- 20 Questions
- Swamp Crossing
- Look at Native Californian realia

Small group activities (two sessions)

- Staves, acorn dice
- Pump drill
- Hoop races

Snack, free play

Small group activities (one session)

Lunch, free play
Field study (creeks?)
Mandatory quiet time

Free play

Dinner prep

Dinner, clean-up

Night activities

- Camera
- Big Ears
- Evening solo sit
- Campfire, singing and s'mores

Bedtime

Lights out

Quiet

Rise and shine, hot chocolate, breakfast prep

Pack up personal gear
Breakfast and clean-up

Whole group activities

- Wrentits and Scrubjays
- Last solo sit
- Circle with Talking Stick

Snack

Burma Shave Hike/Solo Hike partway to Lake Anza

Lunch/free play at Lake Anza

Leave for Marin School

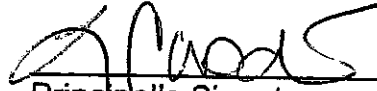
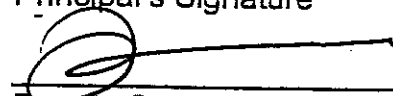
Thursday, May 22nd

7:00 a.m. Rise and shine, hot chocolate, breakfast prep
Free play

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

Page 3 of 4

Principal's Recommendation:

	4/21/09
Principal's Signature	Date
	4/21/09
Deputy Superintendent	Date

BOARD ACTION:

(Required for out of-state field trips)

Approved as Requested:

Approved with Following Changes:

Superintendent's Signature Date

OVERNIGHT EXTENDED FIELD TRIP APPLICATION
Page 4 of 4

MINIMUM GUIDELINES FOR ADULT SUPERVISION ON FIELD TRIPS

VEHICLE FIELD TRIPS	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:5
3-5	1:6
6-8	1:10
9-12	1:15

Lake Anza →

WATER TRIPS*	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:3
3-5	1:5
6-8	1:8
9-12	1:10

*Excludes Albany Pool

FORMS TO BE SUBMITTED PRIOR TO FIELD TRIP:
(to be completed by Principal)

- K-12 FIELD TRIP PERMISSION FORM
- HIGH SCHOOL FIELD TRIP/CLASS ABSENCE FORM
- OVERNIGHT EXTENDED FIELD TRIP APPLICATION
- ASSUMPTION OF RISK AND WAIVER, RELEASE AND INDEMNITY AGREEMENT
(for a trip beyond regular school hours, Student participation in school sports and water trips)
- PERSONAL VEHICLE USE PERMISSION FORM
(for Vehicle Field Trips)

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
860595	3/3/2009	AARON'S SIGNS & WINDOWS	\$350.19	FIRELANE & QUIET SIGNS FOR COUGAR FIELD
860596	3/3/2009	ABDO PUBLISHING COMPANY	\$774.19	OH LONE BOOKS (MARIN)
860597	3/3/2009	ALAMEDA COUNTY OFFICE OF ED	\$2,206.39	LAMPS
860598	3/3/2009	ALAMEDA UNIFIED SCHOOL DIST.	\$49,308.00	1ST & 2ND QTR. IEI GRANTS (SELPA)
860599	3/3/2009	ALBANY MIDDLE SCHOOL-ASB	\$1,252.86	REIMB FOR CAFETERIA COMPUTER
860600	3/3/2009	JULIE ALLEN	\$122.26	REIMB/CLASSROOM SUPPLIES & BART TICKETS
860601	3/3/2009	ANTHEM SPORTS	\$474.57	BASKETBALLS (AHS)
860602	3/3/2009	APPLE COMPUTER INC.	\$3,458.25	AIR PORT EXTREME (O.V.)
860603	3/3/2009	AT&T	\$8,033.12	01/19-02/18 SERVICE
860604	3/3/2009	AT&T CALIFORNIA	(\$488.30)	PHONE SERVICE TO FIELDHOUSE
860605	3/3/2009	AMERICAN TELESOURCE, INC.	\$350.00	VOLTAGE PROB/SWITCH & PROG. EXTENTIONS (AMS, D.O., O.V.)
860606	3/3/2009	ALBANY UNIFIED REVOLVING FUND	\$910.28	REIMB REVOLVING ACCT/RETURNED DONATION CKS
860607	3/3/2009	AL BAKER	\$9.97	REIMB/TAIL LIGHT & BRIDGE TOLL
860608	3/3/2009	BEHAVIORAL INTERVENTION	\$3,972.69	08/09 BEHAVIOR INTERVENTION SERVICES
860609	3/3/2009	BENSON LEE, CONSULTING	\$630.00	CALIFORNIA ENVIRONMENTAL QUALITY ACT SERVICES
860610	3/3/2009	AMY BERG	\$329.00	REIMB/CAL PERFORMANCE & SF SYMPHONY
860611	3/3/2009	BERKELEY FARMS	\$134.33	DAIRY (FOOD SERVICES)
860612	3/3/2009	BERKELEY UNIFIED SCHOOL DIST.	\$2,665.00	1ST & 2ND QTR IEI GRANTS (SELPA)
860613	3/3/2009	KAREN BONINI	\$154.75	REIMB FOR CLASSROOM SUPPLIES
860614	3/3/2009	KATRINA BRASHARES	\$30.00	REFUND/LOST BOOK FEE
860615	3/3/2009	TIMOTHY BUCKWALTER	\$14.95	REFUND/LOST BOOK FEE
860616	3/3/2009	CALIFORNIA MATHEMATICS LEAGUE	\$75.00	08/09 MATH CONTEST (AHS)
860617	3/3/2009	CAROLINA BIOLOGICAL SUPPLY CO	\$179.44	BIOLOGY SET (AHS)
860618	3/3/2009	CASBO	\$355.00	PUPIL ATTENDANCE ACCOUNTING WORKSHOP (AMS)
860619	3/3/2009	CITY OF ALBANY	\$16,272.49	08/09 RESOURCE OFFICER PROGRAM
860620	3/3/2009	COMMERCIAL LIGHTING CO.	\$1,289.27	BALLASTS (MAINT)
860621	3/3/2009	COMMUNITY ALLIANCE FOR	\$5,000.00	WRITER COACH CONNECTION
860622	3/3/2009	CRISIS PREVENTION INSTITUTE	\$100.00	CPI MEMBERSHIP FEE (SPECIAL ED)
860623	3/3/2009	DELTA DENTAL	\$3,889.57	03/09 COVERAGE
860624	3/3/2009	DISCOVERY EDUCATION, INC.	\$1,570.00	SUBSCRIPTION (AMS)
860625	3/3/2009	EL CERRITO ELECTRIC CO.	\$2,249.50	INSTALL CIRCUITS/AHS COMPUTER LAB
860626	3/3/2009	ELIZABETH ENCHELMAYER	\$832.27	REIMB/REPAIR IBOOK (AHS)
860627	3/3/2009	FAGEN FRIEDMAN & FULLFROST, LLP	\$72.00	LEGAL SERVICES THRU 01/31/09
860628	3/3/2009	FIRSTGROUP AMERICA	\$700.00	TRANSPORTATION (AHS ATHLETICS)

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
860629	3/3/2009	FLINN SCIENTIFIC	\$634.85	SCI SUPPLIES (AHS)
860630	3/3/2009	JERI FRASER	\$37.83	REIMB FOR CLASSROOM SUPPLIES
860631	3/3/2009	GILL ATHLETICS	\$393.90	TRACK (AHS)
860632	3/3/2009	GL SPORTS	\$1,350.81	TRACK (AHS)
860633	3/3/2009	GOLD STAR FOODS	\$32.50	FOOD (FOOD SERVICES)
860634	3/3/2009	MARINA GONZALEZ	\$111.15	02/05 & 02/19 MILEAGE REIMB
860635	3/3/2009	GRAYBAR ELECTRIC COMPANY INC.	\$168.38	WIREMOLD PARTS (TECH)
860636	3/3/2009	PARENT	\$845.00	08/09 REIMB
860637	3/3/2009	HANDWRITING WITHOUT TEARS	\$11.45	ALPHABET STRIPS (O.V.)
860638	3/3/2009	HOME DEPOT CREDIT SERVICES	\$487.79	HARDWARE (MAINT)
860639	3/3/2009	HOME DEPOT SUPPLY	\$530.53	FLUSHOMETER (MAINT)
860640	3/3/2009	HYDREX- HAYWARD	\$150.00	08/09 PEST CONTROL (AMS & AHS)
860641	3/3/2009	JOHNSTONE SUPPLY	\$1,076.93	OPEN FOR HARDWARE (MAINT)
860642	3/3/2009	KAPLAN	\$7,164.45	MATH BOOKS (AMS)
860643	3/3/2009	THE KEY SHACK LOCKSMITH	\$34.26	CABINET FILE KEYS (AHS)
860644	3/3/2009	MAYA KIM	\$90.15	REIMB FOR CLASSROOM SUPPLIES
860645	3/3/2009	KORNEY BOARD AIDS, INC.	\$817.90	BASKETBALL EQUIP (AHS)
860646	3/3/2009	LANGUAGE PEOPLE, INC.	\$5,880.00	08/09 CAPTIONING SERVICES
860647	3/3/2009	LIBRARIAN'S BOOK EXPRESS	\$473.86	LIBRARY BOOKS (CORNELL)
860648	3/3/2009	LOZANO SMITH	\$13,692.16	LEGAL SERVICES THRU 01/31/09
860649	3/3/2009	DEBRA LURIE	\$65.00	REIMB PARENT/LANGUAGE CLUB FEES
860650	3/3/2009	M-F ATHLETIC CO.	\$401.37	CART & JUMP ROPES (AHS)
860651	3/3/2009	MAC SERVICE	\$316.63	REPAIR MAC BOOK 13" (CORNELL)
860652	3/3/2009	MARY & JOES SPORTING GOODS	\$2,499.61	BASEBALL EQUIP (AHS)
860653	3/3/2009	DYNAVOX/MAYER-JOHNSON	\$66.99	FLIP N TALK KIT (SPECIAL SERVICES)
860654	3/3/2009	MARY ANN McDANIEL	\$231.00	REIMB/TRIP TO CHABOT SPACE & SCI CENTER
860655	3/3/2009	MCGUIRE AND HESTER	\$2,862.90	COUGAR FIELD CONSTRUCTION
860656	3/3/2009	MEDCO SUPPLY CO.	\$1,504.75	FIRST AID SUPPLIES (AHS)
860657	3/3/2009	ROSEMARY MULLARKEY	\$30.00	REFUND/LOST BOOK FEE
860658	3/3/2009	NATIONAL ELEVATOR CO	\$135.00	08/09 ELEVATOR SERVICE (AMS)
860659	3/3/2009	NATIONAL GEOGRAPHIC BEE	\$70.00	NATIONAL GEOGRAPHIC BEE REG (AMS)
860660	3/3/2009	MELINDA NIEDERBRACH	\$10.53	01/26-02/09 MILEAGE REIMB
860661	3/3/2009	OFFICE DEPOT	\$3,123.10	SUPPLIES
860662	3/3/2009	OUR FAMILY COALITION	\$974.79	PD TRAINING SUPPLIES (ELEM)

MARCH 2009 WARRANT LISTING

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860663	3/3/2009	JOANNA PAGE	\$89.01	REIMB FOR CLASSROOM SUPPLIES
860664	3/3/2009	PERFORM BETTER.COM	\$928.55	BASKETBALL (AHS)
860665	3/3/2009	PLEASANTON UNIFIED SCHOOL	\$500.00	08/09 SERVICES
860666	3/3/2009	EDWARD POLLARD	\$30.42	12/15-02/12 MILEAGE REIMB
860667	3/3/2009	PRUDENTIAL OVERALL SUPPLY	\$380.04	UNIFORM SERVICE
860668	3/3/2009	PTM DOCUMENT SYSTEMS	\$988.79	FORMS (AMS)
860669	3/3/2009	PETE RAXAKOUL	\$14.45	REFUND/LOST BOOK FEE
860670	3/3/2009	HOUGHTON MIFFLIN	\$291.69	DAR CLASSROOM KIT (O.V.)
860671	3/3/2009	SADDLEBACK EDUCATIONAL INC	\$672.31	BOOK SETS (AHS)
860672	3/3/2009	AT&T	\$188.20	02/11-03/10 SERVICE
860673	3/3/2009	RACHEL SEARS CASANTA	\$20.00	FINGERPRINT REIMB
860674	3/3/2009	VICTORIA SEARS	\$78.60	REIMB FOR CLASSROOM SUPPLIES
860675	3/3/2009	ALENE SHIROMOTO	\$96.76	REIMB FOR CLASSROOM SUPPLIES
860676	3/3/2009	SI SE PUEDE BEHAVIORAL	\$2,166.25	08/09 SPECIAL ACADEMIC BEHAVIOR SERVICES
860677	3/3/2009	SMITH-EMERY COMPANY	\$50.04	INSPECT & TEST SERVICES (COUGAR FIELD)
860678	3/3/2009	ST. ALBAN'S CHURCH	\$2,948.00	SPACE FOR TAI CHI CLASS RENTED 09/08-12/08 (AAS)
860679	3/3/2009	STAR ELEVATOR INC-ATLAS	\$2,766.00	LABOR & MATERIALS (AHS)
860680	3/3/2009	STARFISH THERAPIES	\$270.00	08/09 PHYSICAL THERAPY SERVICES
860681	3/3/2009	TASKS GALORE PUBLISHING, INC.	\$137.45	TASKS GALORE BOOK SET (CORNELL)
860682	3/3/2009	TOMARK SPORTS	\$887.29	POWER-LINE NET (AHS)
860683	3/3/2009	TRAFFIC LINES SERVICE	\$750.00	FIRE LANE STRIPING (COUGAR FIELD)
860684	3/3/2009	V2 CONSULTING	\$2,000.00	SERVER ESSENTIALS TRAINING (TECH)
860685	3/3/2009	WAXIE SANITARY SUPPLY	\$2,716.06	SANITARY SUPPLIES
847661	3/6/2009	ADMINISTRATIVE SOFTWARE	\$4,043.00	08/09 WEB MAINT & SUPPORT (AAS)
847662	3/6/2009	ALAMEDA COUNTY OFFICE OF ED	\$42.60	LAMPS
847663	3/6/2009	ALAMEDA UNIFIED SCHOOL DIST.	\$29,302.00	08/09 IDEA PRESCHOOL GRANT, PART B (SELPA)
847664	3/6/2009	ARROW GLASS COMPANY	\$312.00	INSTALL CLEAR WIRE & WINDOW (MARIN & AAS)
847665	3/6/2009	AT&T/MCI	\$365.26	01/01-2/04 SERVICE
847666	3/6/2009	BEHAVIORAL INTERVENTION	\$1,750.00	08/09 BEHAVIOR INTERVENTION SERVICES
847667	3/6/2009	BERKELEY FARMS	\$803.28	DAIRY (FOOD SERVICES)
847668	3/6/2009	BERKELEY UNIFIED SCHOOL DIST.	\$22,932.00	08/09 IDEA PRESCHOOL GRANT, PART B (SELPA)
847669	3/6/2009	JAMES BRANDLEY	\$464.00	REIMB FOR TRIP TO CHABOT SPACE CENTER
847670	3/6/2009	BUNZL NORTHERN CALIFORNIA	\$800.20	TRAYS (FOOD SERVICES)
847671	3/6/2009	CAEDMON CEBULSKI	\$275.00	REIMB/ON-SITE HISTORICAL PROGRAM

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
847672	3/6/2009	CEEA	\$199.00	12/11/08 KATE KINSELLA WORKSHOP (CORNELL)
847673	3/6/2009	CHABOT SPACE & SCIENCE CENTER	\$870.00	03/13/09 TRIP TO CHABOT SPACE CENTER (CORNELL)
847674	3/6/2009	CHILDREN'S LEARNING CENTER	\$1,999.50	08/09 SPEECH, LANGUAGE & OTHER SERVICES
847675	3/6/2009	CAROLINE CLARK	\$33.26	REIMB FOR CLASSROOM SUPPLIES
847676	3/6/2009	DANIELSEN	\$851.01	FOOD & SUPPLIES (FOOD SERVICES)
847677	3/6/2009	DORI MAXON	\$393.50	08/09 OCCUPATIONAL/PHYSICAL THERAPY
847678	3/6/2009	EAST BAY PAINT & DECORATOR CTR	\$474.77	PAINT MATERIALS (MAINT)
847679	3/6/2009	EBMUD	\$338.75	01/23-02/25 SERVICE
847680	3/6/2009	EMERY UNIFIED SCHOOL DISTRICT	\$424.00	08/09 IDEA PRESCHOOL GRANT, PART B (SELPA)
847681	3/6/2009	FAGEN FRIEDMAN & FULFROST, LLP	\$228.44	LEGAL SERVICES THRU 11/08
847682	3/6/2009	TONY FENG	\$80.00	REIMB FOR SHOES
847683	3/6/2009	FIRSTGROUP AMERICA	\$1,250.00	TRANSPORTATION (AHS ATHLETICS)
847684	3/6/2009	FOOD 4 THOUGHT, LLC	\$435.95	PRODUCE (FOOD SERVICES)
847685	3/6/2009	GOLD STAR FOODS	\$2,818.84	FOOD (FOOD SERVICES)
847686	3/6/2009	IMPERIAL FOODS CORP.	\$499.35	CA ROLLS, EGG ROLLS (FOOD SERVICES)
847687	3/6/2009	JOHNSTONE SUPPLY	\$456.58	OPEN FOR HARDWARE (MAINT)
847688	3/6/2009	SHOMI LUM	\$104.62	07/08-12/16 MILEAGE REIMB
847689	3/6/2009	MAGGIORA BAKING CO	\$351.65	FOOD (FOOD SERVICES)
847690	3/6/2009	SUSAN MOX	\$2,400.00	TRAINING SERVICES
847691	3/6/2009	NEXTEL COMMUNICATIONS	\$390.51	01/23-02/22 SERVICE
847692	3/6/2009	LISA NORMAN	\$400.00	SERVICES ON MURAL PROJECT (AHS)
847693	3/6/2009	NUCO2	\$56.61	BULK CO2 (POOL)
847694	3/6/2009	ODWALLA INC	\$69.60	DRINKS (FOOD SERVICES)
847695	3/6/2009	OFFICE DEPOT	\$1,189.65	SUPPLIES
847696	3/6/2009	PASTIME ACE HARDWARE	\$1,033.79	02/09 HARDWARE
847697	3/6/2009	PAWAR TRANSPORTATION LLC	\$250.00	08/09 TRANSPORTATION SERVICES
847698	3/6/2009	NCS PEARSON, INC.	\$545.06	FORMS (SPECIAL SERVICES)
847699	3/6/2009	PG&E	\$14,633.70	01/27-02/24 SERVICE
847700	3/6/2009	PIEDMONT UNIFIED SCHOOL DIST	\$2,548.00	08/09 IDEA PRESCHOOL GRANT, PART B (SELPA)
847701	3/6/2009	PRUDENTIAL OVERALL SUPPLY	\$160.10	UNIFORM SERVICE
847702	3/6/2009	RICOH AMERICAS CORP..	\$258.52	STAPLES (O.V.)
847703	3/6/2009	PABLO E. SANCHEZ	\$1,500.00	CUT & TRIM GRASS
847704	3/6/2009	ALENE SHIROMOTO	\$31.89	REIMB FOR CLASSROOM SUPPLIES
847705	3/6/2009	STAR ACADEMY	\$6,492.30	08/09 SPECIAL ACADEMIC SERVICES

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
847706	3/6/2009	SYSCO FOOD SERVICES OF S.F. INC	\$5,241.48	FOOD & SUPPLIES (FOOD SERVICES)
847707	3/6/2009	TOSHIBA BUSINESS SOLUTIONS CA	\$158.67	COPIES (AHS)
847708	3/6/2009	TOSHIBA FINANCIAL SERVICES	\$5,190.48	08/09 EQUIP LEASE
847709	3/6/2009	RICHARD TROUT	\$177.27	REIMB/GARDEN SUPPLIES
847710	3/6/2009	VERIZON WIRELESS	\$94.13	01/20-02/19 SERVICE (SELPA)
847711	3/6/2009	WASTE MANAGEMENT OF ALAMEDA	\$7,164.59	02/09 PICK-UP
847712	3/6/2009	WAXIE SANITARY SUPPLY	\$39.69	SANITARY SUPPLIES
847713	3/6/2009	WILLIAMS SCOTSMAN, INC.	\$439.35	02/23-03/22 PORTABLE RENTAL (MARIN)
848431	3/16/2009	A BETTER CHANCE SCHOOL	\$5,150.50	08/09 SPEECH & LANGUAGE SERVICES
848432	3/16/2009	ALBANY FORD-SUBARU	\$112.66	5000 MILE SERVICE
848433	3/16/2009	ARCO AM/PM	\$540.02	02/09 GAS
848434	3/16/2009	ARROW GLASS COMPANY	\$1,051.00	INSULATED & INSTALL WINDOW
848435	3/16/2009	ASCOM HASLER / GE CAP PROG	\$117.02	08/09 MAIL MACHINE LEASE (D.O.)
848436	3/16/2009	PARENT	\$832.50	REIMB FOR TUITION
848437	3/16/2009	BAY AREA TUTORING CENTERS, INC	\$435.50	TUTORING SERVICES (AHS)
848438	3/16/2009	BERKELEY EAST BAY HUMANE	\$40.00	HUMANE ED CLASS PRESENTATION (MARIN)
848439	3/16/2009	BERKELEY REPERTORY THEATRE	\$800.00	03/18 CRIME & PUNISHMENT PERFORMANCE
848440	3/16/2009	VICTORIA BERNDT	\$31.82	01/05-02/27 MILEAGE REIMB
848441	3/16/2009	LINDA BISHOP	\$49.85	REIMB FOR CLASS SUPPLIES/BART TICKETS
848442	3/16/2009	BOLLO CONSTRUCTION INC.	\$8,280.00	POOL PROJECT
848443	3/16/2009	LUCY BRYNDZA	\$45.36	REIMB FOR TOPOGRAPHIC MAPS
848444	3/16/2009	CHILDREN'S LEARNING CENTER	\$18,645.00	08/09 SPEECH, LANGUAGE & OTHER SERVICES
848445	3/16/2009	CIT TECHNOLOGY FINANCING SERV	\$152.03	08/09 COPIER LEASE (SELPA)
848446	3/16/2009	CITY OF BERKELEY	\$344.00	LOW TIDE TRIP & TEACHER PACKET (AMS)
848447	3/16/2009	CITY OF RICHMOND RECREATION	\$2,148.00	03/23-05/07 POOL RENTAL
848448	3/16/2009	CORDELL EXPEDITIONS	\$290.00	RESEARCH BOAT STUDY TRIP
848449	3/16/2009	CREST GOOD MFG. CO.	\$176.19	HARDWARE (MAINT)
848450	3/16/2009	CRISIS PREVENTION INSTITUTE	\$335.17	NCI WORKBOOKS FOR SELPA MEETING
848451	3/16/2009	CASEY DANIEL	\$333.27	REIMB FOR CLASSROOM SUPPLIES
848452	3/16/2009	PAMELA DEPIANTO	\$29.59	REFUND/LOST BOOK FEE
848453	3/16/2009	EAST BAY RESTAURANT SUPPLY	\$102.03	SLOW COOKER FOR SNACK SHACK
848454	3/16/2009	EBMUD	\$1,666.44	12/26-02/27 SERVICE
848455	3/16/2009	EL CERRITO ELECTRIC CO.	\$2,096.45	RECONNECT ELECTRICITY TO TECH TRAILER
848456	3/16/2009	EUNICE GOURMET	\$83.00	FOOD FOR 10/24/08 MEETING SELPA

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
848457	3/16/2009	FOCUSMICRO, INC	\$1,337.85	SWITCH OUT CAMERAS (AMS)
848458	3/16/2009	JANET FOHNER	\$12.58	REIMB FOR CERT MAIL
848459	3/16/2009	FOLGER GRAPHICS INC	\$3,985.21	09 SPRING QTR TABLOID (AAS)
848460	3/16/2009	DAVID FUCHS	\$144.39	10/03-02/13 MILEAGE REIMB
848461	3/16/2009	GOLDEN GATE AUDUBON SOCIETY	\$546.00	08/09 WINTER QTR CLASSES (AAS)
848462	3/16/2009	HANCOCK GONOS & PARK, INC.	\$6,400.00	CONSULTANT SERVICES 01/09-03/09
848463	3/16/2009	LAURIE HARDEN	\$76.05	REIMB FOR SSC CONF MILEAGE/PARKING
848464	3/16/2009	HOME DEPOT SUPPLY	\$237.08	BULBS (AHS)
848465	3/16/2009	CHRISTOPHER KAJIWARA	\$24.03	02/04-03/03 MILEAGE REIMB
848466	3/16/2009	THE KEY SHACK LOCKSMITH	\$196.60	LATCH/KEYS MADE (D.O.)
848467	3/16/2009	MAYA KIM	\$68.92	REIMB FOR EGG SHAKERS
848468	3/16/2009	LPA, INC.	\$41,730.00	POOL BUILDING PROJECT
848469	3/16/2009	HELEN C MILLER	\$2,430.00	08/09 ASSISTIVE TECHNOLOGY SERVICES
848470	3/16/2009	MOON MOUNTAIN MEDIA	\$596.25	08/09 WEB SERVICES (AAS)
848471	3/16/2009	SUZANNE NELSON	\$421.93	REIMB/SELPA CONF EXPENSES
848472	3/16/2009	NEOPOST LEASING	\$99.24	POSTAGE MACHINE (AMS)
848473	3/16/2009	OFFICE DEPOT	\$893.22	SUPPLIES
848474	3/16/2009	SEAN OWENS	\$21.74	REIMB FOR HEADPHONES
848475	3/16/2009	PAVVAR TRANSPORTATION LLC	\$300.00	08/09 TRANSPORTATION SERVICES
848476	3/16/2009	PG&E	\$7,045.06	01/06-02/25 SERVICE CHARGES
848477	3/16/2009	PHONAK, LLC	\$218.98	REPAIR HEARING DEVICE (SPECIAL SERVICES)
848478	3/16/2009	PRUDENTIAL OVERALL SUPPLY	\$160.10	UNIFORM SERVICE
848479	3/16/2009	RICOH AMERICAS CORP.	\$8,241.19	08/09 COPIER LEASE PMT
848480	3/16/2009	RICOH AMERICAS CORP.	\$1,051.36	STAPLES & MASTERS FOR RISOGRAPH (AHS)
848481	3/16/2009	SAM BORDEN'S MOBILE HOME	\$900.00	01/09-02/09 MOBILE HOME RENTAL (COUGAR FIELD)
848482	3/16/2009	PABLO E. SANCHEZ	\$1,500.00	CUT & TRIM GRASS
848483	3/16/2009	MARILYN SARIG	\$225.00	REFUND FOR 5 UNUSED SWIM CARDS
848484	3/16/2009	AT&T	\$238.84	02/28-03/27 SERVICE
848485	3/16/2009	SCHOLASTIC LIBRARY PUBLISHING	\$400.51	NATURE'S CHILDREN SECOND SERIES (MARIN)
848486	3/16/2009	SCHOOL MART	\$596.45	CALCULATORS (CORNELL)
848487	3/16/2009	FIX-AIR	\$1,348.80	COMPRESSOR (MAINT/AHS)
848488	3/16/2009	ST. MARY'S COLLEGE OF CA	\$2,750.00	REGISTRATION FEES 08/09 BTSA SEMINARS
848489	3/16/2009	STAR ELEVATOR INC-ATLAS	\$291.86	08/09 SERVICE (AHS)
848490	3/16/2009	STARFISH THERAPIES	\$420.00	08/09 PHYSICAL THERAPY SERVICES

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
848491	3/16/2009	SUMMITVIEW SCHOOL	\$3,674.40	08/09 BASIC ED & TRANSPORTATION SERVICES
848492	3/16/2009	SYNTER RESOURCE GROUP	\$76.00	EXTRA DELIVERY CHARGE (AHS)
848493	3/16/2009	TEACHERS DISCOUNT	\$362.48	CLASS MATERIALS (ACC)
848494	3/16/2009	WAXIE SANITARY SUPPLY	\$133.02	SANITARY SUPPLIES
848495	3/16/2009	WILCO SUPPLY	\$353.15	LOCK (MAINT/MAC HIGH)
848496	3/16/2009	WILLIAMS SCOTSMAN, INC.	\$1,224.53	02/26-03/25 PORTABLE RENT (CORNELL)
848497	3/16/2009	JAMES ZAHRADKA	\$500.00	REIMB FOR GOLF TOURNAMENT FEES
865602	3/17/2009	ALAMEDA COUNTY OFFICE OF ED	\$400.96	LAMPS
865603	3/17/2009	ARROWHEAD MOUNTAIN SPRING	\$110.64	02/07-03/06 WATER (MARIN)
865604	3/17/2009	CALIFORNIA SCHOOL BOARDS ASSN	\$4,788.08	PRODUCE A POLICY MANUAL FOR AUSD
865605	3/17/2009	DEPARTMENT OF JUSTICE	\$460.00	FINGERPRINTS
865606	3/17/2009	DJ CO-OPS	\$219.99	FOOD (FOOD SERVICES)
865607	3/17/2009	EBMUD	\$762.14	01/06-03/06 SERVICE
865608	3/17/2009	EUNICE GOURMET	\$80.00	02/27/09 SELPA WORKING LUNCH
865609	3/17/2009	HANDWRITING WITHOUT TEARS	\$261.98	PAPER (CORNELL)
865610	3/17/2009	HOME DEPOT CREDIT SERVICES	\$231.94	LIME (AHS)
865611	3/17/2009	TUYET HUYNH	\$14.46	02/24-03/12 MILEAGE
865612	3/17/2009	IBC SALES CORP	\$373.38	FOOD (ACC)
865613	3/17/2009	HELEN JIANG	\$7.99	02/23-03/13 MILEAGE REIMB
865614	3/17/2009	ADRIENNE KOHN	\$33.08	REIMB FOR CLASSROOM SUPPLIES
865615	3/17/2009	CATHERINE LAWRENCE	\$490.66	REIMB FOR CLASSROOM SUPPLIES
865616	3/17/2009	NORTH COAST MEDICAL	\$276.32	REP BANDS & RAINBOW PUTTY (SPECIAL SERVICES)
865617	3/17/2009	OFFICE DEPOT	\$1,376.11	SUPPLIES
865618	3/17/2009	NCS PEARSON, INC.	\$619.94	CLINICAL EVAL. OF LANG. FUNDAMENTALS (SPECIAL SERVICES)
865619	3/17/2009	MARTHA SCHULTZ	\$241.26	REIMB FOR BICM TRAINING MATERIALS
865620	3/17/2009	PARENT	\$1,500.00	REIMB FOR TUTORING SERVICES
865621	3/17/2009	SLIDE RANCH	\$290.00	03/10/09 TRIP (CORNELL)
865622	3/17/2009	MARLA STEPHENSON	\$20.00	REIMB FOR PARKING/MEDIATION
865623	3/26/2009	WAXIE SANITARY SUPPLY	\$344.18	SANITARY SUPPLIES
868302	3/26/2009	AMERICAN BLINDS & DRAPERIES	\$2,239.50	DRAPES (AHS)
868303	3/26/2009	ERIC ANGRESS	\$5,714.00	REPAIR FIRE DOOR @ AMS
868304	3/26/2009	SARA BACKOWSKI	\$7.16	REIMB FOR SUGAR CUBES
868307	3/26/2009	BAY ALARM	\$914.95	08/09 MOINTOR FIRE ALARM
868308	3/26/2009	BEHAVIORAL INTERVENTION	\$4,937.75	08/09 BEHAVIOR INTERVENTION SERVICES

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
868309	3/26/2009	BERKELEY FARMS	\$2,640.89	DAIRY (ACC)
868310	3/26/2009	BEYOND THE CLASSROOM	\$2,111.50	08/09 AUDIOLOGY SERVICES
868311	3/26/2009	BILL'S UNDERGROUND	\$250.00	LOCATING SEWERMAIN (COUGAR FIELD)
868315	3/26/2009	CAPITAL PROGRAM MANAGEMENT INC	\$1,579.58	RENOVATION & SOUND FENCE PROJECT
868316	3/26/2009	LAURA CASDIA	\$53.00	REIMB/COFFEE & DONUTS FOR STAFF MEETING
868317	3/26/2009	CHILDREN'S LEARNING CENTER	\$1,906.50	08/09 SPEECH, LANGUAGE & OTHER SERVICES
868318	3/26/2009	CB INSTITUTIONS	\$200.00	MY ROAD SITE SUBSCRIPTION (AHS)
868319	3/26/2009	SALLY DAVIS	\$40.00	REIMB FOR COOKING SUPPLIES
868321	3/26/2009	DJ CO-OPS	\$52.65	FOOD (FOOD SERVICES)
868325	3/26/2009	EBMUD	\$1,238.14	01/07-03/10 SERVICE
868326	3/26/2009	FAGEN FRIEDMAN & FULFROST, LLP	\$3,100.00	LEGAL SERVICES THRU 02/28/09
868327	3/26/2009	FALTZ ASSOCIATES INC.	\$475.00	08/09 SPEECH & LANGUAGE SERVICES
868329	3/26/2009	FLINN SCIENTIFIC	\$17.38	SCI MATERIALS (AHS)
868334	3/26/2009	MONICA GRYZC	\$200.00	REIMB/ABC PICTURE RUG
868335	3/26/2009	HAPPY PRODUCE	\$1,819.13	PRODUCE (ACC)
868336	3/26/2009	HM RECEIVABLES CO LLC	\$1,078.29	SOCIAL STUDIES TEXT BOOKS (ELEM)
868339	3/26/2009	HOUGHTON MIFFLIN COMPANY	\$2,826.29	SPANISH GRAMMAR BOOKS (AAS)
868341	3/26/2009	HYDREX-HAYWARD	\$150.00	08/09 PEST CONTROL (AMS & AHS)
868342	3/26/2009	IBC SALES CORP	\$639.24	FOOD (ACC)
868345	3/26/2009	KATHLEEN S. SKOW NPA	\$3,150.00	08/09 ORIENTATION AND MOBILITY TRAINING
868346	3/26/2009	BETSY KAYE	\$1,365.00	08/09 VISUALLY IMPAIRED SERVICES
868352	3/26/2009	LPA, INC.	\$1,283.24	POOL BUILDING PROJECT
868353	3/26/2009	CYNTHIA MAH	\$972.05	REIMB FOR GARDEN EXPENSES
868359	3/26/2009	MOBILE MODULAR MGMT. CORP.	\$10,905.63	MOVE TRAILER (MARIN)
868360	3/26/2009	MARGARET MOWRY EVANS	\$3,565.00	08/09 CASE MANAGEMENT SERVICES
868362	3/26/2009	MELINDA NIEDERBRACH	\$15.47	02/23-03/10 MILEAGE REIMB
868364	3/26/2009	OFFICE DEPOT	\$1,923.25	SUPPLIES
868365	3/26/2009	PARAMOUNT ELEVATOR CORPORATION	\$90.00	08/09 ELEVATOR SERVICE (CORNELL)
868366	3/26/2009	PARTNERSHIP FOR AUGMENTIVE	\$1,496.25	08/09 AUGMENTIVE & ASSISTIVE TECH SERVICES
868367	3/26/2009	PG&E	\$7,945.52	10/23-02/24 SERVICE
868368	3/26/2009	FIA CARD SERVICES	\$3.89	CASHEE CREDIT, FOOD/MEETINGS (HARDEN)
868369	3/26/2009	FIA CARD SERVICES	\$505.46	FOOD & SUPPLIES (HOFFMAN)
868370	3/26/2009	PLEASANTON UNIFIED SCHOOL	\$500.00	08/09 SERVICES
868371	3/26/2009	PRUDENTIAL OVERALL SUPPLY	\$332.70	UNIFORM SERVICE

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
868372	3/26/2009	XIAO HONG QIAN	\$150.00	PT. BONITA REFUND
868373	3/26/2009	QUALITY COPIER SERVICE AND	\$503.25	REPAIR COPY MACHINE (AHS)
868374	3/26/2009	RICOH AMERICAS CORP.	\$8,330.98	MONTHLY LEASE & MAINT AGREEMENT
868375	3/26/2009	OSCAR O. RODRIGUEZ	\$120.00	REIMB FOR WORK SHOES
868377	3/26/2009	MICHAEL SADLER	\$1,200.00	INSTALL CARPET, PAD & LINOLEUM (CARETAKER PAD)
868379	3/26/2009	PABLO E. SANCHEZ	\$1,400.00	TRIMMING & TRASH PICK-UP (AMS & AHS)
868380	3/26/2009	KAREN SAURA	\$191.00	REIMB/BTSA COURSE-WORKING WITH SPECIAL POPULATIONS
868381	3/26/2009	AT&T	\$178.20	03/11-04/10 SERVICE
868382	3/26/2009	SCIENCE FIRST	\$769.89	SUNSPOTTERS (AHS)
868385	3/26/2009	STAR ACADEMY	\$6,492.30	08/09 SPECIAL ACADEMIC SERVICES
868386	3/26/2009	APRIL STEWART	\$59.24	REIMB FOR CLASSROOM SUPPLIES
868388	3/26/2009	UC REGENITS	\$320.00	08/09 PST MANAGEMENT (ACC)
868390	3/26/2009	WAXIE SANITARY SUPPLY	\$2,813.44	SANITARY SUPPLIES
868391	3/26/2009	WILKINSON & HADLEY, LLP	\$5,160.00	08 AUDIT & PROP 39 AUDIT 06/30/08
868392	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868393	3/26/2009	RETIREE	\$915.60	04/09 CALPERS/REIMB
868305	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868306	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868312	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868313	3/26/2009	RETIREE	\$801.01	04/09 CALPERS/REIMB
868314	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868320	3/26/2009	RETIREE	\$687.46	04/09 CALPERS/REIMB
868322	3/26/2009	RETIREE	\$915.60	04/09 CALPERS/REIMB
868323	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868324	3/26/2009	RETIREE	\$915.60	04/09 CALPERS/REIMB
868328	3/26/2009	RETIREE	\$324.11	04/09 CALPERS/REIMB
868330	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868331	3/26/2009	RETIREE	\$480.88	04/09 CALPERS/REIMB
868332	3/26/2009	RETIREE	\$125.00	04/09 CNL
868333	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868337	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868338	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868340	3/26/2009	RETIREE	\$801.01	04/09 CALPERS/REIMB
868343	3/26/2009	RETIREE	\$915.60	04/09 CALPERS/REIMB

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
868344	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868347	3/26/2009	RETIREE	\$863.96	04/09 CALPERS/REIMB
868348	3/26/2009	RETIREE	\$303.60	04/09 CALPERS/REIMB
868349	3/26/2009	RETIREE	\$801.01	04/09 CALPERS/REIMB
868350	3/26/2009	RETIREE	\$687.46	04/09 CALPERS/REIMB
868351	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868354	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868355	3/26/2009	RETIREE	\$687.46	04/09 CALPERS/REIMB
868356	3/26/2009	RETIREE	\$915.60	04/09 CALPERS/REIMB
868357	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868358	3/26/2009	RETIREE	\$915.60	04/09 CALPERS/REIMB
868358	3/26/2009	RETIREE	\$949.94	04/09 CALPERS/REIMB
868361	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868363	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868376	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868378	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868383	3/26/2009	RETIREE	\$1,020.14	04/09 CALPERS/REIMB
868384	3/26/2009	RETIREE	\$407.30	04/09 CALPERS/REIMB
868387	3/26/2009	RETIREE	\$459.57	04/09 CALPERS/REIMB
868389	3/26/2009	RETIREE	\$949.94	04/09 CALPERS/REIMB
866809	3/3/2009	ING Northern Annuity	\$15.00	Payroll on 3/03/09
866810	3/3/2009	ALBANY UNIFIED SCHOOL DISTRICT	\$5.80	Payroll on 3/03/09
866576	3/23/2009	1st United Services Credit Un.	\$2,217.90	Payroll on 3/23/09
866577	3/23/2009	ACSAS FOUNDATION FOR	\$310.01	Payroll on 3/23/09
866578	3/23/2009	ACSAS FOUNDATION FOR	\$360.25	Payroll on 3/23/09
866579	3/23/2009	ALAMEDA COUNTY SCHOOLS INS	\$6,062.02	Payroll on 3/23/09
866580	3/23/2009	Alameda Cnty Schools Insurance	\$1,336.13	Payroll on 3/23/09
866581	3/23/2009	AIG RETIREMENT ADVISORS INC.	\$2,850.00	Payroll on 3/23/09
866582	3/23/2009	AIG RETIREMENT ADVISORS INC.	\$250.00	Payroll on 3/23/09
866583	3/23/2009	ALBANY EDUCATION FOUNDATION	\$17.00	Payroll on 3/23/09
866584	3/23/2009	American Family Life	\$12.94	Payroll on 3/23/09
866585	3/23/2009	American Fidelity Assurance Co	\$1,930.00	Payroll on 3/23/09
866586	3/23/2009	AMERICAN FIDELITY ASSURANCE	\$3,904.22	Payroll on 3/23/09

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
866587	3/23/2009	AMERICAN FIDELITY ASSURANCE CO	\$610.48	Payroll on 3/23/09
866588	3/23/2009	AMERICAN FIDELITY ASSURANCE CO	\$552.13	Payroll on 3/23/09
866589	3/23/2009	AMERICAN FUNDS SERVICE	\$1,710.00	Payroll on 3/23/09
866590	3/23/2009	American Fidelity Assurance	\$4,430.00	Payroll on 3/23/09
866591	3/23/2009	American Fidelity Assurance	\$578.00	Payroll on 3/23/09
866592	3/23/2009	American Fidelity Assurance	\$4,508.66	Payroll on 3/23/09
866593	3/23/2009	American General Annuity	\$120.00	Payroll on 3/23/09
866594	3/23/2009	ING Northern Annuity	\$3,333.76	Payroll on 3/23/09
866595	3/23/2009	Albany Unified School District	\$1,060,265.16	Payroll on 3/23/09
866596	3/23/2009	Albany Unified School District	\$24,094.20	Payroll on 3/23/09
866597	3/23/2009	Albany Unified School District	\$56,763.23	Payroll on 3/23/09
866598	3/23/2009	Albany Unified School District	\$15,084.13	Payroll on 3/23/09
866599	3/23/2009	ALBANY UNIFIED SCHOOL DISTRICT	\$63,254.72	Payroll on 3/23/09
866600	3/23/2009	ALBANY UNIFIED SCHOOL DISTRICT	\$209,714.95	Payroll on 3/23/09
866601	3/23/2009	ALBANY UNIFIED SCHOOL DISTRICT	\$59,696.08	Payroll on 3/23/09
866602	3/23/2009	ALBANY UNIFIED SCHOOL DISTRICT	\$68,491.92	Payroll on 3/23/09
866603	3/23/2009	ALBANY UNIFIED REVOLVING FUND	\$100.00	Payroll on 3/23/09
866604	3/23/2009	CALIFORNIA STATE	\$625.00	Payroll on 3/23/09
866605	3/23/2009	CALIF STATE TEACHER RET SYSTEM	\$8,032.01	Payroll on 3/23/09
866606	3/23/2009	Calif. State Empl.Credit Union	\$400.00	Payroll on 3/23/09
866607	3/23/2009	CALIFORNIA STATE DISBSMT UNIT	\$277.43	Payroll on 3/23/09
866608	3/23/2009	CALPERS - CALIFORNIA PUBLIC	\$13,499.45	Payroll on 3/23/09
866609	3/23/2009	CONSECO INSURANCE COMPANY	\$200.00	Payroll on 3/23/09
866610	3/23/2009	CONSECO INSURANCE COMPANY	\$400.00	Payroll on 3/23/09
866611	3/23/2009	CSEA Dues	\$3,897.61	Payroll on 3/23/09
866612	3/23/2009	CSEA VICTORY CLUB	\$43.00	Payroll on 3/23/09
866613	3/23/2009	CTA Dues	\$21,808.22	Payroll on 3/23/09
866614	3/23/2009	CTA	\$10.00	Payroll on 3/23/09
866615	3/23/2009	EDFUND	\$483.85	Payroll on 3/23/09
866616	3/23/2009	Equitable Life Assurance Co.	\$1,005.00	Payroll on 3/23/09
866617	3/23/2009	FIDELITY INVESTMENTS	\$300.00	Payroll on 3/23/09
866618	3/23/2009	FRANKLIN TEMPLETON BANK & TRUS	\$1,100.00	Payroll on 3/23/09
866619	3/23/2009	GALIC DISBURSING COMPANY	\$3,005.00	Payroll on 3/23/09
866620	3/23/2009	GALIC DISBURSING COMPANY	\$212.00	Payroll on 3/23/09

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
866621	3/23/2009	GALIC DISBURSING COMPANY	\$3,568.60	Payroll on 3/23/09
866622	3/23/2009	GALIC DISBURSING COMPANY	\$275.00	Payroll on 3/23/09
866623	3/23/2009	GALIC DISBURSING COMPANY	\$250.00	Payroll on 3/23/09
866624	3/23/2009	GALIC DISBURSING COMPANY	\$3,950.00	Payroll on 3/23/09
866625	3/23/2009	HORACE MANN LIFE INS. CO	\$1,000.00	Payroll on 3/23/09
866626	3/23/2009	IDS Financial Services INS	\$300.00	Payroll on 3/23/09
866627	3/23/2009	Fresno Internal Revenue Serv.	\$438.36	Payroll on 3/23/09
866628	3/23/2009	Jackson National Life Ins Co	\$1,044.00	Payroll on 3/23/09
866629	3/23/2009	PRUDENTIAL/KEENAN	\$195.58	Payroll on 3/23/09
866630	3/23/2009	PRUDENTIAL/KEENAN	\$1,642.04	Payroll on 3/23/09
866631	3/23/2009	PRUDENTIAL/KEENAN	\$448.30	Payroll on 3/23/09
866632	3/23/2009	Life Insurance Co of SouthWest	\$3,410.00	Payroll on 3/23/09
866633	3/23/2009	METLIFE RESOURCES 403B CO	\$10,912.50	Payroll on 3/23/09
866634	3/23/2009	National Health Insurance Co.	\$550.00	Payroll on 3/23/09
866635	3/23/2009	NORTHERN LIFE INSURANCE CO	\$200.00	Payroll on 3/23/09
866636	3/23/2009	NORTHERN LIFE INSURANCE CO	\$400.00	Payroll on 3/23/09
866637	3/23/2009	OGDEN SERVICE CENTER	\$126.00	Payroll on 3/23/09
866638	3/23/2009	OPPENHEIMER FUND	\$2,369.00	Payroll on 3/23/09
866639	3/23/2009	Pacific Life Insurance Co	\$300.00	Payroll on 3/23/09
866640	3/23/2009	Provident central Credit Union	\$1,275.00	Payroll on 3/23/09
866641	3/23/2009	Putnam Investors Services	\$636.00	Payroll on 3/23/09
866642	3/23/2009	Putnam Investors Services	\$4,550.00	Payroll on 3/23/09
866643	3/23/2009	Reliastar Life Ins. CO	\$3,460.00	Payroll on 3/23/09
866644	3/23/2009	The Security Benefit Group	\$300.00	Payroll on 3/23/09
866645	3/23/2009	PAT MORONES	\$1,808.39	Payroll on 3/23/09
866646	3/23/2009	SEIU LOCAL 1021 COPE DEDUCTION	\$29.00	Payroll on 3/23/09
866647	3/23/2009	SOCIAL SECURITY ADMINISTRATION	\$254.74	Payroll on 3/23/09
866648	3/23/2009	STANDARD INSURANCE COMPANY	\$37.23	Payroll on 3/23/09
866649	3/23/2009	STANDARD INSURANCE COMPANY	\$46.57	Payroll on 3/23/09
866650	3/23/2009	STANDARD INSURANCE COMPANY	\$2,101.89	Payroll on 3/23/09
866651	3/23/2009	STANDARD INSURANCE COMPANY	\$22.97	Payroll on 3/23/09
866652	3/23/2009	STATE OF CALIFORNA	\$228.05	Payroll on 3/23/09
866653	3/23/2009	STATE OF CALIFORNIA	\$36.00	Payroll on 3/23/09
866654	3/23/2009	TAX DEFERRED SERVICES 457PLAN	\$23,520.00	Payroll on 3/23/09

MARCH 2009 WARRANT LISTING

<u>CHECK #</u>	<u>CHECK DT</u>	<u>COMPANY NAME</u>	<u>CHECK AMOUNT</u>	<u>DESCRIPTION</u>
866655	3/23/2009	TAX DEFERRED SERVICES 457PLAN	\$1,400.00	Payroll on 3/23/09
866656	3/23/2009	Thomas E. Westmaker	\$11.25	Payroll on 3/23/09
866657	3/23/2009	TIAA-CREF	\$260.00	Payroll on 3/23/09
866658	3/23/2009	TRANSAMERICA	\$385.00	Payroll on 3/23/09
866659	3/23/2009	United Way	\$10.00	Payroll on 3/23/09
866660	3/23/2009	Vanguard Fiduciary Trust Co	\$7,790.00	Payroll on 3/23/09
866661	3/23/2009	VAR ANN LF	\$5,445.00	Payroll on 3/23/09
			\$2,299,464.45	TOTAL

FUND SUMMARY

<u>FUND DESCRIPTION</u>	<u>AMOUNT</u>
010- GENERAL FUND	\$2,090,953.09
110- ADULT EDUCATION FUND	\$43,937.72
120- CHILD DEVELOPMENT FUND	\$67,014.68
130- CAFETERIA FUND	\$26,496.97
210- BUILDING FUND PRIMARY	\$69,837.46
250- CAPITAL FACILITIES FUND	\$1,224.53
	\$2,299,464.45
	TOTAL

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 28, 2009

ITEM: CEQA NOTICE OF EXEMPTION-ALBANY HIGH SCHOOL POOL DEMOLITION
PREPARED BY: Marla Stephenson *MS*
TYPE OF ITEM: Consent Calendar

BACKGROUND INFORMATION:

The existing Albany High School Natatorium and pool is severely deteriorated. Safety and liability concerns related to the structural integrity, seismic safety, and hazardous materials (asbestos and lead paint) of the buildings and pool require the demolition of the facilities as soon as possible.

It is anticipated the abatement of hazardous materials and demolition will commence in June 2009 and be completed in August 2009. The work is planned for the summer in order to reduce the impact on the high school.

To comply with the California Environmental Quality Act (CEQA), staff has prepared the attached Notice of Exemption. Pending approval of this Notice of Exemption and the completion of the required 35-day comment period, the District will have met the CEQA requirements for the demolition of the buildings and pool.

The District will coordinate with the City of Albany and the Bay Area Air Quality Management District to ensure all required steps are taken to mitigate any possible neighborhood impacts. The District will enforce working hour restrictions, dust control measures, and construction traffic mitigation.

FINANCIAL INFORMATION:

No fiscal impact.

RECOMMENDATION: Approve the CEQA Notice of Completion for the demolition of the Albany High School Pool.

Notice of Exemption

Form D

To: Office of Planning and Research
P.O. Box 3044, Room 212
Sacramento, CA 95812-3044

From: (Public Agency) Albany Unified School District
904 Talbot Avenue
Albany, CA 94706
(Address)

County Clerk
County of Alameda
1106 Madison Street
Oakland, CA 94607

Project Title: Demolition of Albany High School Natatorium and Pool

Project Location - Specific:

South east corner of Albany High School campus. 603 Key Route Blvd., Albany CA 94706

Project Location - City: Albany Project Location - County: Alameda

Description of Nature, Purpose and Beneficiaries of Project:

Due to existing structural deficiencies and hazard concerns of the existing natatorium and associated pool buildings, the buildings and pool require immediate demolition to maintain an acceptable level of public safety.

Name of Public Agency Approving Project: Albany Unified School District

Name of Person or Agency Carrying Out Project: Albany Unified School District

Exempt Status: (check one)

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: 15304 Minor Alterations to Land
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

The project is exempt from the CEQA pursuant to the Class 4 Exemption for Minor Alterations to Land.

Lead Agency
Contact Person: Marla Stephenson, Superintendent Area Code/Telephone/Extension: (510) 588-3766

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

- Signed by Lead Agency Date received for filing at OPR: _____
- Signed by Applicant

Revised 2005

ALBANY UNIFIED SCHOOL DISTRICT

MOBILEHOME SPACE AND CARETAKER SERVICES AGREEMENT

This agreement ("Agreement") is made this 28th day of April, 2009 by and between the Albany Unified School District ("District") and Norvell Harrison [maintenance worker] and Gwen Harrison [maintenance worker's spouse] (together, "Caretaker").

WHEREAS, Education Code Section 17574 authorizes the District's Governing Board to permit individuals to occupy a mobilehome on a District facility site on terms and conditions acceptable to the Governing Board for purposes of maintaining surveillance and reporting illegal or suspicious activities that are observed; and

WHEREAS, a mobilehome ("Mobilehome") acceptable to the District has been installed on Cougar Field ("Site"), which is located at Albany Middle School, 1259 Brighton Avenue., Albany, CA 94706; and

WHEREAS, a description of the Mobilehome and its location on the Site is provided in Exhibit A, which is attached hereto and incorporated herein by reference; and

WHEREAS, the District intends that Caretaker occupy the Mobilehome in order to maintain surveillance and report illegal or suspicious activities that are observed on the Site.

NOW, THEREFORE, the parties agree as follows:

1. License Term. District licenses to Caretaker the Mobilehome hereinabove described for a term of one (1) year commencing on May 1, 2009, and terminating on April 30, 2010, unless earlier terminated pursuant to this Agreement. This Agreement shall automatically renew for up to five (5) consecutive one-year terms, unless either party provides written notice of non-renewal to the other party at least thirty (30) days before the end of the term.
2. Use. Caretaker shall use the Mobilehome for residential purposes only. Upon the expiration or earlier termination of this Agreement, Caretaker shall surrender the Mobilehome in the same condition as received, ordinary wear and tear excepted.
3. No Fee. Caretaker shall pay no fee to District for residing in the Mobilehome; Caretaker's sole consideration to District shall be the performance of the duties set forth in this Agreement. Caretaker will perform these duties in a professional and a competent manner, and in compliance with all relevant law.
4. Security Services. Caretaker will provide security services to the District after school and before school hours, weekends, holidays and during the summer, when Caretaker is occupying the Mobilehome. These services as Caretaker will be performed separate from the Caretaker's responsibilities and duties as a District employee. While engaged in carrying out the terms and conditions of this Agreement, the Caretaker is not an officer, employee, partner, or joint venturer of the District. The security services to be provided shall include, but shall not be limited to, the following:

- a) Checking the lock on the main gate of the school daily.
 - b) Notification of appropriate District personnel in case of an emergency.
 - c) Closing and locking doors and gates as needed outside of normal school and custodial hours.
 - d) Touring the Site as a security check and to be visible on a frequent and random basis.
 - e) Promptly notifying law enforcement and appropriate District personnel of unauthorized or illegal activities on the school site.
5. Utilities. District will provide utilities for the Mobilehome, including hook up and cables, at no cost to Caretaker. No failure on the part of District to provide, or any stoppage of, the utility services resulting from any cause whatsoever shall make District liable in any respect to any person, property or business, or be construed as an eviction of Caretaker, or entitle Caretaker to any relief from Caretaker's obligations under this Agreement. District shall make its best effort to restore any interruption of utility services, and Caretaker shall not be responsible for the cost any repair necessary for such restoration unless the interruption was the result of Caretaker's action or inaction.
6. Maintenance. The Caretaker is responsible for the general maintenance and care of the Mobilehome. The Caretaker shall maintain the Mobilehome in good condition, reasonable wear and tear excepted. The Caretaker shall not commit or suffer to be committed any waste in or upon the Mobilehome. Should Caretaker damage the Mobilehome beyond normal wear and tear, Caretaker shall, within five (5) days of receipt of an invoice, pay District the cost of the repairs.
- District shall be responsible for major maintenance and repair of the Mobilehome, except to the extent major maintenance or repair, other than normal wear and tear, is required as a result of Caretaker's failure to care for and maintain the Mobilehome. Caretaker shall reimburse District for the cost of major maintenance or repair resulting from Caretaker's failure to care for and maintain the Mobilehome within five (5) days of receipt of an invoice. For the purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582.
7. Compliance with Law. Caretaker shall comply with all applicable Federal, State, local, and District laws, statutes, ordinances, policies, regulations, rules, and requirements ("Laws"), whether those Laws are now in force or are subsequently enacted. The Caretaker shall not use the Mobilehome or permit anything to be done in or about the Mobilehome that will in any way conflict with any Laws, obstruct or interfere with the rights of the District or the District's use of its property, or injure the District. The Caretaker shall not cause, maintain, or permit any nuisance in or about the Mobilehome. The Mobilehome shall be non-smoking and no smoking shall be allowed in or on District property.
8. Visitors. Caretaker shall not permit any other person or persons other than members of their immediate family to enter the Site or occupy the Mobilehome without the prior written authority of District. Unless already on file with the District, Caretaker and all family members who will reside on the Site or Mobilehome, 18 years or older ("Family Members"), shall be fingerprinted. District may also reasonably request in writing that Caretaker and such Family Members have their fingerprints updated. The fingerprints shall be delivered to the District's personnel office. Caretaker, on behalf of themselves and all fingerprinted Family Members, consent to the District submitting fingerprints to the State Criminal Justice Department for a complete records check. Evidence of Caretaker's or Family

Members' conviction of a violent or serious felony or sex offense as defined in Education Code sections 45122.1 and 45123, or of such person(s) having been deemed a sexual psychopath as defined in Education Code section 45124, will automatically invalidate this Agreement.

9. District Entry. District shall have the right to enter the Mobilehome at all reasonable hours to inspect and/or repair the Mobilehome. District shall have the right to enter the Mobilehome at any time in the event of an emergency. District shall make reasonable efforts to give notice to Caretaker before entering the Mobilehome. The Caretaker waives any claim for damages for inconvenience to Caretaker, any loss of use or quiet enjoyment of the Mobilehome, related to District's entry for the purposes identified in this section.
10. Improvements. The Caretaker shall not make any alterations, additions, or improvements (together, "Improvements") to the Mobilehome or the Site, unless pre-approved in writing by the District Superintendent. Any Improvements to the Mobilehome made by the Caretaker shall be paid for by the Caretaker, and shall be in accordance with all applicable law. The Caretaker shall keep the Mobilehome and the Site free and clear of any liens arising out of any work performed, materials furnished, or obligations incurred with respect to any Improvements. Upon written request of the District prior to the expiration or earlier termination of this Agreement, Caretaker will remove any and all Improvements to the Mobilehome, at its own cost, and restore the Mobilehome to its original condition. Any Improvement to the Mobilehome that the Caretaker does not remove prior to vacating the Mobilehome shall vest in the District.
11. Vehicles. Caretaker shall be limited to keeping not more than two (2) personal vehicles on the school site, parked in areas identified by the District in Exhibit B, which is attached hereto and incorporated herein by reference. All vehicles must be maintained in an operable condition and registered with the Department of Motor Vehicles, and shall not exhibit any visible writing or image deemed objectionable by the District.
12. Absences. Caretaker shall notify and obtain approval from District Superintendent, which approval may be withheld at his/her discretion, during the summer if Caretaker will be absent from the school site for more than two consecutive days. Caretaker may be absent from the Mobilehome up to six (6) weekends per year with prior notification and approval from District Superintendent.
13. Taxes. Caretaker acknowledges and understands that their occupancy and use of the Mobilehome under the terms and conditions of this Agreement may establish a property interest under section 107.6 of the Revenue and Taxation Code, or other applicable section, and may subject the Caretaker to property taxes levied on such property interest by appropriate taxing authorities. Caretaker solely shall be responsible for the payment of any and all such taxes, including any penalties and interest in connection therewith. Furthermore, Caretaker agrees that this Agreement does not provide Caretaker with any entitlement to any future work from the District or to any employment or fringe benefits from the District. Caretaker is independently responsible for the payment of all applicable taxes.
14. Insurance. Caretaker, at Caretaker's own expense, shall carry liability insurance and property damage insurance applicable to the Mobilehome in such amounts and with such companies as District shall approve, causing District to be a party insured under such liability and property damage insurance policies. Caretaker shall furnish to District certificates of such liability and property damage insurance policies. Upon District's request, Caretaker shall immediately furnish to District the policies.

15. Indemnification. Caretaker shall indemnify, defend and save the District, its Board of Trustees, members of its Board of Trustees, officers, agents, employees, and students, harmless from any and all claims, damages, losses, expenses, causes of actions, and demands, including reasonable attorney's fees and costs, whether to persons or property, incurred in connection with or in any manner arising out of (1) Caretaker's performance of the work contemplated by this Agreement; and (2) any act or thing done upon the Site by the Caretaker, their immediate family, or any Caretaker invitee.
16. Holding Over. Caretaker shall not remain in possession of the Mobilehome after the expiration or termination of this Agreement. Notwithstanding the foregoing, if the Caretaker holds over, the Caretaker shall pay the damages set forth in section 17 ("Damages"). Any holdover by Caretaker requires the Caretaker to comply with all terms of this Agreement. A holdover by the Caretaker shall not trigger any additional term. The District shall have the right to remove the Caretaker at any time after the expiration of the term or termination of this Agreement. The District, at its discretion, may immediately remove, store at Caretaker's expense, and/or sell, any personal property remaining on the Mobilehome after the expiration or earlier termination of this Agreement, unless arrangements for their removal, storage or disposal are made by the Caretaker and approved by the District in writing.
17. Damages. Caretaker acknowledges and understands that their failure to vacate the Mobilehome and/or remove personal property from the Mobilehome at the expiration or earlier termination of the Agreement will damage the District in an amount that is impracticable and extremely difficult to fix. Accordingly, the parties agree that the amount herein set forth shall be the amount of damages which the District shall directly incur upon failure of the Caretaker to vacate the Mobilehome and/or remove personal property: \$ 60.00 in liquidated damages, for each calendar day until Caretaker vacates the Mobilehome and/or removes the personal property.
18. Termination.
- a) This Agreement may be terminated without cause upon thirty (30) days written notice of termination given by either party.
 - b) In the event of any material default or breach of this Agreement by Caretaker, District may, but shall not be obligated to, terminate this Agreement and Caretaker's right to possession of and residence in the Mobilehome upon thirty (30) days' written notice thereof to the Caretaker, if the default is not cured within the thirty (30) day period.
 - c) Upon termination of this Agreement, District shall have the right to re-enter the Mobilehome and take immediate possession thereof and to exclude Caretaker therefrom, in the manner provided by law.
19. Miscellaneous Terms.
- a) Amendment. The terms of this Agreement shall not be amended in any manner whatsoever except by written agreement signed by the parties.
 - b) Assignment. The Caretaker may not assign any of their rights under this Agreement or sublet any portion of the Mobilehome. Any assignment or sublease by Caretaker shall be void, and at the option of District, shall terminate this Agreement.

- c) Board Approval. This Agreement confers no legal or equitable right until it is approved by the ^{P41} Albany Unified School District Board of Trustees at a lawfully conducted public meeting.
- d) Conflict with Law. In the event any conflict or ambiguity between this Agreement and state or federal laws or regulations, the latter shall prevail.
- e) Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original of the Agreement. Facsimile signature pages transmitted to other parties to this Agreement shall be deemed equivalent to original signatures on counterparts.
- f) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties. There are no understandings, agreements, representations or warranties, expressed or implied, not specified in this Agreement.
- g) Governing Law and Venue. This Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter which have legal contracts and relationships exclusively within the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Alameda, subject to transfer of venue under applicable State law.
- h) Headings. Any headings in this Agreement are included only as a matter of convenience and for reference and in no way define the scope of extent of this Agreement or the construction of any provision.
- i) No Entitlement. Caretaker agrees that Caretaker has no entitlement to future contracts with the District.
- j) Notices. All notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom notice is directed or shall be deemed served when the same has been deposited in the United States mail, overnight mail, certified or registered mail, return receipt requested, or overnight mail, postage prepaid, and addressed in the case of:

Caretaker:

 1259 Brighton Avenue
 Albany, CA 94706

District:

Albany Unified School District
 904 Talbot Avenue
 Albany, California 94706
 Attn: _____

(Continued on next page)

- k) Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed the day and year first shown above.

ALBANY UNIFIED SCHOOL DISTRICT

BY _____
 Marla Stephenson
 Superintendent

CARETAKER

BY _____
 [Name]

BY _____
 [Name]

Exhibit A
Mobilehome

P43

880 sq ft Palm Manor Mobile Home

2 Bedrooms

2 Bathrooms

Furnace / AC

Kitchen with refrigerator, dishwasher and gas range

Laundry room with washer and gas dryer

New carpet / linoleum

Two smoke alarms

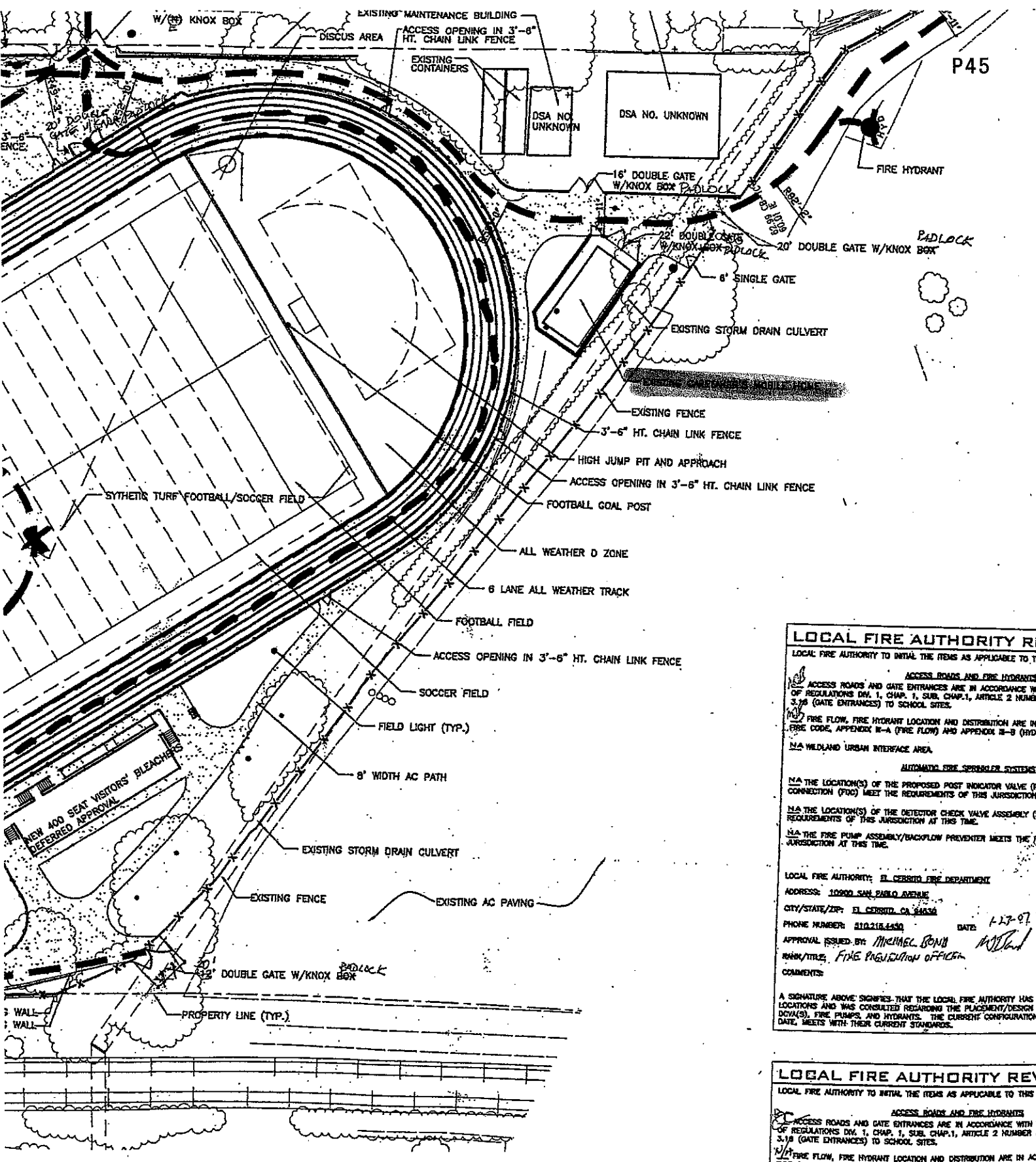
Cable TV access provided, monthly fee not provided

Phonelines provided, monthly fee not provided

Security cameras provided and maintained by AUSD

Remote lighting provided and maintained by AUSD

Exhibit A - 1



P45

LOCAL FIRE AUTHORITY RI

LOCAL FIRE AUTHORITY TO INITIAL THE ITEMS AS APPLICABLE TO THIS PROJECT

ACCESS ROADS AND FIRE HYDRANTS
 ACCESS ROADS AND GATE ENTRANCES ARE IN ACCORDANCE WITH REGULATIONS DIV. 1, CHAP. 1, SUB. CHAP. 1, ARTICLE 2 NUMBER 3.1.8 (GATE ENTRANCES) TO SCHOOL SITES.

FIRE FLOW, FIRE HYDRANT LOCATION AND DISTRIBUTION ARE IN ACCORDANCE WITH FIRE CODE, APPENDIX B-A (FIRE FLOW) AND APPENDIX B-B (HYDRANT).

WILDLAND URBAN INTERFACE AREA
 N/A WILDLAND URBAN INTERFACE AREA.

AUTOMATIC FIRE SPRINKLER SYSTEMS
 N/A THE LOCATION(S) OF THE PROPOSED POST INDICATOR VALVE (PIV) CONNECTION (FDC) MEET THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.
 N/A THE LOCATION(S) OF THE DETECTOR CHECK VALVE ASSEMBLY (DCVA) MEETS THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.
 N/A THE FIRE PUMP ASSEMBLY/BACKFLOW PREVENTER MEETS THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.

LOCAL FIRE AUTHORITY: EL CERRITO FIRE DEPARTMENT
 ADDRESS: 10200 SAN PABLO AVENUE
 CITY/STATE/ZIP: EL CERRITO, CA 94530
 PHONE NUMBER: 925.218.4450
 DATE: 1-27-07
 APPROVAL ISSUED BY: MICHAEL BOMBARDIERI
 RANK/TITLE: FIRE REGULATION OFFICER

COMMENTS:
 A SIGNATURE ABOVE SIGNIFIES THAT THE LOCAL FIRE AUTHORITY HAS BEEN CONSULTED REGARDING THE PLACEMENT/DESIGN OF THE PROPOSED POST INDICATOR VALVE (PIV) CONNECTION (FDC), FIRE PUMPS AND HYDRANTS. THE CURRENT CONFIGURATION MEETS WITH THEIR CURRENT STANDARDS.

LOCAL FIRE AUTHORITY REV

LOCAL FIRE AUTHORITY TO INITIAL THE ITEMS AS APPLICABLE TO THIS PROJECT

ACCESS ROADS AND FIRE HYDRANTS
 ACCESS ROADS AND GATE ENTRANCES ARE IN ACCORDANCE WITH REGULATIONS DIV. 1, CHAP. 1, SUB. CHAP. 1, ARTICLE 2 NUMBER 3.1.8 (GATE ENTRANCES) TO SCHOOL SITES.

FIRE FLOW, FIRE HYDRANT LOCATION AND DISTRIBUTION ARE IN ACCORDANCE WITH FIRE CODE, APPENDIX B-A (FIRE FLOW) AND APPENDIX B-B (HYDRANT).

WILDLAND URBAN INTERFACE AREA
 N/A WILDLAND URBAN INTERFACE AREA.

AUTOMATIC FIRE SPRINKLER SYSTEMS
 N/A THE LOCATION(S) OF THE PROPOSED POST INDICATOR VALVE (PIV) CONNECTION (FDC) MEET THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.
 N/A THE LOCATION(S) OF THE DETECTOR CHECK VALVE ASSEMBLY (DCVA) MEETS THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.
 N/A THE FIRE PUMP ASSEMBLY/BACKFLOW PREVENTER MEETS THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.

LOCAL FIRE AUTHORITY: ALBANY FIRE DEPARTMENT
 ADDRESS: 1000 SAN PABLO AVENUE
 CITY/STATE/ZIP: ALBANY, CA 94708
 PHONE NUMBER: 925.526.5774
 DATE: 1/27/07

Exhibit A-2

Exhibit B
Vehicles

Year	Make	Model	License #	VIN#
Vehicle 1 _____	_____	_____	_____	_____
Vehicle 2 _____	_____	_____	_____	_____

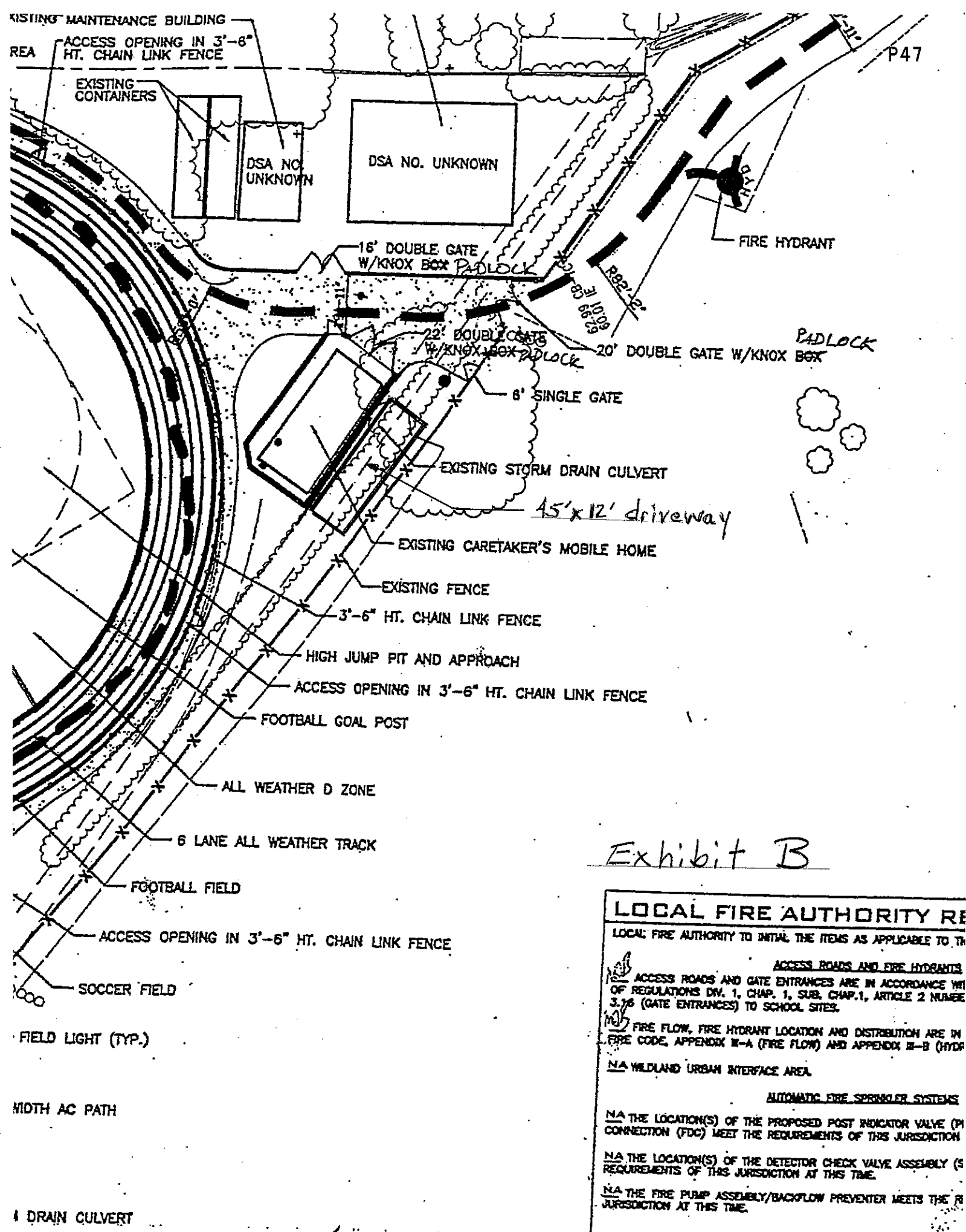


Exhibit B

LOCAL FIRE AUTHORITY REVIEW

LOCAL FIRE AUTHORITY TO INITIAL THE ITEMS AS APPLICABLE TO THE

ACCESS ROADS AND FIRE HYDRANTS
 ACCESS ROADS AND GATE ENTRANCES ARE IN ACCORDANCE WITH REGULATIONS DIV. 1, CHAP. 1, SUB. CHAP. 1, ARTICLE 2 NUMBER 3.16 (GATE ENTRANCES) TO SCHOOL SITES.

FIRE FLOW, FIRE HYDRANT LOCATION AND DISTRIBUTION ARE IN ACCORDANCE WITH FIRE CODE, APPENDIX II-A (FIRE FLOW) AND APPENDIX II-B (HYDRANT LOCATION).

NA WILDLAND URBAN INTERFACE AREA

AUTOMATIC FIRE SPRINKLER SYSTEMS

NA THE LOCATION(S) OF THE PROPOSED POST INDICATOR VALVE (PIV) CONNECTION (FDC) MEET THE REQUIREMENTS OF THIS JURISDICTION

NA THE LOCATION(S) OF THE DETECTOR CHECK VALVE ASSEMBLY (DCVA) MEET THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.

NA THE FIRE PUMP ASSEMBLY/BACKFLOW PREVENTER MEETS THE REQUIREMENTS OF THIS JURISDICTION AT THIS TIME.

LOCAL FIRE AUTHORITY REVIEW

RECEIVED

P48

2008-2009

APR 15 2009

CONTRACT NUMBER:

LEA: Albany Unified School District
Special Education Office
Albany Unified School District

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

Blind Babies Foundation

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this ^{29th} day of ^{August} ~~July~~, 2008, between the Albany Unified School District (hereinafter referred to as "LEA") and Blind Babies Foundation (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA pupils with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA pupil, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR pursuant to an Individualized Education Plan (hereinafter referred to as "IEP"), Individual Family Service Plan (hereinafter referred to as IFSP) or Rehabilitation Act Section 504 plan.

SELPA Collaborative. The LEA is a member of the Bay Area SELPA Collaborative. Nonpublic schools and nonpublic agencies that are geographically located in one of the participating SELPAs agree to participate in this collaborative process to establish a uniform contract for identified services and standards. The established system provides NPA/Ss with an opportunity to have input to the development of the process, contract issues, etc., and a simplified, standard process for rate negotiation with the participating SELPAs. Issues listed on the Rate Schedule portion of this Master Contract may be reviewed on an annual basis upon request of the CONTRACTOR using the established Bay Area SELPA Collaborative system. CONTRACTOR agrees that the rates set forth in this Master Contract will remain unchanged from July 1 through June 30 of the term of contract, with no changes in the services provided, unless changed in a duly executed amendment to this Master Contract signed by both parties. Increases in rates will be considered on an annual basis and remain unchanged for the term of the contract from July 1 through June 30, with no changes in level of service provided without written approval by both parties.

NPA/Ss that are not geographically located in a participating SELPA should negotiate rates with their geographically corresponding SELPA(s). The LEA will contact the corresponding

62. CONTRACTOR	CONTRACTOR NUMBER	2008-2009
(NONPUBLIC SCHOOL OR AGENCY)		(CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____

The attached rate schedule limits the number of LEA students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally. Special education and/or related services offered by CONTRACTOR, shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in section 62.

Rate Schedule. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

	Rate	Period
A. <u>Basic Education Program/Special Education Instruction</u>		
Basic Education Program/Dual Enrollment*		

*Per Diem rates for LEA pupils whose IEP/IFSPs authorize less than a full instructional day shall be adjusted proportionally. In such cases only, the adjustments in basic rate shall be based on the percentage of a 240-minute instructional day.

B. Related Services

(1)	a. Transportation – Round Trip			
	b. Transportation – One Way			
	c. Transportation-Dual Enrollment			
	d. MTA			
	e. Parent*			
(2)	a. Educational Counseling – Individual			
	b. Educational Counseling – Group of			
	c. Counseling – Parent			
(3)	a. Adapted Physical Education – Individual			
	b. Adapted Physical Education – Group of			
	c. Adapted Physical Education – Group of			
(4)	a. Language and Speech Therapy – Individual			
	b. Language and Speech Therapy – Group of 2			
	c. Language and Speech Therapy – Group of 3			
	d. Language and Speech Therapy – Per diem			
	e. Language and Speech - Consultation Rate			
(5)	a. Additional Adult Assistance - Individual (must be authorized on IEP/IFSP)			
	b. Additional Adult Assistance – Group of 2			
	c. Additional Adult Assistance – Group of 3			
(6)	Intensive Special Education Instruction, by credentialed special education teacher			
(7)	a. Occupational Therapy – Individual			

	b. Occupational Therapy – Group of 2			
	c. Occupational Therapy – Group of 3			
	d. Occupational Therapy – Group of 4 - 7			
	e. Occupational Therapy - Consultation Rate			
(9)	Physical Therapy			
(10)	a. Behavior Intervention – BII			
	b. Behavior Intervention – BID			
	Provided by:			
(11)	Nursing Services			
(12)	Other: Psychological Services other than Assessment and IEP			
(13)	Home or Hospital Instruction			
(14)	Other-VISION SERVICES-DIRECT	\$82.00		PER HR.
	Other-VISION SERVICES-CONSULTANT	\$82.00		PER HR.
	ASSESSMENT	\$300.00		PER ASSESSMENT

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of **July 2008** and terminates at 5:00 P.M. on **June 30, 2009**, unless sooner terminated as provided herein.

CONTRACTOR, Blind Babies Foundation		ALBANY UNIFIED SCHOOL DISTRICT	
Nonpublic School/Agency			
By: <i>Julie Bernas-Pierce</i> 4/6/09	Signature	Date	By: <i>Diane Marie</i> 4-16-09
			Signature
			Date
Name and Title of Authorized Representative Julie Bernas-Pierce, Executive Director		Diane Marie Director of Special Education Albany Unified School District	
Notices to CONTRACTOR shall be addressed to: Name Julie Bernas-Pierce, Executive Director		Notices to LEA shall be addressed to: Name: Diane Marie	
Nonpublic School/Agency Service Provider Blind Babies Foundation		Local Educational Agency Albany Unified School District	
Address 1814 Franklin Street		Address 601 San Gabriel Avenue	
City Oakland State CA Zip 94612	City Albany State CA Zip 94706		
Phone (510) 446-2229	Phone: 510-559-6536		
Fax (510) 446-2262	Fax: 510-559-6543		
Email Juliebp@blindbabies.org	Email diane.marie@albany.k12.ca.us		
Website	Website		

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 28, 2009

**ITEM: MACGREGOR CONTINUATION HS
 WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)
 WASC TEAM VISIT AND REPORT UPDATE**

PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction

TYPE OF ITEM: *STAFF REPORT*

BACKGROUND INFORMATION:

The Western Association of Schools and Colleges (WASC) accreditation process is designed to provide schools with an opportunity to demonstrate that they have high quality learning opportunities for students and are about reflection and self-improvement. The accreditation process is three-fold: 1) Self Study, 2) Full Self Study Visit, and 3) Commission Action and School Follow-up. During this process the school utilizes WASC and CA Department of Education Focus on Learning School-wide Criteria to evaluate the total school community.

Principal Alexia Ritchie will provide an update on the WASC process at MacGregor Continuation HS.

The visiting WASC team's report is attached.

FINANCIAL INFORMATION: No Fiscal Impact

RECOMMENDATION:

THIS IS AN UPDATE ON WASC ONLY.

VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

MACGREGOR HIGH SCHOOL

**720 Jackson Street
Albany, CA 94706**

April 20-23, 2009

Visiting Committee Members

**Mrs. Gwendolyn Lawton, Chairperson
Coordinator, Student Services
Fairfield-Suisun Unified School District**

**Mr. Michael Nagano
Teacher, Calaveras River Academy
Calaveras County Office of Education**

**Ms. Judy Sinclair
Education Programs Consultant
California Department of Education**

Chapter I: Student/Community Profile

MacGregor High School, founded in 1982, is a small, continuation school that serves a multicultural student population from the tenth through the twelfth grades. MacGregor offers its students a safe campus, high academic standards and a caring staff.

In 1999 the school moved its campus from the collection of portables adjacent to the football field at the comprehensive high school to a new, shared campus where there was expanded space and improved facilities. MacGregor shared its new site with Ocean View Elementary School until the Spring of 2006. The school then moved to its current, even larger campus that has a multi-purpose room, renovated into a kitchen classroom.

MacGregor has five classrooms with a maximum of fifty students - currently 54 students are enrolled. MacGregor has a teaching principal and a teaching staff of two. The instructional staff consists of a 60% teacher/40% principal, a 100% English/Art/Science/PE teacher and a 60% Social Studies/Business teacher. A counselor is on campus 40% (three partial days each week) to work with students.

MacGregor pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive high school, and those whose life style and/or personal situation disallows them from fitting into the structure of a large school setting. The school day at MacGregor begins at 8:30 a.m. and concludes at 1:00 p.m. Class size is limited to twenty according to the mission of the school. Each student has, as his/her needs dictate, opportunities to seek guidance and counseling from the part-time counselor, from the principal and from any of the instructional staff, all of whom are willing and able to give direction regarding career readiness, personal problems and academic challenges. In addition to staff availability, the Albany High School student assistance program offers MacGregor students opportunities to participate in outside transition activities such as career day, challenge days, team sports and other student groups.

MacGregor High School welcomes the majority of its students each year from the only comprehensive high school in the district. Out of district students represent a small but growing percentage of the school population. Students are referred to MacGregor by the administration of Albany High School. The MacGregor principal personally interviews all perspective students and their parents/legal guardians. The mission of the school is reviewed as well as the student's current transcript and discipline history. The goals/objectives/learning plans of the student are reviewed and understood by everyone. Presently, the school enrollment is 48% female and 52% male. The current composition of the student body is 29% White, 25% African-American, 24% Hispanic, 2% Native American, 14% Asian, 2% Pacific Islander and 1% other.

There are no students presently enrolled at MacGregor High School being served by the English Language Learner (ELL) program. There are a few students who were identified

ELL in grades K-10 but were reclassified. Students who would continue to qualify for these services would receive support via Albany High School and scheduled accordingly. There are generally four to six special education students participating in the MacGregor High School program. Currently, there are five students receiving special education services. These students are eligible for services through the Resource Specialist Program. There are currently three students with 504 Plans. Due to the small size of MacGregor, special education students receive the individual attention that they need in order to be successful in areas of academics, behavior, and attendance. A Resource Specialist oversees each student's special education program, and is available to teachers and other staff to help problem-solve when necessary. Individual Education Plans (IEP) are on file at MacGregor, and goals and objectives are reviewed with students and staff on a quarterly basis. A school psychologist, if needed, also provides services. In addition, students are assisted in obtaining jobs and in preparing for the transition from high school to future education/career by a coordinator funded by the state Workability Grant.

Albany has also partnered with Albany/Berkeley Mental Health to provide individual and group counseling. This organization works with all Albany schools when a crisis occurs as well as being a mental health resource for teachers. MacGregor offered office space and has benefited greatly from their services. Students work with licensed therapists and graduate interns regarding short and long term mental wellness issues. This has also increased the total counseling opportunities available to MacGregor students and has added to the counseling program. This program is, however, contingent on the renewal of contractual funds and could be affected in terms of availability.

MacGregor High School consistently had less than a 4% dropout rate for students who do not enroll in another school within 45 days of leaving MacGregor. Suspensions have continued to drop in the last three years and there have been no expulsions in the last six years. Indicators of student achievement are many. Currently, the staff finds themselves more focused on the students who are having difficulty passing both sections of the California High School Exit Exam (CAHSEE) after attaining the required 220 credits needed for graduation. Students in grades 9,10, and 11 take the Stanford Achievement Test (Edition 9). Percentile rankings for schools with populations less than 50 are not reliable. Scores are also not reported for sub-categories where less than 10 students took a particular section of the STAR. Academic Performance Indicator (API) ranking or scores are issued by the California Department of Education for schools of this size. The STAR scores indicate that 39% of students scored Far Below Basic in English-Language Arts and 26% scored Far Below Basic in Algebra. The school recognizes that it must increase reading, writing, and math proficiencies across all areas. API scores increased between 2005-06 and 2006-07 but decreased in the 2007-08 school year. STAR and API results are listed as:

Standardized Testing and Reporting (STAR)										
	English Lang. Arts					Algebra				
2005	0%	11%	17%	28%	44%	0%	0%	21%	61%	18%
2006	19%	13%	19%	19%	31%	0%	6%	12%	47%	35%
2007	17%	11%	22%	11%	39%	0%	5%	26%	42%	26%

Standardized Testing and Reporting (STAR)															
	World History					U.S. History					Science				
	A	P	B	BB	FBB	A	P	B	BB	FBB	A	P	B	BB	FBB
2005	N/A	N/A	N/A	N/A	N/A	0%	11%	33%	11%	44%	0%	4%	35%	30%	30%
2006	N/A	N/A	N/A	N/A	N/A	0%	27%	33%	13%	27%	0%	25%	19%	25%	31%
2007	0%	9%	18%	14%	59%	0%	12%	29%	18%	41%	6%	25%	13%	19%	38%

A: Advanced P: Proficient B: Basic BB: Below Basic FBB: Far Below Basic

Source of Data: Star Results Year Collected: 2005-2007

API		
2005-2006	2006-2007	2007-2008
532	619	602

The MacGregor High School staff includes one full time classroom teacher, one .6 part time teacher, one teaching principal and one guidance counselor at 40%. Of the certificated staff, all are fully credentialed. Of these, the two classroom teachers are new to the district this year and have 4-6 years teaching experience, respectively. The teaching principal has 16 years experience and the counselor has 9 years. MacGregor has a 4 1/2 hour campus security staff member who also helps with the lunch program. A six-hour secretary, who maintains all records, reports attendance and filters requests from the larger school community, staffs the office. Three of the four certificated staff hold Master degrees. 75% of the certificated staff lists themselves as multi-ethnic (Black/White) and 1 member (25%) is listed as white.

Since moving to the new site, students have had the use of a computer lab. Unfortunately, a break-in occurred mid-year and all but four of the systems were stolen. Combined with the current economic downturn, district funds frozen, and the lack of a campus alarm system, the lab may remain closed until the summer. There are staff computers with printing and web access that students use occasionally with close supervision. Students have also used technology to decrease paper usage and are encouraged to write papers and send them electronically to the individual teachers. The teachers, in turn, are able to provide feedback and grade electronically as well, which provides a good record of assignment completion. MacGregor should have a new, smaller but improved computer lab, once the current economic climate frees the necessary technology funds and the district technology staff has the time to install and secure the systems.

MacGregor High School envisions a technology-enhanced learning environment that benefits not only the student body but also the total community it serves. This year the school is maintaining their first site-specific webpage using School Loop. Students, parents and other community members now have access to a calendar of school events, important dates, student work, site data and district links. Through individualized, computer-enhanced instruction, teachers and students developed a variety of skills including the flexibility of electronic delivery of student assignments, self-paced

interactive curricula that adapts to student needs, and effective testing results. Another new support tool available to MacGregor students is Study Island, a web-based tutorial program for the CAHSEE. Student feedback indicates that this is a popular and positive method to study for the language and math skill requirements. MacGregor staff gets an electronic update on student performance and usage. This enables teachers to monitor student academic progress.

Chapter II: Progress Report

As the staff worked to address the growth areas/critical areas of follow-up, the school leadership changed. The move to a new site dramatically improved the physical facilities as well as the overall atmosphere of the MacGregor program. The move to the current facility in 2006 has made even greater improvements and opportunities. The school board, administration, and staff have taken action on every recommendation to some degree. Six of the seven recommendations dealt with instructional delivery, including curriculum. Below are the summary comments regarding the issues addressed by the WASC visiting committee in 2002:

1. The staff needs to develop a means of assessing whether students are achieving the ESLRs.

- The staff has monitored the graduation rates, CAHSEE passing scores, STAR data and Student Learning Plans to assess the achievement of the current ESLRs. They also have tools such as Data Director to quickly access STAR scores for each student that have been used to determine academic focus areas. Data Director is also used during Staff Development day to assess and determine that science and social studies were the academic areas of need and looked at CAHSEE passing scores to determine that the reading and writing were areas in particular that needed to be addressed and improved upon with direct instruction.

2. The ESLRs needs to be defined in measurable terms and aligned to the curriculum.

- The staff has identified tools to measure each of the ESLRs and these include statistical data as well as observations, stakeholder reports and student participation data. Alignment to the curriculum is a challenge given the small certificated staff and large variety of student grades, ages and academic abilities. While it is not currently possible to cover all academic standards in grades 10-12, graduation requirements, ESLRs and current student body demographics dictate what is taught in each course.

3. Increased communication and involvement with parents and community is needed.

- MacGregor staff has worked very hard to increase communication and involvement with parents and other community stakeholders. This year, they established the first School Loop webpage, which includes important dates and events, district and site information, an opportunity for parents/students/district communications to reach a broader audience and links to online surveys and other resources that support the mission and ESLRs. A very successful Culinary Arts program has hosted over 400 elementary and middle school students to date, catered district functions, provided food for the Albany Youth Task Friday dance concerts at the Community Center and has provided a state-of-the-art kitchen classroom that is used by Albany Adult School for night classes and Albany YMCA for cooking camps in the summer. There have also recently been approvals to house the first Culinary Arts class at Albany High where students from that school will use MacGregor site for an elective course. Students at MacGregor continue to volunteer at city and other district events including elections, elementary school activities and library book sales.

4. A student handbook needs to be prepared and distributed.

- This year's school leadership team developed a student handbook. The team was composed of two teachers (from last year's staff) and several students. Copies are distributed to new students as they enroll and the handbook is posted on the school's webpage for easier access by parents.

5. That the students need to prepare Personal Learning Plans with the help of staff that include realistic post secondary goals.

- A Personal Learning Plan for each student has been developed and used by the counselor. A Learning Plan that students use for progress reports was also developed.

6. Teachers need to develop ways to implement technology into the curriculum.

7. Teachers need to continue professional growth training in the area of technology to enhance and develop the curriculum.

- Technology available for teachers is limited due to the recent theft of systems from the computer lab. During the past years, teachers have used computers to receive original written work from students electronically, incorporate Internet research in their lesson plans, host career exploration activities for Resource Students and CAHSEE prep

support using Study Island. Teachers have access to Data Director which houses achievement scores and trends for each student. One of the areas of need will be to reinstate and secure a new computer lab available to students and staff.

- Two of the teachers are new to the school this year and would benefit from staff development on use of technology in the classroom.

Chapter III: Self Study Process

During the year since the last WASC Self-Study Report in April 2002, there have been numerous turnovers in staff, school, and district leadership. All stakeholders, including staff, students, parents and community members, were actively involved in analyzing data, assessing needs, and developing the action plan. The results were used to identify growth areas to be addressed. Staff development days were used for the WASC self-study. The Leadership Team was trained in the Focus on Learning process. During the self-study, evidence, including student work was collected and analyzed. Parents contributed to the group discussions when they were able to be present. Students met regularly and participated in group discussions. The process used to clarify the Expected School wide Learning Results (ESLRs) included staff and focus group meetings with students, parents and other community stakeholders. The ESLRs were revised and measurable indicators were identified. These exercises proved to be helpful as the focus groups revised the Expected School wide Learning Results for MacGregor.

The focus group used a combination of the first ESLRs, those developed by Albany High School, in order to maintain district continuity and their own assessment of what they wanted students who attend and graduate from MacGregor to achieve. The group also identified measurable factors that were connected to the ESLRs and would allow the staff to track learning results and achievement. They looked at student writing samples, achievement test data, attendance records, and CAHSEE passing rates in order to align their long-range action plans to the ESLRs. The accountability system for monitoring the long-range plans include ongoing staff revisits of relevant data and the outcomes as it relates to graduation and post-secondary achievement.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Due to MacGreogor's unique size, the composition of each focus group was the Leadership Team with different parents and students at each committee meeting. The focus groups met over a period of six months this school year assessing evidence and materials related to the ESLRs and student data in order to determine the effectiveness of the school program. Information was shared and analyzed according to the guidelines, tools, and criteria provided in the *Focus On Learning Guidelines* document. A clear set of action plans for the school emerged as a result of the efforts of all participants.

Criterion A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resource

The vision statement for MacGregor High School builds off of the Albany Unified School District's mission statement. Whereas the Albany USD mission statement focuses on the "best possible education for all students" by creating environments that develop "confidence and full potential of each individual," the MacGregor statement focuses on more intimate goals: on promoting success through a "smaller school environment," delivering education, as well as social and career services, through a positive climate, emphasizing academic achievement, self-esteem, and interpersonal skills in a "personal goal setting." The vision statement is supported by MacGregor's Single Plan for Student Achievement and its Regional Occupational Program classes, the culinary and former wood/construction classes, as well as by the expected school-wide learning results (ESLRs). The ESLRs are guided by CAHSEE results, writing samples, test data, attendance records, and other student needs for graduation and post-graduation.

The governing board consists of five members. Their role in the support of the curriculum of the school is evidenced by the proposal put before them concerning the culinary class as part of the Career Technology programs. The Single Plan for Student Achievement was approved last school year. The school's site administration and staff, however, play a key role maintaining coherence between the ESLRs, the standards, and student academic needs. The site administration consists of a teaching-administrator who often takes part in board meetings, delivers information back and forth from these meetings to her staff, run the culinary arts program, and heads the school site council. During weekly staff meetings, the ESLRs and long-range action plans were analyzed through study of student writing samples, achievement test data, attendance records, and California High School Exit Exam (CAHSEE) results. The ESLRs themselves were created through a combination of student needs and those developed by Albany High School.

The governing policies were not included in the self-report. However, the by-laws of the school site council were included, along with evidence of school site council meetings. Each of these included the principal, a teacher, a parent, and a student (sometimes more than one). Invitation to be a part of the council was included in the beginning of the school year letter to parents. The first School Site Council meeting reviewed and accepted by-laws, which included membership information, purpose, philosophy, meetings, records, accountability, and by-laws protocol.

The Personal Learning Plan is a collaborative effort between the student, the counselor, and the teacher. It is based on the needs and goals of the student. The plan also includes current classes being taken, transcripts, CAHSEE results, hobbies, as well as long-range goals and the dates on which they were met. There is a correlation between all resources, the ESLRs, and the Single Plan. The School Accountability Report Card gives information about their standards-aligned textbooks, school finances, California Standardized Test results, CAHSEE results, and career/technology classes. The small staff, small community, and manageable class sizes leads to individualized attention for

learning, planning/goal-setting, counseling and thus a high CAHSEE pass rate and fewer major discipline issues (as evidenced by decreasing rates of expulsion and suspension).

The teaching staff is No Child Left Behind (NCLB) compliant. The Home/School Compact, which is included in the Single Plan for Student Achievement, touches upon the role of MacGregor teachers, as does the "Staffing & Professional Development" section (i.e. Assembly Bill 75, on-going instructional assistance and professional development, and teacher access to Assembly Bill 466 training).

According to the self-study, parents are involved in the following ways: As part of focus groups, start of year interviews (with principal), access to calendar of school events (available to students and community also), through School Loop website, volunteering, meetings with counselor, through parental surveys, school site council, report cards, email/phone calls. Though there are no English Language Learner students, the secretary is fluent in English and Spanish and acts as a translator when necessary. An Adult School English as a Second Language program is located on campus, and students have opportunities to act as translators for adults.

MacGregor uses a variety of community resources: Albany/Berkeley Mental Health (for group/individual counseling), Albany Education Foundation (grants), School CARE (fund raising), Berkeley Youth Alternatives (group counseling), Albany Police Department (district School Resource Officer, McColum Youth Court, Police Activity League), Albany Rotary (honors/outstanding student). MacGregor also uses guest speakers, community opportunities for student volunteering/work (local elementary school, library), tutors, YMCA, Albany H.S. (sports, club, Regional Occupation Program, college checklist). A "Multicultural Group" is also available through the City of Berkeley Mental Health/Family Youth and Children's Services.

"MacGregor's Discipline Regulations" lists consequences for various offenses from "Arson" to "Cheating" to "Vandalism." The School Accountability Report Card shows the ethnicity of students, average class sizes, suspension/expulsion rates, school facility condition/repair statistics, as well as standardized testing results according to gender, grade, and ethnicity.

School Level Assurances for the principal are listed. McGregor uses a shortened daily schedule to help accommodate student work schedules (8:30-1). Class size is limited to 20. Students also receive guidance from the counselor, principal, and teachers regarding career readiness, personal problems, and academic challenges. Albany High School student assistance program offers MacGregor students transition activities such as career day, challenge days, teams sports, student clubs and organizations. Currently, McGregor has 4-5 students on an IEP or a 504 Plan. Students meet on a consultative basis only with a resource specialist once a month for 30 minutes. No pull out or direct services are currently being offered to these students. Because McGregor has smaller classes than a conventional high school, classes can employ more personalized instruction. It is believed that the individual needs of the students on IEPs or 504 Plans are being met, and a one-on-one or pull-out program is not necessary at this time. Students can also

transition their education to career goals through “workability.” Advanced Placement and Honors classes are available for MacGregor students at Albany H.S. 2-5 students return to Albany High School or other comprehensive high school each year to graduate. Students can join sports clubs at Albany High School. Volunteering and work experience is available. In the past, students have volunteered at community activities such as elections, elementary school activities, and library book sales. A leadership team developed a school handbook, which is available for students, parents, and community members.

Category B. Standards-Based Student Learning: Curriculum

At MacGregor High School all students have access to rigorous current educational research standards-based curriculum. This is offered for continuity across all grade levels. Students have access to opportunities for enrichment and acceleration in order to achieve the goals they have developed and stated in their Personal Learning Plans. The plans demonstrate a variety of strategies and curricular trends being offered, such as: Webpage using School Loop, Study Island which is a web-based tutorial program for the California High School Exit Exam (CAHSEE), and a Student Handbook. The staff monitors the graduation rates, CAHSEE passing scores, STAR data and Student Learning Plans to assess the achievement of the current ESLRs. Collaboration time for teachers is provided in the master schedule in order to maintain, refine and support the aligned curriculum. The software called Data Director is used during staff development day to support teachers in assessing and determining the academic needs of individual students.

All students at MacGregor have access to all classes on the master schedule. Students are encouraged to take classes at Albany High School (comprehensive high school) and college courses concurrently at the local community colleges in order to assist them in a personal learning plan which prepares them for the pursuit of their academic, personal and school-to-career goals. Good instruction was observed in classrooms wherein teachers were using a variety of instructional strategies and using methodologies that appealed to multiple learning modalities. Likewise, students were observed engaged, interacting with fellow students and responding to critical thinking questions.

A “highly qualified” counselor maintains a good personal relationship with students in order to ensure direct academic instruction and student support is available in order to maintain a personal graduation timeline and school to post-secondary transition. Support services that address the student’s physical and emotional wellness are also available and many students participate in individual and group counseling opportunities. In order to have all students involved in challenging learning experiences to achieve the academic standards and ESLRs many students are community volunteers, which is an option for earning elective credits needed for graduation. Students are afforded the options to take the California High School Proficiency Equivalency Exam (CHSPEE) and/or the General Education Diploma (GED) if they do not have enough credits by the end of their senior year, provided they have passed the CAHSEE.

MacGregor High School offers a Culinary Arts Program via vocational technology in support of math, science, and reading language arts standards. Progress of all students toward accomplishing the academic standards, ESLRs and graduation requirements is ongoing for the benefit of student success. The Culinary Arts Program also provides the opportunity for career exploration, preparation for postsecondary education and pre-technical training for all students. The students enrolled in The Culinary Arts Program earn elective credits. The principal has recently submitted a proposal to the district to create a Regional Occupation Program (ROP) titled Food Science. This will allow the students to make a school to career connection for possible future employment.

MacGregor High School students understand what is expected to graduate. Upon completion of the high school program most students meet the graduation requirements. The staff monitors progress of the students toward these requirements. Support is provided to ensure that students are meeting all requirements. Students are given the option of taking college classes, career-vocational programs, or a general education program which allows them to select from available electives in addition to classes required for graduation. The Career-Technical Education program addresses the needs of the students enrolled who are currently not enrolled in college classes at the local community college.

MacGregor High School's low drop out rate combined with MacGregor High School's passing rates on the CAHSEE indicates that most students are able to meet the graduation requirements with the programs currently offered.

Category C. Standards-Based Student Learning: Instruction

MacGregor High School students are exposed to a variety of challenging learning experiences to achieve the academic standards and the ESLRs. In the English classes, through the Student Learning Plans (SLP), student work is assessed longitudinally. Through classroom observation, student work, and teacher discussion, MacGregor students are engaged in cause and effect writing strategies to prepare them for the writing portion of the CAHSEE. The literature that is read comes from the district adopted reading list. The English teacher gives the students the opportunity to be in charge of their learning as they are asked to reflect on what they have personally achieved on a given assignment, using rubrics to assess their work, and set goals to record in their SLP. Student improvement in writing, reading, researching, speaking, and listening abilities is recorded during their enrollment at MacGregor.

The Physical Education (PE) consists of yoga, walking, skateboarding, ping pong and basketball. Students are also provided a PE log in order to record hours in order to fulfill PE credits. The YMCA offers off site opportunity sports activities like kick boxing and swimming. These activities are conducted with the teacher, as a guide only, allowing for more student leadership. Although the PE program is limited in options given the fact that the campus does not have a gym or facility to allow students to change into appropriate clothing for vigorous exercise, the students always complete the necessary PE credits to graduate.

The Science class provides an opportunity to study plant biology outside in the newly constructed garden. MacGregor was awarded a large garden grant. The elementary school students articulate with the MacGregor students to learn in a living classroom. The plan is to continue planting seasonal vegetables and harvesting them when they are ripe to use in their cooking for the Culinary Arts Program. A parent arborist donated fruit trees to develop a small orchard in the garden area. Science classes at MacGregor is "a way of knowing" based on observations, questions, and experiments that students try to explain the natural world in terms of natural forces and events.

MacGregor also has a music and art program that is just starting up this year. The experiences that students are having go beyond the textbook and allow students to apply knowledge they have gained from the literature read in the English class.

The mathematics program consists of state board adopted, standards aligned curriculum. The textbooks students are using are Pre-Algebra, Algebra 1, and Geometry. MacGregor's principal teaches these classes. She differentiates her instruction and she is mindful of a variety of learning approaches and learning styles in order to facilitate learning for all students.

Students to earn elective credits graphically create the yearbook. The staff advises the editors and chief editors to capture the events that happen throughout the year. Digital photography and the lay out of the yearbook are skills that students learn during the class and the culminating project is the yearbook, which is published and bound by students for distribution by end of the school year.

Through individualized, computer-enhanced instruction, teachers help students develop a variety of skills including the flexibility of electronic delivery of their assignments, self-paced interactive curricula that adapts to the student needs and effective methodology of accessing test results for immediate feedback. Using a collection of projects and assignments, student growth is recorded as students strengthen their literacy skills. Additionally, students provide work samples from all classes (i.e. science, social science, mathematics and art) to demonstrate their ability in reading and writing across the curriculum. Through the use of the SLP students are given the opportunity to be in charge of their learning as they are asked to reflect on what they have personally achieved on a given assignment and set goals for future assignments.

MacGregor High School envisions a technology-enhanced learning environment that benefits not only the student body, but also the total community it serves. A variety of techniques and technology are implemented to augment learning in the classroom such as: A webpage using School Loop, which allows students, parents and other community members access to a calendar of school events, important assignment dates, student work, site data and district links. Another new support tool available for MacGregor students is the Study Island, which is web-based tutorial program for the CAHSEE. The students indicate that this is a positive and helpful method to study for the reading language arts and mathematics skills required to pass the CAHSEE. The MacGregor staff gets an electronic update on student performance and this is used to inform the direct instruction needed for individual students.

MacGregor High School students benefit from the Albany Public Library in preparing for an annual book sale, which allows students to generate work-skill references from members of the community. The staff takes groups of students to the library to listen to lectures from experts that are directly correlated to an academic standard in class or a self-awareness issue, as well as topics ranging from career options to personal health, disability awareness and community responsibilities.

MacGregor High School has a Culinary Arts Program that hosts community functions, providing food for the Albany Youth Task Friday dance concerts at the Community Center. The Albany Adult School night classes and Albany YMCA cooking camps also use the state of the art kitchen classroom located at MacGregor High School in the summer. The teacher implements engaging curriculum in the Culinary Arts Program. This provides students an opportunity to use vocational technology in alignment with mathematics, science and reading language arts standards.

Category D. Standards-Based Student Learning: Assessment and Accountability

Albany School District collects STAR and CAHSEE data for every school and is now using Data Director to disaggregate and report student performance to school administrators, counselors and teachers. The counselor and teachers also analyze the CAHSEE results with each student to pinpoint weaknesses that need to be addressed in the event of a student not passing. The School Accountability Report Card and Single School Plan for Student Achievement are posted on the school's website for parent and community access. All standardized achievement test results are sent home with a cover letter that explains the details of each exam and what a passing or proficient score requires.

Given the variety and range of grades and ability levels of the students in each class, teachers use different assessment tools to measure skill mastery of the academic standards and ESLRs. Written work, conferences with students, achievement data, parent interviews and teacher observations are all used to assess the academic and other ESLR skills valued at MacGregor.

Due to the small staff and student body, there is a unique opportunity for all staff members to collaborate with all other stakeholders in order to provide the best support for a student's academic success and achievement of the ESLRs. Students are supported through a number of venues. Support is provided by the counselor, teachers, campus security, secretary, other community advocates, Albany Police and the principal. The counselor meets with parents and students whenever the need arises, maintains contact with parents by telephone or email and discusses personal as well as academic issues with the students. The counselor sees students upon request and responds to teacher concerns. Students feel free to discuss personal as well as academic issues with the counselor throughout the year. The counselor makes every effort to accommodate student needs.

Teachers are knowledgeable about their students learning and ability levels due to the interaction with the small classes. Classes at all levels are characterized by diverse student groups, and all students, whatever their abilities, are continually encouraged to meet the challenges of a thinking, meaningful student centered curriculum.

The principal, who interviews all students upon enrollment, is always available to meet with students on any issue. With the new forms of technology and online resources available, help across the curriculum is available to support all students'.

Category E. School Culture and Support For Student Personal and Academic Growth

The school leadership employs a wide range of strategies to encourage parental and community involvement. The parents of many MacGregor students are not necessarily inclined to drop by the school unannounced. In fact, many attend the entrance interview but seldom visit the school thereafter. However, in recent years many different approaches have proven somewhat successful. The staff has had parents helping with events such as the waffle fundraiser, and at the Budget Forum. Many parents come to the school for meetings with the counselor when it's in regard to their individual child. Community involvement is an area where more work can be done. Some local agencies and community support groups have stepped forward to assist MacGregor students in several ways.

The school's physical plant is well maintained, functional and attractive. It is free of graffiti and clean. The number of classrooms, offices and auxiliary space is more than adequate at this time. The move of the campus from portables located on the Albany High School football field has been good for the MacGregor program. Becoming independent, self-reliant, and a good distance from outside influences has greatly enhanced the learning environment. An abundance of resources were available to the school, however, given the present budget status, all categorical funds are frozen. The principal oversees the expenditures and makes every attempt to meet the needs of both staff and students.

All classrooms have been wired and are ready for computers that have Internet access. There is an adequate supply of current textbooks as the district provides new textbooks with the standard seven-year adoption cycle. Teachers are provided with adequate instructional supplies.

Students at MacGregor come from diverse backgrounds and they all work together to achieve the ESLRs. The same is true for the staff. Students can go to any staff member on campus to problem solve or fulfill a credit requirement. The counselor works with each student and their Support Plan as they create a schedule that fulfills their individual academic needs. There are also the services of Berkeley Mental Health and similar services at Albany High School. Tutoring available to students who need CAHSEE support and community options such as a YMCA class to help fulfill PE requirements.

Students are encouraged to take an active role in learning, and learning experiences are structured to include some student choice relative to their interests, learning styles and teacher expectations. There is an effort to encourage the older students who have proven themselves as positive role models to offer problem solving strategies to the younger students on academic, attendance, or behavior issues. Students have an opportunity to work with their peers and a trained counselor in group settings as well.

Community involvement includes volunteer and paid experiences within the school district and the city of Albany. Guest speakers, who cover topics ranging from post-high school career and work options, personal wellness and health and other community issues such as disability awareness or local/national political topics, are invited to the campus. Most MacGregor students enroll with ambivalence about school, seeing only limited connections between the classes, the ESLRs, life and setting future goals. MacGregor teachers engage students in challenging intellectual pursuits within class and/or co-curricular activities. Formal and informal staff collaboration occurs constantly with the MacGregor staff. The size of the student body also allows for collaboration between the teachers and students with lower class sizes. The students are constantly interacting among themselves in the classroom, during breaks and after school hours as well.

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

The stakeholders are commended for the preparation of the Focus on Learning document considering the small size of the group. All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The district office administration provided direction, training and other resources to the school.

School-wide Areas of Strength

1. The small staff, small community, and manageable class sizes leads to individualized attention for learning, planning/goal-setting, counseling and thus a high CAHSEE pass rate and fewer major discipline issues.
2. Students are given the option of taking college classes, career-vocational programs, or a general education program, which allows them to select from available electives in addition to classes required for graduation.
3. The Culinary Arts Program also provides for career exploration, preparation for post-secondary education and pre-technical training for all students. Recently the school submitted a proposal to the district to create a Regional Occupation Program (ROP) titled Food Science; this will allow the students to make a school to career connection for possible future employment.

4. MacGregor's culinary students provide cross-age teaching opportunities for middle and elementary school students. This school year, MacGregor students have led culinary lessons with over 400 students. Cooking classes incorporated math (measurements), plant science (harvesting from the garden), and the importance of following directions and teamwork.
5. The school's physical plant is well maintained, functional and attractive. It is free of graffiti and clean. This contributes to an environment conducive to student learning.
6. Students work with licensed therapists and graduate interns regarding short and long term mental wellness issues. This has also increased the total counseling opportunities available to MacGregor students and has added to the counseling program.

School-wide Critical Areas for Follow-up

The Visiting Committee recommends:

1. That the board and site administration develop a strategic one-year and five-year plan for the school, which would include financial and public relations for any future needs and desires. This plan would help the teachers and parents understand the directions and priorities of the board and administration.
2. That the district takes steps to replace stolen computers and ensure that there are security systems in place to deter theft and the teachers integrate technology into daily instructional strategies.
3. That teachers need to continue professional growth training in the area of technology. This professional development will enhance teachers' understanding of ways to incorporate technology into their teaching strategies.
4. That the district and site administration closely monitor student enrollment so that all students meet the age requirement for continuation schools as mandated by California Education Code.

Chapter V: Ongoing School Improvement

The school's action plan was developed as a part of the self-study and focuses on three major components. These components and rationale for each are:

1. ***MacGregor needs to reduce the current teacher-student ratios from 1:25 to a target of 1:15***

Rationale/Link to ESLRs/Targets: Current research realizes the effectiveness of smaller teacher-student ratios and the academic and behavioral success rates of at-risk

teens. The student population grew to over 60 while having only two class sections at a time for each period. This resulted in sections being filled to over 30 for core classes such as Science and English. Increasing individual contact time between staff and the students will improve the effective communication components of the ESLRs, more time to their academic and transition needs. The target of having a 1:15 teacher-student class ratio will enhance student learning by having more resources available during the day and fewer students on campus at one time who will benefit from them.

2. *MacGregor needs to replace the computer lab with one that is "user-friendly", secure and meets the technology needs of today's competitive academic standards.*

Rationale/Link to ESLRs/Targets: Before the break-in and theft of all but four systems, MacGregor used the computer lab on campus to support the ESLRs that students use technology to present information in a variety of multi-media formats. The staff understands that not all students have access to computers or online resources at home and have relied on school systems to access academic and vocational resources. The students used the lab to apply for employment, compose resumes, study for CAHSEE using Study Island, to become proficient writers and submit assignments electronically. The school leadership also recognizes the current economic downturn has resulted in financial resources not being available to refurbish the entire lab during this school year. The school has an interim lab housed next to the principal's office with Internet access and are monitoring the security of this location.

3. *MacGregor needs to begin tracking the students who graduate in terms of how well they were prepared for both academic and career transitions.*

Rationale/Link to ESLRs/Targets: Many high schools track the activities of their graduates in terms of what post-secondary education they obtain and what career fields they enter. MacGregor needs to do the same in order to determine if the ESLRs adequately prepare them for this transition. Positive life choices begin in school but must extend into the student's adult years in order to assess the foundation we have provided and if these skills are sustainable. Staff wants to target all of our graduates and create a database of post-secondary activities, which in turn will help them gauge the success of the program and new areas that need to be explored and supported.

The Visiting Committee strongly agrees with action plans two and three. The plans developed by the school represent a validation of the general direction being promoted at the school. A possible impediment to action plan number one, 1:15 teacher-student ratio, could be a loss in Average Daily Attendance (ADA). This loss would reduce financial resources and hinder program implementations. The school will continue its plan of action to replace computers and track graduates. They will need to address the issue of teacher professional development in technological use for classroom instruction. They will continue to examine student performance and track assessment data. The Visiting Committee is confident that continuing this plan that

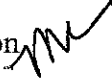
also includes the suggested areas to be strengthened is likely to lead to a higher assessment of the school performance in the future.

The follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan appears to be adequate. The site and district administration will be the central facilitating body. The school has demonstrated that they are committed to and involved in ongoing in-service and professional growth, which is focused on the improvement of the learning environment and increased student achievement.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 28, 2009

ITEM: Conduct Public Hearing for Disclosure of Financial Impact of Tentative Agreement of Negotiated Salary Adjustment with the California School Employees Association (CSEA)

PREPARED BY: Marla Stephenson 

TYPE OF ITEM: Review and Action

BACKGROUND INFORMATION:

The Board is required to conduct a public hearing on the financial impact of any tentative agreement for the salary adjustments with any collective bargaining organization. A tentative agreement has been reached with CSEA.

FINANCIAL INFORMATION:

No fiscal impact.

RECOMMENDATION: Conduct a public hearing.

TENTATIVE AGREEMENT

The Albany School District ("District") and the California School Employees Association, Albany Chapter 679 (CSEA) agree to revise and amend the 2007-2010 Collective Bargaining Agreement as follows:

F. WAGES AND SALARY SCHEDULE PROVISIONS
1. Salary Schedules

The District and CSEA agree to a 0% increase to the salary schedule for the 2008-2009 school year.

G. HEALTH AND WELFARE BENEFITS

1. Benefits for each full-time employee shall be set forth in Exhibit D. All benefits for part-time employees shall be prorated based on 7.5 hour day (37.5 hours/week) on the same basis as his/her salary proration.

2. The District will provide payment of medical premiums up to the Kaiser or Blue Shield HMO family plans offered by CalPERS, whichever is higher. An employee may choose any available CalPERS plan. The employee shall pay for any cost of the plan that exceeds the higher of Kaiser or Blue Shield HMO individual, two party, or family plans.

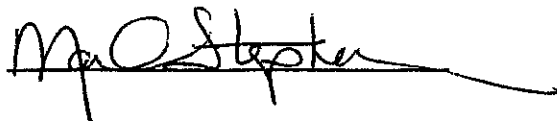
This agreement on medical benefits shall not be changed, or modified without mutual agreement of the parties through ~~June 30, 2006~~ June 30, 2009.

Dated: 2/25/09

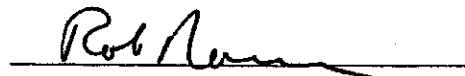
Dated: 2-25-09

For the District

For CSEA








**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 29, 2009

ITEM: SBX3 4 Programs and Flexibility

PREPARED BY: Laurie Harden, Assistant Superintendent, Business Services 

TYPE OF ITEM: *Review and Discussion*

BACKGROUND INFORMATION:

On April 17, 2009, the California Department of Education (CDE) released to county offices of education guidance on many of the outstanding implementation issues related to the Budget Act and specifically SBX3 4 Programs and Flexibility, the education trailer bill.

Following are the provisions of CDE's guidance that reflect significant developments or changes from what we have previously reported to you in the *Fiscal Report*.

Categorical Program Flexibility for Tier III Programs

The most significant development in the CDE's guidance is that all funding provided to local agencies for Tier III programs is now unrestricted, retroactive to July 1, 2008.

Starting in 2009-10 through 2012-13, the funding for all of the Tier III programs is to be accounted for under Resource Code 0000-Unrestricted Funds. The Resource Codes related to these programs will no longer exist in the SACS software during these years.

Even though Tier III funds will be issued to local agencies as unrestricted, the funds can continue to be used for the same programs as in the past.

Deferred Maintenance, Adult Education, and Regional Occupational Centers/Programs are included in Tier III, so the funds will be issued and deposited initially into the General Fund under Resource Code 0000. The local agency can transfer the funds out to other funds as needed. Remember that many local agencies have contractual obligations with external parties for these programs and the flexibility provisions do not supersede those obligations.

Public Hearing Requirement

The CDE received clarification from the Legislature on the public hearing requirement for Tier III program flexibility. The public hearing is a requirement for the receipt of funds, as opposed to the use of the flexibility since the funds will already be flexible by virtue of being issued and received as unrestricted (Resource Code 0000). Further, the public hearing requirement can be satisfied by the public hearing that is already required for adoption of the local agency budget-in other words, a separate public hearing is not required in order for a local agency to receive Tier

FINANCIAL INFORMATION: Attached spreadsheets

A: AUSD Tier III programs subject to flexibility

B: All programs per SBX3 4

RECOMMENDATION: Review and discussion only

ALBANY UNIFIED SCHOOL DISTRICT
CATEGORICAL FLEXIBILITY
2008-09
2009-10

Tier	Program	Resources	07/08 EB Flexible	CY Flexible	2008-09					2009-10									
					2008-09 Beg. Bal.	Current Revenue	Reduction Percent	Reduction Amount	Revised Revenue	Budgeted Expenditures	Current Yr. Balance	2008-09 BB Avail.	Current Yr. Available	TOTAL AVAILABLE	Percent Reduction	New	Budgeted Expenditures	Available Flexibility	
2	ELAP	6286	Yes	No	\$ 16,938	\$ 23,163	15.4%	\$ (3,667)	\$ 19,596	\$ 17,475	\$ 19,059	\$ 16,938	\$ -	\$ 16,938	4.5%	\$ (1,042)	\$ 18,554	\$ -	\$ -
3	CSR 9	1200	No	Yes	\$ -	\$ 53,000	15.4%	\$ (8,162)	\$ 44,838	\$ 44,838	\$ -	\$ -	\$ -	\$ -	4.5%	\$ (2,385)	\$ 42,453	\$ -	\$ 42,453
3	PE Teacher Grant	6258	Yes	Yes	\$ -	\$ 146,344	15.4%	\$ (22,537)	\$ 123,807	\$ 123,807	\$ 0	\$ -	\$ 0	\$ 0	4.5%	\$ (6,585)	\$ 117,222	\$ -	\$ 117,222
3	School Safety	6405	Yes	Yes	\$ 14,835	\$ 66,523	15.4%	\$ (10,245)	\$ 56,278	\$ 63,358	\$ 7,755	\$ 7,755	\$ -	\$ 7,755	4.5%	\$ (2,994)	\$ 53,285	\$ -	\$ 53,285
3	Arts and Music Block Grant	6760	Yes	Yes	\$ 34,219	\$ 67,577	15.4%	\$ (10,407)	\$ 57,170	\$ 57,170	\$ 34,219	\$ 34,219	\$ 0	\$ 34,219	4.5%	\$ (3,041)	\$ 54,129	\$ -	\$ 54,129
3	Art, Music, PE Block Grant	6761	Yes	Yes	\$ 124,374	\$ -	15.4%	\$ -	\$ -	\$ 55,000	\$ 69,374	\$ 69,374	\$ -	\$ 69,374	4.5%	\$ -	\$ -	\$ -	\$ -
3	CAHSEE Intervention	7055	No	Yes	\$ 23,683	\$ 27,578	15.4%	\$ (4,247)	\$ 23,331	\$ 5,000	\$ 42,014	\$ -	\$ 23,331	\$ 23,331	4.5%	\$ (1,241)	\$ 22,090	\$ -	\$ 22,090
3	Supplemental Counselors, Grades 7-12	7080	Yes	Yes	\$ 77,715	\$ 130,923	15.4%	\$ (20,162)	\$ 110,761	\$ 142,928	\$ 45,548	\$ 45,548	\$ -	\$ 45,548	4.5%	\$ (5,892)	\$ 104,869	\$ -	\$ 104,869
3	Peer Assistance and Review	7271	Yes	Yes	\$ 2,320	\$ 19,800	15.4%	\$ (3,049)	\$ 16,751	\$ 19,071	\$ (0)	\$ (0)	\$ -	\$ (0)	4.5%	\$ (891)	\$ 15,860	\$ -	\$ 15,860
3	Pupil Retention Block Grant	7390	Yes	Yes	\$ -	\$ 132,067	15.4%	\$ (20,338)	\$ 111,729	\$ 111,729	\$ (0)	\$ (0)	\$ -	\$ (0)	4.5%	\$ (5,943)	\$ 105,786	\$ -	\$ 105,786
3	Teacher Credentialing Block Grant	7392	Yes	Yes	\$ 4,282	\$ 44,500	15.4%	\$ (6,853)	\$ 37,647	\$ 41,929	\$ -	\$ -	\$ -	\$ -	4.5%	\$ (2,003)	\$ 35,645	\$ -	\$ 35,645
3	Professional Development Block Grant	7393	Yes	Yes	\$ -	\$ 184,429	15.4%	\$ (28,402)	\$ 156,027	\$ 156,027	\$ (0)	\$ (0)	\$ -	\$ (0)	4.5%	\$ (8,299)	\$ 147,728	\$ -	\$ 147,728
3	School and Library Improvement Block Gr	7395	Yes	Yes	\$ 173,963	\$ 350,564	15.4%	\$ (53,987)	\$ 296,577	\$ 296,577	\$ 173,963	\$ 173,963	\$ 0	\$ 173,963	4.5%	\$ (15,775)	\$ 280,802	\$ 280,802	\$ (0)
3	Site Discretionary Block Grant	7396	Yes	Yes	\$ 96,077	\$ -	15.4%	\$ -	\$ -	\$ 14,000	\$ 82,077	\$ 82,077	\$ -	\$ 82,077	4.5%	\$ -	\$ -	\$ -	\$ -
3	District Discretionary Block Grant	7397	Yes	Yes	\$ 68,464	\$ -	15.4%	\$ -	\$ -	\$ 19,138	\$ 49,326	\$ 49,326	\$ -	\$ 49,326	4.5%	\$ -	\$ -	\$ -	\$ -
3	CBET-Adult Education	6285	Yes	Yes	\$ 20,451	\$ 23,180	15.4%	\$ (3,570)	\$ 19,610	\$ 3,317	\$ 36,744	\$ 20,451	\$ 16,293	\$ 36,744	4.5%	\$ (1,043)	\$ 18,567	\$ -	\$ 18,567
3	Adult Education	6390	No	Yes	\$ 272,171	\$ 353,675		\$ -	\$ 353,675	\$ 625,846	\$ -	\$ -	\$ 353,675	\$ 353,675	4.5%	\$ (15,915)	\$ 337,760	\$ -	\$ 337,760
3	Deferred Maintenance	6205	No	Yes	\$ 534,013	\$ 167,691		\$ -	\$ 167,691	\$ 60,500	\$ 641,204	\$ -	\$ 167,691	\$ 167,691	4.5%	\$ (7,546)	\$ 160,145	\$ -	\$ 160,145
					\$ 1,463,505	\$ 1,791,014		\$ (195,526)	\$ 1,595,488	\$ 499,651	\$ 580,991	\$ 1,060,641	\$ 580,991	\$ 1,060,641		\$ (60,596)	\$ 1,514,893	\$ -	\$ 1,215,537

Included in MYP

SBX3 4 -- Programs and Flexibility for 2008-09 to 2012-13
Revised March 2, 2009

How Does Flexibility Work: There are two parts to the flexibility included in SBX3 4. (A) Allows for transfers of 2007-08 ending balances from most categorical to the unrestricted fund on a one-time basis. (B) Allows for most state categorical to be transferred to any "educational purpose" (includes unrestricted General Fund or other categorical programs) for the period from 2008-09 to 2012-13. There are several programs excluded from this flexibility including but not limited to K-3 CSR, Economic Impact Aid, English Language Acquisition Program, and Home to School Transportation.

Funding levels in each year will be based on amount received in 2008-09 (after budget reduction). To the extent additional or less funds are available in subsequent years, adjustments will be made to all local education agencies in an equal percent basis. For example, if a 3% increase in funding to the programs included within the flexibility is provided, all local education agencies would receive a 3% increase regardless of their initial base funding level. The reductions apply to Tier II and III programs as follows: 15.38% in 2008-09 plus an additional 4.46% in 2009-10 -- a cumulative reduction of 19.84% from the 2008-09 original enacted budget level of funding.

Flex to Sweep Ending Balance as of June 30, 2008	Tier I -- NOT Subject to Cuts or Flexibility	Tier II -- Subject to Cuts, but No Flexibility	Tier III -- Subject to Cuts WITH Flexibility	Resource Code	Program	Comments
		X	X	0000	Advanced Placement Grant	
		X		0000	Apprentice Programs	
		X		0000	Charter School Facility Grants	
			X	0000	Charter Schools Categorical Block Grant	
		X	X	0000	Child Oral Health Assessments	
		X		0000	Multi-Track Year Round School Grant Program	
		X		0000	Pupil Testing (STAR, CAHSEE, CELDT, etc.)	
			X	0000	Supplemental Hourly Programs	Includes Core, Grade 2-6, Grade 7-12 CAHSEE, and Grade 2-9
			X	0000	Teacher Dismissal Apportionments	Excluded from flexibility
	X			1100	State Lottery	
X			X	1200	Morgan-Hart Class Size Reduction	
	X			1300	K-3 Class Size Reduction	Relaxes penalties for exceeding 20.44 (ranges from 70-95% of funding)
X			X	2430	Community Day Schools	Excluded from flexibility
*	X			3010-5810	Federal Resources	*Allowed provided federal requirements are met
	X			5310	Child Nutrition	Excluded from flexibility
	X			6010	After School Education and Safety	
		X		6015	Adults in Correctional Facilities	
X				6040 et al	Child Development	
X			X	6091-92	CalSAFE	
			X	6205	Deferred Maintenance	
X			X	6225-26	Williams Facility and Instructional Materials	
X				6240	Healthy Start	
X			X	6258	Physical Education Teacher Recruitment Grants	
X			X	6260/6263	Alternative Credentialing	
X			X	6267	National Board Certification Incentive	District's must honor outstanding commitments to teachers
X			X	6275	Teacher Retention and Recruitment	
X			X	6285	Community Based English Tutoring (CBET)	
X		X		6286	English Language Acquisition Program	
			X	6300	Lottery Instructional Materials -- Proposition 20	Excluded from flexibility
X			X	6350	ROC/P	Excludes funding provided for CatWORKS eligible students
X				6377	Career Technical Education	One-time grant funds provided in 2006-07
X				6340	Neil Soto Parent Involvement	
			X	6390	Adult Education	Excludes funding provided for CatWORKS eligible students
			X	6405	School Safety Block Grants (Carl Washington)	
X			X	6500/6360	Special Education	Excluded from flexibility
			X	6650	Tobacco Use Prevention Education (TUPE)	Excluded from flexibility and includes 6660, 6670, and 6680
X			X	6760	Arts and Music Block Grant	
X				6761	Arts, Music and Physical Education	One-time grant funds provided in 2006-07




Flex to Sweep Ending Balance as of June 30, 2008	Tier I -- NOT Subject to Cuts or Flexibility	Tier II -- Subject to Cuts, but No Flexibility	Tier III -- Subject to Cuts WITH Flexibility	Resource Code	Program	Comments
X		X		7010	Ag Voc Ed Programs	
*	X			7020	Child Nutrition - Summer Food Service Program	*Allowed provided federal requirements are met one-time grant funds provided in 2006-07
X				7026	Instructional Gardens	
			X	7055	CAHSEE Intervention Grants	One-time grant funds provided in 2006-07
			X	7056	CAHSEE Supplemental Instructional Materials	
X			X	7080	Counselors, Grades 7-12	
	X			7090	Economic Impact Aid (LEP and SCE)	Excluded from flexibility and includes 7091
X			X	7110	Education Technology	
X			X	7140	Gifted and Talented Education (GATE)	
			X	7156	Instructional Materials Fund	Sufficiency requirements for instructional materials remains, but deadline for adoption of new materials in math and ELA suspended until 7/1/10.
				7157	English Learners Instructional Materials	One-time grant funds provided in 2006-07
				7158	Instructional Materials Williams	One-time grant funds provided in prior year and excluded from all flexibility
X			X	7210	Indian Education Centers: Early Childhood Programs	
X		X		7220	Partnership Academies	
	X			7230	Pupil Transportation	
	X			7235	School Bus Replacement	
			X	7256	Imme Interv/Underperforming	Excluded from flexibility because Capital Outlay
			X	7258	High Priority Schools	Funding eliminated for 2009-10 so while included, in a practical sense it does not apply
X			X	7268	SAIT and Corrective Actions	Flexibility may eliminate accountability requirements
X			X	7271	PAR	
X			X	7275	Bilingual Teacher Training	
X			X	7276	Certificated Staff Mentoring Program	
X			X	7282	High School Coaching Training	
X			X	7286	International Baccalaureate	
X			X	7294	Math & Reading Training (SB 472)	
X			X	7295	Readers for the Blind	
X			X	7325	Administrator Training Program (AB 430)	
X	X			7340	Advancement via Individual Determination	
X		X		7365/66/67	Foster Youth Educational Services	
X			X	7370	Specialized Secondary Programs	
X			X	7385	COE Williams Audits	
X			X	7390	Pupil Retention Block Grant	
X			X	7391	School Safety Consolidated Competitive Grant	
X			X	7392	Teacher Credentialing Block Grant	
X			X	7393	Professional Development Block Grant	
			X	7394	Targeted Instructional Improvement Block Grant	
			X	7395	School and Library Improvement Block Grant	
X			X	7396-97	District and Site Discretionary Block Grant	One-time grant funds provided in 2006-07
X				7398	Education Technology and Instructional Materials	One-time grant funds provided in 2006-07
	X			7400	Quality Education Investment Act	Excluded from flexibility
X			X	7810	Center for Civic Education	
*				8100	Routine Restricted Maintenance	* Permitted, but may be prohibited or limited based on status of bonds

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 28, 2009

ITEM: Reallocation of 2005 Parcel Tax

PREPARED BY: Marla Stephenson, Superintendent 

TYPE OF ITEM: Review and Discussion

BACKGROUND INFORMATION:

The Board has approved approximately \$2,370,813 of reductions to the 2008-09 and 2009-10 budget. The word "approximately" is used because of indeterminate factors such as personnel employment rights, vacation accruals, date of separation and other soft costs. \$187,639 of the reductions represents site soft funded positions (SLIBG & PTA). These positions are annually laid off to provide the site the flexibility to change service delivery models. These positions include, at risk teachers and para-educators. The total amount of reductions represented the "worst case" scenario in January, 2009, for the District.

April, 2009, has brought us an "Even-worse case" scenario. If the May 19, 2009, Special Election measures do not pass the State faces an additional \$5 billion shortfall in state revenue. Additionally, the State controller has acknowledged that property tax and sales tax revenues are falling short of projections. At this point it is an \$8 billion shortfall. The total of a \$13 billion shortfall translates to another \$600 per student reduction or \$2,205,000 to the district.

Site	Position Reductions	FTE	Savings
DO	Network Administrator	1.00	81,320
DO	Personnel Coordinator	1.00	29,992
DO	Supt. Admin. Asst.		76,481
DO	Skilled Main Worker	1.00	93,015
DO	Chief Lead Main	Differential	4,000
DO	Com Support	0.50	39,056
DO	Chief Lead Cust.	Differential	4,000
DO	Pool Mech Custodian	1.00	49,849
DO	Custodian	1.00	36,000
DO	Sub Caller		22,000
DO	SRO	1.00	68,000
DO	Food Serv. Account Clerk	0.50	27,000
DO	Spec Ed Para	4.00	150,000
DO	Psychologist	0.40	38,000
DO	Gen Main Worker	2.50	10,000
AHS	Asst. Princ	0.50	57,500
AHS	Athletic Director	0.20	21,574
AHS	Counselors	1.00	67,204

AHS	Sec/Clerk	1.00	53,771
AHS	Bookroom Clerk	0.50	27,639
AHS	Library Tech	1.00	32,000
AHS	Tighten Master Sched	1.80	126,000
AHS	9th Grade CSR	0.80	11,000
AHS	Materials & Supplies		20,000
AHS	7th period day	4.00	280,000
MAC	Principal transfer to ADED	0.50	45,455
MAC	Teacher	0.60	45,000
AMS	Asst. Princ	1.00	130,000
AMS	Secretary I	1.00	58,000
AMS	Library Tech	1.00	49,000
AMS	ELL advanced	0.20	14,000
AMS	ELL intermediate	0.20	14,000
AMS	At-risk Teacher	0.80	56,000
AMS	Counselors	0.40	28,000
AMS	Materials & Supplies		15,000
ELEM	Materials & Supplies		25,000
ELEM	Instrumental Music	0.90	53,000
ELEMCO	Clerk	0.40	11,000
ELEMCO	Para educator	1.00	34,000
ELEMMA	Clerk	0.80	26,000
ELEMMA	Para educator	1.20	35,000
ELEMMA	Reading Specialist	0.10	15,000
ELEMOV	Asst. Princ	0.50	59,957
ELEMOV	Clerk	0.67	21,000
ELEMOV	PE Specialist	0.40	25,000
ELEMOV	Para educator	1.10	35,000

The 2005 parcel tax provides the Board flexibility to back-fill general fund reductions. At the Board's request, staff has laid off positions to provide the Board an opportunity to reprioritize funding for 2009-10. The positions and or allocations that remain total \$393,812. This leaves a balance of \$1,623,568. Given the strong possibility of the "Even-worse case" budget scenario, I am advising the Board to reallocate only \$355,721 of the remaining balance at this time. This leaves approximately \$1,200,000 in reserve to cover further possible June general fund reductions.

<u>ELEM-CO</u>	<u>Librarian</u>	<u>1.00</u>	<u>106,381</u>
ELEM-OV	Librarian	1.00	
AHS	Librarian	1.00	
<u>AMS</u>	<u>Librarian</u>	<u>1.00</u>	<u>88,536</u>
AHS	Mental health	1.00	
MAC	Culinary class	0.20	
AMS	Grade 8 -7th period	2.00	
AMS	Grade 7-7th period	2.00	
AMS	ELL	0.80	

ELEM	Choral Music	0.60
ELEM	ELL	1.40
AHS	ELL	0.60
ELEM	TSA Math Coach	1.00
AHS	ELL Compliance	0.20
DO	TSA Math Coach	0.50
AMS	ELL para	0.40
AHS	ELL para	0.40
ELEM	VPA	0.60
ELEM	Yard aides	1.20
AMS	Yard aides	0.27
AMS	Athletic personnel	
AHS	Athletic personnel	
MAC	Campus Security	0.47
AHS	Athletic supplies, trans	
AHS	VPA	
DO	Berkeley Mental Health	
AHS	FLI	
AMS	Writers Coach	
AHS	Writers Coach	
	<u>ATA & SEIU off</u>	
	<u>schedule</u>	<u>155,500</u>
	<u>URS</u>	<u>9,100</u>
	<u>County fee</u>	<u>34,295</u>
DO	GASB 45	
	Unallocated out of	
Total	2,017,380	<u>1,623,568</u>

The 2005 Parcel Tax language states that the funds will be used to provide a full time librarian at each school site. I am advising that the Board honor the language and allocate 3 more librarian positions. The cost is \$226,630. I am also recommending that the Board allocate \$129,091 to support an expanded mental health program that will include Albany Middle School and MacGregor High School as well as continue services at Albany High School.

After the June, 2009 Governor’s revise, the district will know how much revenue we will be receiving from the State. I am making the following allocation recommendations should our revenues be increased above the “even worse case” scenario.

Tier I (\$400,000 increment)

Restore Albany High School to a seven period day (approx. 280,000)

Enhance the core English Language Learner program by restoring supplemental services (approx. 52,153)

Restore .50 Assistant Principal at AMS (approx. 67,847)

Tier I recommendations represent the importance of providing expanded opportunities for high school students to prepare for college and or work. They also represent the district’s commitment to provide equal access to the core curriculum for second language learners and student safety.

Tier II (\$400,000 increment)

- Restore a seven period day to 8th grade students (approx. 140,000)
- Restore .50 of an assistant principal at Albany Middle School (approx. 63,000)
- Restore yard aides at the elementary and middle schools and security personnel at the high schools. (approx. 70,000)
- Restore a music program (instrumental & choral) at the elementary sites (approx. \$80,000)
- Restore .60 Teacher at MacGregor High School. (approx.47,000)

Tier II recommendations represent a continued emphasis on student safety; creating a comprehensive program for 8th grade students to better prepare them for high school; and to honor a district commitment to the K-12 music program.

Tier III (\$400,000 increment)

- Restore Library technicians (approx 81,000)
- Restore elementary clerks (approx 60,000)
- Restore athletic supplies and transportation (approx 50,000)
- Restore .40 psychologist (approx 38,000)
- Restore Writer's Coach Connection for 8th and 9th grades (approx 40,000)
- Add .50 network technician (approx 45,000)
- Restore .40 AMS school counselor (approx 30,000)
- Further enhance the core English Language Learner program by restoring supplemental services (approx. 56,000)

Tier III recommendations represent the district commitment to literacy and expanding student opportunity to use the libraries; to participate in athletics; provide for site safety and the emotional support of our students. They also represent a commitment to provide a level of technology support that enhances student learning; and to provide equal access to the core curriculum for second language learners.

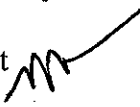
FINANCIAL INFORMATION: This is a discussion item only.

<p>RECOMMENDATION: Review and discuss the Reallocation of 2005 Parcel Tax.</p>

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of April 28, 2009

ITEM: Board Policy Update/Revision
Section 0000 – Philosophy-Goals-Objectives, and Comprehensive Plans

PREPARED BY: Marla Stephenson, Superintendent 

TYPE OF ITEM: 1ST Reading – Board Policies

BACKGROUND INFORMATION:

Per Education Code the Governing Board shall adopt written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to the students, staff, parents/guardians and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

Pursuant to Governing Board Bylaws, staff members shall regularly review Governing Board policies, administrative regulations, and exhibits to compare them against the latest sample materials from California School Boards Association (CSBA). After comparison, appropriate updates and revisions are presented for Governing Board consideration for appropriate action as recommended by staff.

Proposed updates and/or revisions are presented for a first and second reading prior to adoption. Board-requested changes or revisions will be made prior to the second reading at the next-scheduled regular board meeting policies will be presented for 2nd reading and adoption.

RECOMMENDATION:

It is recommended that the Governing Board:

- (1) Accept for a first reading the following board policies, administrative regulations and/or exhibits proposed for revision or deletion in response to recommendations by the California School Boards Association (CSBA); and
- (2) Direct the Superintendent or his designee to further refine the documents as necessary and return them for a second reading at the May 5, 2009, meeting, at which time the Governing Board will vote to adopt, approve or delete them as recommended.

Philosophy-Goals-Objectives, and Comprehensive Plans

BP 0000

VISION

Note: The following **optional** policy uses the term "vision" as a generic term to describe any types of documents (e.g., vision statement, mission statement, etc.) that the Board of Education might adopt to set a direction for the district.

In order to provide a clear focus for district programs, activities and operations, the Board of Education shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives, and/or comprehensive plans.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the district's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district vision statements at least every three years or whenever a new Board member or Superintendent joins the district. Following these reviews the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

(cf. 0500 - Accountability)
(cf. 1100 - Communication with the Public)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Policy
 adopted:

ALBANY UNIFIED SCHOOL DISTRICT
 Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0000

VISION

The Superintendent or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district
3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)

4. Board adoption of district vision statements at a public meeting

As part of this process, the Superintendent or designee may provide the Board of Education with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)

Regulation
 approved:

ALBANY UNIFIED SCHOOL DISTRICT
 Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0005

SCHOOL ORGANIZATION

The Board of Education recognizes that the grouping of grades and services within the facilities of the district can assist the efficient operation of the district and help achieve a more effective instructional program.

The schools of this district shall be organized as follows:

Elementary school(s)	Grades K through 5
Middle school	Grades 6 through 8
High school(s)	Grades 9 through 12

An adult school and a children's center shall be maintained and operated by the district in accordance with law.

Modifications in the organizational plan of the schools may be made only upon the recommendation of the Superintendent and the approval of the Board.

Legal Reference:

EDUCATION CODE

8200-8216. Chapter 2. Child Care and Development Services Act

35351 Discrimination

CODE OF REGULATIONS, TITLE 5

14001-14043

Policy
adopted:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0100(a)

PHILOSOPHY

As part of its responsibility to establish a guiding vision for the district, the Board of Education shall develop and regularly review a set of fundamental principles which describes the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 9000 - Role of the Board)

Note: Districts are encouraged to replace or supplement the philosophical statements below with those that reflect their own locally developed philosophical statements.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. A safe, nurturing environment is necessary for learning.
4. Parents/guardians have a right and an obligation to participate in their child's schooling.
5. Students and staff respond positively to high expectations and recognition for their accomplishments.
6. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
7. The diversity of the student population and staff enriches the learning experience for all students.
8. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
9. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
10. The community provides an essential resource to the educational program.
11. Effective communication with all stakeholders helps build support for the schools.

BP 0100(b)

PHILOSOPHY (continued)

12. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

*Legal Reference:*EDUCATION CODE*51002 Local development of programs based on stated philosophy and goals**51019 Definition of philosophy**Management Resources:*CSBA PUBLICATIONS*Maximizing School Board Leadership: Vision, 1996*

Policy
adopted:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0200(a)

GOALS FOR THE SCHOOL DISTRICT

As part of the Board of Education's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities and shall be limited in number so as to be reasonably achievable within established timelines.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

Note: Items #1-14 below list areas of consideration in the development of goals. Districts are encouraged to replace the list with their own locally developed goals.

When developing the district's goals, the Board shall consider the following areas:

1. Developing curriculum, assessments, and instructional materials that are aligned with the state's content standards, frameworks, and assessments

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

2. Maintaining safe and orderly campuses which promote learning

(cf. 0450 - Comprehensive Safety Plan)

3. Ensuring that all students achieve proficiency in essential areas of skill and knowledge and attain the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6178 - Career Technical Education)

4. Providing for the specialized needs of identified groups of students, including providing necessary support and intervention programs and closing the gap between low-achieving and high-achieving students

(cf. 5149 - At-Risk Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6179 - Supplemental Instruction)

GOALS FOR THE SCHOOL DISTRICT (continued)

5. Providing a system of shared accountability for student achievement with clear performance standards and consequences

(cf. 0510 - School Accountability Report Card)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 9400 - Board Self-Evaluation)

6. Promoting student health, nutrition, and physical activity in order to enhance learning

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education)
(cf. 6142.8 - Comprehensive Health Education)

7. Developing each student's self-respect, respect for others, appreciation for diversity, and sense of personal responsibility

(cf. 5137 - Positive School Climate)
(cf. 6141.6 - Multicultural Education)
(cf. 6142.3 - Civic Education)

8. Maintaining fiscal integrity for the district and aligning resources to instructional needs and priorities for student achievement

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

9. Improving the organization, management, and decision-making structure and capabilities of the district to better support the education of students

(cf. 0420.5 - School-Based Decision Making)
(cf. 2000 - Concepts and Roles)

10. Providing and maintaining facilities to meet the needs of present and future students

(cf. 7000 - Concepts and Roles)
(cf. 7110 - Facilities Master Plan)

11. Maintaining positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the schools

BP 0200(c)

GOALS FOR THE SCHOOL DISTRICT (continued)

(cf. 1100 - Communication with the Public)
(cf. 1113 - District and School Web Sites)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

Each goal shall include measurable standards, performance indicators, and benchmarks that can be used to determine the district's progress toward meeting that goal.

The Superintendent or designee shall, with the involvement of district and school site staff, develop a strategic plan containing short-term objectives, actions, and timelines designed to enable the district to achieve its long-term goals. The Superintendent or designee shall also ensure that district improvement plans and reform efforts are aligned with the district's goals.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that these goals are communicated to staff, parents/guardians, students, and the community and that those groups are given an opportunity to provide feedback to the district about the goals.

Monitoring and Evaluation

Note: The following section should be modified to reflect district practice. In order to help ensure that the Board's meetings are focused on the district's goals for student achievement, CSBA's Agenda Online program allows items from the Board meeting agenda to link to specific district goals.

The Board shall regularly monitor the progress of the district's efforts in achieving the goals. To that end, the Superintendent or designee shall provide the Board with the necessary data and analysis to help the Board evaluate the effectiveness of the district's efforts. These data shall include an analysis of the progress based on the performance indicators and benchmarks for each goal, as well as other measures of student achievement, such as the Academic Performance Index, Adequate Yearly Progress, student attendance, and graduation rates.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9322 - Agenda/Meeting Materials)

BP 0200(d)

GOALS FOR THE SCHOOL DISTRICT (continued)

If the Board determines that sufficient progress is not being made toward a particular goal, the Board and Superintendent shall determine what types of additional district resources and support should be provided so that progress in increasing student achievement can be made. District goals shall be revised as necessary.

*Legal Reference:*EDUCATION CODE

33127-33129 *Standards and criteria for fiscal accountability*
 33400-33407 *CDE evaluation of district programs*
 44660-44665 *Evaluation of certificated employees*
 51002 *Local development of programs based on stated philosophy and goals*

51020 *Definition of goal*

51021 *Definition of objective*

51041 *Evaluation of the educational program*

52050-52059 *Public Schools Accountability Act*

64000-64001 *Consolidated application process*

CODE OF REGULATIONS, TITLE 5

15440-15463 *Standards and criteria for fiscal accountability*

UNITED STATES CODE, TITLE 20

6311 *Accountability, adequate yearly progress*

6312 *Local educational agency plan*

*Management Resources:*CSBA PUBLICATIONS

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2006

Maximizing School Board Governance: Vision, 1996

WEB SITES

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

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

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

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0400(a)

COMPREHENSIVE PLANS

The Board of Education believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
(cf. 6171 - Title I Programs)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 7110 - Facilities Master Plan)

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Board.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)

Legal Reference: (see next page)

COMPREHENSIVE PLANS (continued)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0410(a)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

Note: Discrimination in education programs and activities is prohibited by state and federal law. Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7) prohibits discrimination on the basis of race, color and national origin. Title IX (20 USC 1681-1688) prohibits discrimination on the basis of sex. The Americans with Disabilities Act (ADA) (42 USC 12101-12213) and Section 504 of the Vocational Rehabilitation Act of 1973 (29 USC 794) prohibit discrimination on the basis of disability. State law, Government Code 12940, prohibits employers from discriminating on the basis of all categories listed below, including discrimination on the basis of sexual orientation. Government Code 11138 **mandates** districts to adopt rules and regulations to carry out the intent of this nondiscrimination provision. Education Code 220 also prohibits discrimination on the basis of sexual orientation in all programs and activities in public schools. The Office for Civil Rights (OCR) of the U.S. Department of Education has authority to enforce federal laws in all programs and activities that receive federal funds. The California Department of Education may also investigate complaints regarding discrimination through the Uniform Complaint Procedure, see BP/AR 1312.3 - Uniform Complaint Procedures.

Education Code 260 and the implementing regulations at 5 CCR 4900-4965 specify that the Board has primary responsibility for ensuring that district programs and activities are free from discrimination on the basis of both sex and gender, among other categories. 5 CCR 4910 defines "sex" as the biological condition or quality of being a female or male human being. "Gender," pursuant to 5 CCR 4910, is defined as a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth. In accordance with those definitions, the following paragraph lists both "sex" and "gender" as prohibited categories of discrimination.

The Board of Education is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

- (cf. 4030 - Nondiscrimination in Employment)*
- (cf. 4032 - Reasonable Accommodation)*
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*
- (cf. 5145.7 - Sexual Harassment)*
- (cf. 5146 - Married/Pregnant/Parenting Students)*
- (cf. 6145.2 - Athletic Competition)*
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*
- (cf. 6164.6 - Identification and Education Under Section 504)*
- (cf. 6178 - Career Technical Education)*
- (cf. 6200 - Adult Education)*

Note: Pursuant to 28 CFR 35.130 and 35.160, the ADA requires school districts to provide services and aids to ensure that a disabled individual is not excluded from participation or denied a benefit, service or program on the basis of a disability. However, if the district can show that providing such aids and services would fundamentally alter the nature of the function, program or meeting, or would be an undue burden, then the district need not provide them.

In addition, Government Code 54953.2, as added by AB 3035 (Ch. 300, Statutes of 2002), requires that all Board meetings meet the protections of the ADA and implementing regulations (28 CFR 35.160, 36.303). The district is required to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services.

BP 0410(b)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Note: Pursuant to 34 CFR 104.8 and 106.9, a district that receives federal aid is required to take "continuing steps" to notify students, parents/guardians, employees, employee organizations and applicants for admission and employment that it does not discriminate in its educational programs or activities.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Note: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in English or the primary language. In addition, the No Child Left Behind Act (20 USC 6311 and 6312) requires that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

BP 0410(c)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

*Management Resources:*U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONSProtecting Students from Harassment and Hate Crime, January, 1999Notice of Non-Discrimination, January, 1999Nondiscrimination in Employment Practices in Education, August, 1991WEB SITESU.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>CDE: <http://www.cde.ca.gov>Safe Schools Coalition: <http://www.casafeschoolscoalition.org>Pacific Disability and Business Technical Assistance Center: <http://www.pacdbtac.org>Policy
adopted:**ALBANY UNIFIED SCHOOL DISTRICT**
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0420(a)

SCHOOL PLANS/SITE COUNCILS

When required by law or determined to be a useful tool to accomplish district and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0400 - Comprehensive Plans)*
- (cf. 0420.5 - School-Based Decision Making)*
- (cf. 1220 - Citizen Advisory Committees)*
- (cf. 1431 - Waivers)*
- (cf. 6020 - Parent Involvement)*

Single Plan for Student Achievement

Note: School site councils are required to develop a single plan for student achievement to consolidate the school plans required for (1) the state and federal categorical programs included in the consolidated application pursuant to Education Code 64000-64001; (2) purposes funded under the Pupil Retention Block Grant and School and Library Improvement Block Grant pursuant to Education Code 41506-41507 and 41571-41572; and (3) the Quality Education Investment Act pursuant to Education Code 52055.700-52055.770, as added by SB 1133 (Ch. 751, Statutes of 2006). See the accompanying administrative regulation and the California Department of Education's A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils for additional information regarding development of the single plan and required content of the plan.

The Superintendent or designee shall ensure that a single plan for student achievement is prepared by the school site council as required by law for each school participating in specified state and/or federal categorical programs. (Education Code 41507, 41572, 52055.755, 64001)

- (cf. 0420.1 - School-Based Program Coordination)*
- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 0520.1 - High Priority Schools Grant Program)*
- (cf. 0520.2 - Title I Program Improvement Schools)*
- (cf. 0520.4 - Quality Education Investment Schools)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 4131 - Staff Development)*
- (cf. 4139 - Peer Assistance and Review)*
- (cf. 5147 - Dropout Prevention)*
- (cf. 5148.1 - Child Care Services for Parenting Students)*
- (cf. 6142.91 - Reading/Language Arts Instruction)*
- (cf. 6163.1 - Library Media Centers)*
- (cf. 6164.2 - Counseling/Guidance Services)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Education for English Language Learners)*
- (cf. 6190 - Evaluation of the Instructional Program)*

Note: Pursuant to Education Code 64001, the district may, at its discretion, choose to include any other school plan in the single plan for student achievement. The following paragraph is **optional**.

BP 0420(b)

SCHOOL PLANS/SITE COUNCILS (continued)

Whenever feasible, any other school plan may be incorporated into the single plan for student achievement.

Note: The following **optional** paragraph may be revised to reflect district practice.

The Superintendent or designee shall review each school's single plan and ensure that it has been developed and approved by a properly constituted school site council, meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board of Education his/her recommendations for plan approval or recommendations regarding any subsequent material revisions of the plan.

The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)

Note: The following **optional** paragraph may be revised to reflect district practice.

The Superintendent or designee shall ensure that principals and members of each site council receive training on the roles and responsibilities of the site council. To the extent necessary, he/she shall ensure that site councils receive the resources necessary in order to perform their role effectively.

School Site Block Grants

Note: Uncodified AB 1802 (Ch. 79, Statutes of 2006), Sec. 43, allocates state budget funds to school districts for the purpose of school site block grants, including block grants to locally funded charter schools that have students currently enrolled. The following section reflects the purposes of this one-time funding and the approval process. See the accompanying administrative regulation for allowable uses of these funds.

Upon receipt of state funding for school site block grants, the Board shall allocate the funds to district schools on an equal per-pupil basis. (AB 1802, Sec. 43, Statutes of 2006)

The school's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)

Note: The following **optional** paragraph may be revised to reflect district practice.

SCHOOL PLANS/SITE COUNCILS (continued)

The Board encourages school site councils to fund the highest priority needs identified in school improvement plans. The school site council shall provide the Superintendent or designee and the Board with a written proposal that includes a statement of the identified need(s) and how the funds will be used to enhance the educational program.

Before the funds are encumbered or expended, the Board shall approve the site council's proposed use of the funds. If the Board does not approve the proposed use, the Board shall inform the school site council of the reasons for disapproval and request that the council review and revise its proposal. (AB 1802, Sec. 43, Statutes of 2006)

Note: If the school site council and Board are unable to agree on the use of the funds by May 1, 2007, the dispute shall be immediately submitted to the County Board of Education, which shall resolve the dispute within 30 days of submission. The County Board's decision will be final.

*Legal Reference:*EDUCATION CODE

52-53 *Designation of schools*
 8240-8244 *General child care and development programs*
 8750-8754 *Conservation education*
 18100-18203 *School libraries*
 32228-32228.5 *School safety and violence prevention*
 33133 *Information guide for school site councils*
 35147 *Open meeting laws exceptions*
 41500-41573 *Categorical education block grants*
 44500-44508 *Peer Assistance and Review Program*
 44520-44534 *New Careers Program*
 48400-48403 *Compulsory continuation education*
 48430-48438 *Continuation education*
 48660-48667 *Community day schools*
 51745-51749.3 *Independent study*
 51760-51769.5 *Work experience education*
 51870-51874 *Educational technology*
 52053-52055.55 *Immediate Intervention/Underperforming Schools Program*
 52055.600-52055.662 *High Priority Schools Grant Program*
 52055.700-52055.770 *Quality Education Investment Act*
 52176 *Advisory committees*
 52200-52212 *Gifted and Talented Education Program*

Legal Reference continued: (see next page)

SCHOOL PLANS/SITE COUNCILS (continued)*Legal Reference: (continued)*EDUCATION CODE (continued)

- 52300-52346 Regional occupational centers
- 52500-52617 Adult education, including:
- 52610-52616.24 Adult education finances
- 52800-52887 School-Based Program Coordination Act
- 52890 Qualifications and duties of outreach consultants
- 54000-54028 Educationally Disadvantaged Youth Programs
- 54100-54145 Miller-Unruh Basic Reading Act
- 54425 Advisory committees (compensatory education)
- 54650-54659 Education Improvement Incentive Program
- 54740-54749.5 California School Age Families Education Program
- 56000-56867 Special education
- 64000 Categorical programs included in consolidated application
- 64001 Single school plan for student achievement, consolidated application programs

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

52012 Establishment of school site council

52014-52015 School plans

HEALTH AND SAFETY CODE

104420 Tobacco use prevention

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

AB 1802 UNCODIFIED 2006 STATUTE

43 School site block grants

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

UNITED STATES CODE, TITLE 20

6312-6319 Title I programs; plans

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

6601-6651 Teacher and Principal Training and Recruitment program

6801-7014 Limited English proficient and immigrant students

7101-7165 Safe and Drug-Free Schools and Communities

7341-7355c Rural Education Initiative

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, April 2006*WEB SITES

California Department of Education, Single Plan for Student Achievement:

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>Center for Comprehensive School Reform and Improvement: <http://www.centerforcsri.org>U.S. Department of Education: <http://www.ed.gov>

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0420(a)

SCHOOL PLANS/SITE COUNCILS**School Site Councils**

Note: Pursuant to Education Code 41507 and 41572, as a condition of receiving funding under the Pupil Retention Block Grant and/or School and Library Improvement Block Grant, districts must have a school site council or advisory committee as described in repealed Education Code 52012, as that statute read on January 1, 2004.

When required for participation in any categorical program, each district school shall establish a school site council or advisory committee. (Education Code 41507, 41572, 52852, 64001)

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians of students attending the school chosen by other such parents/guardians, or community members chosen by the parents/guardians as representatives

Note: Item #5 below applies to secondary schools only. Pursuant to Education Code 52 and 53, secondary schools include high schools and junior high schools.

5. In secondary schools, students attending the school chosen by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 41507, 41572, 52852)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52055.620, 52176, 52870, 54425; 5 CCR 3932)

(cf. 0520.1 - High Priority Schools Grant Program)

SCHOOL PLANS/SITE COUNCILS (continued)

Note: Pursuant to Education Code 35147, school site councils and some advisory committees are exempt from open meeting law requirements (Brown Act), but must comply with other, less complex procedural requirements as specified. These procedural requirements are detailed in AR 1220 - Citizen Advisory Committees.

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

Note: The following section reflects requirements pertaining to the development of a single plan for student achievement required for (1) the state and federal categorical programs included in the consolidated application pursuant to Education Code 64000-64001; (2) purposes funded under the Pupil Retention Block Grant and School and Library Improvement Block Grant pursuant to Education Code 41506-41507 and 41571-41572; and (3) the Quality Education Investment Act pursuant to Education Code 52055.700-52055.770, as added by SB 1133 (Ch. 751, Statutes of 2006). To assist schools with the development of the single plan for student achievement, the California Department of Education (CDE) has developed A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils which is available on the CDE's web site.

In order for a school to participate in any state or federal categorical program specified in Education Code 41506, 41571, 52055.700, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. If the school does not have a school site council, a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed above shall fulfill these responsibilities. (Education Code 41507, 41572, 52055.755, 64001)

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4131 - Staff Development)
(cf. 4139 - Peer Assistance and Review)
(cf. 5147 - Dropout Prevention)
(cf. 5148.1 - Child Care Services for Parenting Students)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6163.1 - Library Media Centers)
(cf. 6164.2 - Counseling/Guidance Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)

AR 0420(c)

SCHOOL PLANS/SITE COUNCILS (continued)

The single plan for student achievement shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

The plan shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the school's means of evaluating progress toward accomplishing those goals
3. Identify how state and federal law governing these programs will be implemented

Note: The CDE's A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils clarifies that integrating multiple planning processes into the single plan does not eliminate any specific planning elements required for individual categorical programs, as provided below. For example, see AR 0420.1 - School-Based Program Coordination for plan requirements of that program and the section on "School Plans for Categorical Block Grants" below for additional information regarding plan requirements for categorical block grants.

In addition to meeting the requirements common to all applicable school plans, the single plan shall address the content required by law for each individual categorical program in which the school participates.

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for the single plan. (Education Code 64001)

(cf. 6171 - Title I Programs)

Note: The CDE's A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils suggests the following steps for the school site council when developing the single plan. Items #1-5 below are **optional**.

In developing or revising the single plan, the school site council shall:

1. Measure the effectiveness of current improvement strategies at the school

The school site council shall analyze student performance based on state and local data, identify significant low performance among all student groups, and analyze

AR 0420(d)

SCHOOL PLANS/SITE COUNCILS (continued)

instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting academic standards.

(*cf.* 6011 - Academic Standards)

2. Seek input from other school advisory committees as appropriate
3. Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures
4. Revise improvement strategies and expenditures

The school site council shall specify actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, the funding source, anticipated annual performance growth for each student group, and the means that will be used to evaluate progress toward each goal.

5. Approve and recommend the plan to the Board of Education

School Plans for Categorical Block Grants

Note: The following **optional** paragraph is for use by districts applying for funding under the School and Library Improvement Block Grant, Education Code 41570-41573. Education Code 41572 requires that the school plan incorporate the requirements of Education Code 18181 pertaining to a districtwide library plan, as that repealed section read on January 1, 2004.

Any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)

The student retention and/or school and library improvement plans shall be incorporated into the school's single plan for student achievement as described in the above section. (Education Code 41507, 41572)

Regulation
approved:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0430(a)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Board of Education desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*
- (cf. 6159 - Individualized Education Program)*
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*
- (cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)*
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)*
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*
- (cf. 6164.6 - Identification and Education Under Section 504)*

Note: Education Code 56195.1 requires a local plan for the education of all individuals with disabilities residing in the district. This plan may be developed in conjunction with other districts (Option 1 below) or by a single district (Option 2).

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

- (cf. 1220 - Citizen Advisory Committees)*
- (cf. 1312.3 - Uniform Complaint Procedures)*
- (cf. 3541.2 - Transportation for Students with Disabilities)*
- (cf. 4112.23 - Special Education Staff)*

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the SELPA.

The Superintendent or designee shall extend the district's full cooperation to the SELPA.

Legal Reference: (see next page)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)*Legal Reference:*EDUCATION CODE

- 56000-56001 *Education for individuals with exceptional needs*
- 56020-56035 *Definitions*
- 56040-56046 *General provisions*
- 56048-56050 *Surrogate parents*
- 56055 *Foster parents*
- 56060-56063 *Substitute teachers*
- 56170-56177 *Children enrolled in private schools*
- 56190-56194 *Community advisory committees*
- 56195-56195.10 *Local plans*
- 56205-56208 *Local plan requirements*
- 56213 *Special education local plan areas with small or sparse populations*
- 56240-56245 *Staff development*
- 56300-56385 *Identification and referral, assessment, instructional planning*
- 56440-56447.1 *Programs for individuals between the ages of three and five years*
- 56500-56508 *Procedural safeguards, including due process rights*
- 56520-56524 *Behavioral interventions*
- 56600-56606 *Evaluation, audits and information*
- 56836-56836.05 *Administration of local plan*

GOVERNMENT CODE

- 7579.5 *Surrogate parent, appointment, qualifications, liability*
- 95000-95029 *California Early Intervention Services Act*

WELFARE AND INSTITUTIONS CODE

- 361 *Limitations on parental control*
- 726 *Limitations on parental control*

CODE OF REGULATIONS, TITLE 5

- 3000-3089 *Regulations governing special education*

UNITED STATES CODE, TITLE 20

- 1400-1482 *Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

- 794 *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

- 12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.10-99.22 *Inspection, review and procedures for amending education records*
- 104.1-104.39 *Section 504 of the Rehabilitation Act of 1973*
- 300.1-300.818 *Assistance to states for the education of children with disabilities, including:*
- 300.500-300.520 *Due process procedures for parents and children*
- 303.1-303.654 *Early intervention program for infants and toddlers with disabilities*

*Management Resources:*WEB SITES

- California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>*
- U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/about/offices/list/osers/osep>*

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0430(a)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**Definitions**

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district. (34 CFR 300.39)

Note: Pursuant to Government Code 7579.5, when a student is a ward of the court, the district would appoint a surrogate parent only when the court has limited the right of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him/her. Since Welfare and Institutions Code 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, rarely will it be necessary for the district to appoint a surrogate because that appointment would be superseded by the court's appointment of a responsible adult or foster parent. See BP/AR 6159.3 - Appointment of Surrogate Parent for Special Education.

AR 0430(b)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

Note: Education Code 56205 details the elements that must be included in the local plan developed by the special education local plan area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the IDEA (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213). The following section is optional.

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met

AR 0430(c)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Note: Education Code 56195.8 **mandates** entities providing special education to adopt policies that include, among other things, information on the number of individuals with disabilities who are being provided special education and related services. Other mandated policies are located throughout CSBA's policy manual.

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

- (cf. 3541.2 - Transportation for Students with Disabilities)*
(cf. 3542 - School Bus Drivers)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion (Students with Disabilities))
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education)
(cf. 6159.4 - Behavioral Interventions Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)
(cf. 6164.6 - Identification and Education Under Section 504)

Regulation
approved:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0440(a)

DISTRICT TECHNOLOGY PLAN

Note: The following optional policy may be revised to reflect district practice.

The Board of Education recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of the district's noninstructional operations and governance. The Board is committed to the development and maintenance of a districtwide infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

(cf. 4040 - Employee Use of Technology)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6163.4 - Student Use of Technology)

Note: Education Code 51871.5 requires districts to develop a three- to five-year education technology plan as a condition of receiving any technology grant administered by the California Department of Education (CDE). As required by Education Code 51871.5, the CDE has developed criteria for reviewing technology plans which are described in Education Technology Planning: A Guide for School Districts. See the accompanying administrative regulation for information about the required components of the plan.

In addition, Education Code 52295.35, 5 CCR 11974, and 20 USC 6764 require development of a technology plan for districts receiving funding under the federal Enhancing Education Through Technology (EETT) grant program to enhance teaching and learning in grades 4-8. Pursuant to Education Code 52295.25, to be eligible for EETT, a district or consortium of districts must (1) have a high number or high percentage of children from low-income families and (2) either have one or more schools identified for program improvement or corrective action under the No Child Left Behind Act (see BP/AR 0520.2 - Title I Program Improvement Schools) or have a "substantial need" for assistance in acquiring and using technology as defined in 5 CCR 11973. According to the CDE, a plan that meets the CDE criteria for state technology grants would also satisfy the requirements of the EETT plan.

47 CFR 54.508 requires an approved technology plan as a prerequisite for the E-rate application for federal universal service discounts. The CDE has delegated its authority to approve E-rate technology plans to local county offices of education, which will approve, certify, and retain technology plans for the school districts in their jurisdiction. According to the CDE, a CDE-approved plan for EETT or a state technology grant program will satisfy the requirement for the E-rate plan with the completion of a supplemental budget analysis form.

A CDE-approved technology plan which meets the EETT criteria is also required for participation in the Education Technology K-12 Voucher Program which resulted from the settlement agreement between California consumers and the Microsoft Corporation in Microsoft Cases, J.C.C.P. No. 4106, Superior Court of California, County of San Francisco, Department 305. The vouchers are offered to K-12 schools at which at least 40 percent of the students are eligible to receive free or reduced-price meals.

BP 0440(b)

DISTRICT TECHNOLOGY PLAN (continued)

The Superintendent or designee shall develop a three- to five-year technology plan which:

1. Focuses on the use of technology to improve student achievement and is aligned with the district's vision and goals for student learning

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6000 - Concepts and Roles)

2. Contains clear goals for the use of technology based on an assessment of district needs
3. Addresses all components required for state or federal technology grant programs, administered by the California Department of Education, in which the district participates (Education Code 51871.5, 52295.35; 5 CCR 11974; 20 USC 6764; 47 CFR 54.508)

Note: Among the technological tools available to facilitate governance and management are CSBA's Agenda Online, a service that allows development and access to Board meeting agendas and materials from any computer with Internet access and GAMUT™ Online (Governance and Management Using Technology), a service that provides Internet access to CSBA's sample Board policies as well as the district's local policies.
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4. Addresses the use of technology to improve district governance, district and school site administration, support services, and communications

(cf. 0400 - Comprehensive Plans)

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference: (see next page)

DISTRICT TECHNOLOGY PLAN (continued)*Legal Reference:*EDUCATION CODE*10550-10555 Telecommunications standards**11800 K-12 High Speed Network grant program**51006 Computer education and resources**51007 Programs to strengthen technological skills**51865 California distance learning policy**51870-51874 Educational technology**52270-52272 Education technology and professional development grants**52295.10-52295.55 Implementation of federal Enhancing Education Through Technology (EETT) grant program**60010 Instructional materials, definition**66940-66941 Distance learning*PENAL CODE*502 Computer crimes, remedies*CODE OF REGULATIONS, TITLE 5*11971-11979.5 Enhancing Education Through Technology grants*UNITED STATES CODE, TITLE 20*6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D*UNITED STATES CODE, TITLE 47*254 Universal service discounts (E-rate)*CODE OF FEDERAL REGULATIONS, TITLE 47*54.500-54.523 Universal service support for schools, especially:**54.508 Technology plan**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Education Technology Planning: A Guide for School Districts, 2001*WEB SITES*CSBA: <http://www.csba.org>**California Department of Education, Education Technology Office: <http://www.cde.ca.gov/ls/et>**California Learning Resource Network: <http://www.clrn.org>**California Technology Assistance Project: <http://www.ctap.k12.ca.us>**International Society for Technology in Education: <http://www.iste.org>**Technical Support for Education Technology in Schools: <http://www.techsets.org>*

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0450(a)

COMPREHENSIVE SAFETY PLAN

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

Note: Education Code 32286 requires each school to adopt a comprehensive school safety plan. Pursuant to Education Code 32281, districts with an ADA of 2,500 or less may instead develop a districtwide safety plan that is applicable to each school site. Option 1 is for use by districts with more than 2,500 ADA. Option 2 is for use by districts with 2,500 ADA or less; however, such districts may choose to develop both districtwide and school site safety plans, and therefore should select both Options 1 and 2 below.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286)

Each school shall forward the safety plan to the Board for approval. (Education Code 32288)

Note: The remainder of this policy applies to all districts.

The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation.

Note: The following paragraph is **optional**. Education Code 35294.20-35295.25, which had required the Board to discuss "three essential components" (i.e., assurance of a safe physical and respectful environment and assurance that the school will provide resiliency skills) when approving the plan and to not approve the plan as a consent item, was repealed on January 1, 2008.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

BP 0450(b)

COMPREHENSIVE SAFETY PLAN (continued)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

Note: Education Code 32288 requires that districts notify the California Department of Education if a school has not complied with the safety plan requirements, as specified below. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Note: Districts applying for funding under the Safe and Drug Free Schools and Communities Program pursuant to 20 USC 7114, must assure that the district has a safety plan in place that contains specified components similar to the plan required by Education Code 32280-32288. Pursuant to Education Code 32289, a complaint of noncompliance with the planning requirements of 20 USC 7114 may be filed under the uniform complaint procedures described in BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294.10-35294.15 School Safety and Violence Prevention Act

41510-41514 School Safety Consolidated Competitive Grant Program

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion

67381 Violent crime

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

Legal Reference continued: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)*Legal Reference: (continued)*CODE OF REGULATIONS, TITLE 511992-11993 *Definition, persistently dangerous schools*11987-11987.7 *School Community Violence Prevention Program requirements*UNITED STATES CODE, TITLE 207101-7165 *Safe and Drug Free Schools and Communities, especially:*7114 *Application for local educational agencies*7912 *Transfers from persistently dangerous schools*UNITED STATES CODE, TITLE 4212101-12213 *Americans with Disabilities Act**Management Resources:*CSBA PUBLICATIONS*911! A Manual for Schools and the Media During a Campus Crisis, 2001**Protecting Our Schools: Board of Education Strategies to Combat School Violence, 1999*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Safe Schools: A Planning Guide for Action, 2002*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007**Early Warning, Timely Response: A Guide to Safe Schools, August 1998*WEB SITESCSBA: <http://www.csba.org>California Department of Education, Safe Schools: <http://www.cde.ca.gov/lss>California Office of Emergency Services: <http://www.oes.ca.gov>California Seismic Safety Commission: <http://www.seismic.ca.gov>Center for Effective Collaboration and Practice: <http://cecp.air.org>Federal Bureau of Investigation: <http://www.fbi.gov>National Alliance for Safe Schools: <http://www.safeschools.org>National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0450(a)

COMPREHENSIVE SAFETY PLAN**Content of the Safety Plan**

Note: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion.

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committed on campus(es) and at school-related functions. (Education Code 32282)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. The plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6159 - Individualized Education Program)

Note: Education Code 32282 requires districts to incorporate earthquake emergency procedures and disaster policies into the comprehensive school safety plan, as specified in items #b and #c below. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System for further details about required components of these procedures.

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

AR 0450(b)

COMPREHENSIVE SAFETY PLAN (continued)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

Note: Although Education Code 32282 requires that the safety plan include hate crime reporting procedures pursuant to Penal Code 628-628.6, those sections of the Penal Code were repealed in 2005.

10. Hate crime reporting procedures

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 5145.9 - Hate-Motivated Behavior)

Note: The following components are optional and should be revised to reflect district practice.
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Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)
(cf. 5131 - Conduct)
(cf. 5136 - Gangs)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning

(cf. 6141.6 - Multicultural Education)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

AR 0450(d)

COMPREHENSIVE SAFETY PLAN (continued)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

Note: Education Code 32281 provides that the district's safety plan may include the following **optional** procedures.

7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school

(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

Note: Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on the school site. A "violent crime" is any act for which a student could be expelled or crimes listed in Education Code 67381, including homicide, rape, robbery, and aggravated assault, as defined in the Federal Bureau of Investigation's Uniform Crime Reporting Handbook. Education Code 32281 encourages that the notice be sent no later than the second work day after receiving verification from law enforcement.

20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

10. Crisis prevention and intervention strategies, which may include the following:

AR 0450(e)

COMPREHENSIVE SAFETY PLAN (continued)

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

*(cf. 3515.2 - Disruptions)**(cf. 3515.5 - Sex Offender Notification)**(cf. 5131.4 - Student Disturbances)*

- b. Assignment of staff members responsible for each identified task and procedure
- c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- d. Coordination of communication to schools, Board of Education members, parents/guardians, and the media

*(cf. 1112 - Media Relations)**(cf. 9010 - Public Statements)*

- e. Development of a method for the reporting of violent incidents
- f. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

- 11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

*(cf. 4131 - Staff Development)**(cf. 4231 - Staff Development)**(cf. 4331 - Staff Development)*

Regulation
approved:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0510(a)

SCHOOL ACCOUNTABILITY REPORT CARD

Note: Education Code 35256 requires the Board of Education to annually issue a school accountability report card (SARC) for each school site, reporting all conditions listed in Education Code 33126 and 41409.3. The goal of the SARC is to provide data by which parents/guardians can make meaningful comparisons between schools, thus enabling them to make informed decisions regarding which school they wish their children to attend.

AB 1061 (Ch. 530, Statutes of 2007) amended Education Code 33126 to delete specified items from the list of conditions that are required to be reported, including, but not limited to, the quality of school instruction and leadership, classroom discipline and climate for learning, the availability of qualified substitute teachers, the degree to which students are prepared to enter the workforce, and whether the school qualifies for the Governor's Performance Award Program.

In addition, pursuant to 20 USC 6311, any district that receives Title I, Part A funding (see BP/AR 6171 - Title I Programs) must prepare and disseminate an annual report card which includes specified information regarding student achievement on statewide academic assessments, indicators of adequate yearly progress, whether the district or district schools have been identified for program improvement, graduation rates, and teacher qualifications. Rather than issuing a district-level report card, districts are allowed by 20 USC 6311 to incorporate the information into the SARC.

The Board of Education recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

(cf. 0420 - School Plans/Site Councils)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

BP 0510(b)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)**Notification and Dissemination of SARC**

Note: Education Code 35256 requires districts to notify parents/guardians about the availability of the SARC and to provide a paper copy of the SARC upon request. Education Code 35258 requires any district that is connected to the Internet to make the information contained in the SARC available via the Internet; some county offices of education make SARCs available on their web sites for district schools within the county. AB 1061 (Ch. 530, Statutes of 2007) amended Education Code 35256 and 35258 to require that, commencing in the 2008-09 school year, districts must make the SARC available, in both hard copy and on the Internet as applicable, by February 1 of each year. Districts are not required to submit their SARCs to the CDE, but are required by Education Code 33126.1 to ensure that the CDE has the district's current SARC web site address for linkage from the CDE's web site. Districts that are not connected to the Internet may modify the following paragraph accordingly.

20 USC 6311 requires districts receiving Title I, Part A funds to disseminate the Title I report card information to all district schools and to all parents/guardians of students attending those schools and to make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies. In its nonregulatory guidance Report Cards, dated September 12, 2003, the U.S. Department of Education states that because not all parents/guardians have access to the Internet, the Internet alone is not a sufficient means of disseminating report cards. The CDE has interpreted this recommendation, in conjunction with state law, to require that all parents/guardians be notified of the availability of the full report and provided information as to how they can access the full report on the Internet or request a paper copy. The CDE also encourages districts to provide an abbreviated copy of the SARC as part of this notice.

The Superintendent or designee shall annually publicize the issuance of the SARCs and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)*Legal Reference:*EDUCATION CODE

- 1240 County superintendent, general duties
 - 17002 Definition, including good repair
 - 17014 Plan for building maintenance
 - 17032.5 Portable classroom maintenance
 - 17070.15 School Facilities Act; definitions
 - 17089 Portable classroom maintenance
 - 33126 School Accountability Report Card
 - 33126.1 School Accountability Report Card model template
 - 33126.15 School Accountability Report Card template
 - 33126.2 Secretary of Education school accountability report card study
 - 35256 School Accountability Report Card
 - 35256.1 Information required in the School Accountability Report Card
 - 35258 Internet access to the School Accountability Report Card
 - 41409 Calculation of statewide averages
 - 41409.3 Salary information required in the School Accountability Report Card
 - 46112 Minimum school day for grades 1 through 3
 - 46113 Minimum school day for grades 4 through 8
 - 46117 Minimum kindergarten school day
 - 46141 Minimum school day (high school)
 - 51225.3 Requirements for graduation
 - 52052 Academic performance index
 - 52053 Immediate intervention/underperforming schools program
 - 52056 Meeting growth targets
 - 60119 Textbook sufficiency
 - 60600-60618 General provisions
 - 60640-60648 Standardized testing and reporting program
 - 60800 Physical fitness testing
 - 60850 High school exit examination
 - 60851 High school exit examination
- CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund
- UNITED STATES CODE, TITLE 20
6311 State plans, including local educational agency report cards

*Management Resources:*U.S. DEPARTMENT OF EDUCATION GUIDANCE*Report Cards*, September 12, 2003WEB SITESCSBA, SARC Select: <http://www.csba.org/Services/Services/DistrictServices/SARC.aspx>

California Department of Education, School Accountability Report Card:

<http://www.cde.ca.gov/ta/ac/sa>U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>Policy
adopted:**ALBANY UNIFIED SCHOOL DISTRICT**
Albany, California