

BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF REGULAR MEETING

Date: June 17, 2011

To: Jordan Brandman, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520
Jan Harp Domene, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
News Enterprise, P.O. Box 1010, Los Alamitos, CA 90720
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630
Excelsior, 523 N. Grand Avenue, Santa Ana, CA 92701

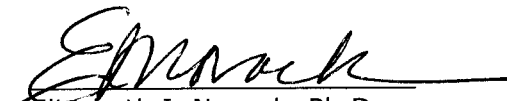
You are hereby notified that a regular meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday, the 23rd day of June 2011

in the District Board Room, 501 Crescent Way, Anaheim, California

Closed Session-3:00 p.m.

Regular Meeting-6:00 p.m.


Elizabeth I. Novack, Ph.D.
Superintendent

BOARD OF TRUSTEES
Agenda
Thursday, June 23, 2011
Closed Session–3:30 p.m.
Regular Meeting–6:00 p.m.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 Crescent Way in Anaheim, California. The office is open from 7:30 a.m. to 5:00 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees.

Meetings are recorded for use in the official minutes.

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|----|--|--------------------------------|
| 1. | CALL TO ORDER–ROLL CALL | <i>ACTION ITEM</i> |
| 2. | ADOPTION OF AGENDA | <i>ACTION ITEM</i> |
| 3. | PUBLIC COMMENTS, CLOSED SESSION ITEMS | <i>INFORMATION ITEM</i> |

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

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| 4. | CLOSED SESSION | <i>ACTION/INFORMATION ITEM</i> |
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The Board of Trustees will meet in closed session for the following purposes:

- 4.1 To consider matters pursuant to Government Code Section 54957.6: Conference with labor negotiators Dr. Novack, Dr. Sevillano, Mrs. Poore, and Mr. Lee-Sung regarding negotiations and contracts with the American Federation of State, County and Municipal Employees (AFSCME), Anaheim Personnel and Guidance Association (APGA), Anaheim Secondary Teachers Association (ASTA), and California School Employees Association (CSEA).
- 4.2 To consider matters pursuant to Government Code section 54956.9 (a): Conference with legal counsel, existing litigation (Case Nos. JCCP 4522, 30-2008000104271, 30-2009-00123266, and 30-2011-00451120).
- 4.3 To consider matters pursuant to Government Code section 54956.9 (a): Conference with legal counsel, anticipated litigation (one case).
- 4.4 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release.
- 4.5 To consider matters pursuant to Education Code Section 48918: Appeal of expulsion term for student 10-56.

4.6 To consider matters pursuant to Education Code Section 48918: Expulsion of students 10-241, 10-242, 10-243, 10-244, 10-245, 10-246, 10-247, 10-248, 10-249, 10-250, 10-251, 10-252, 10-253, 10-254, 10-255, 10-257, 10-258, 10-260, 10-261, 10-262, 10-263, and 10-265.

4.7 To consider matters pursuant to Education Code Section 48918: Readmission of student 07-219.

5. **RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND MOMENT OF SILENCE** **INFORMATION ITEM**

5.1 **Reconvene Meeting**

The Board of Trustees will reconvene into open session.

5.2 **Pledge of Allegiance and Moment of Silence**

Marilyn Miller, Community Day School principal, will lead the Pledge of Allegiance to the Flag of the United States of America and the moment of silence.

6. **INTRODUCTION OF GUESTS** **INFORMATION ITEM**

7. **REPORTS** **INFORMATION ITEM**

7.1 **Closed Session**

The clerk of the Board of Trustees will report actions taken during closed session.

7.2 **Principal's Report**

Dr. Miller will present a report on Community Day School.

7.3 **PTSA Report**

Cindy Mendoza, PTSA president, will report on activities throughout the District.

7.4 **Reports of Associations**

Officers present from the District's employee associations will be invited to address the Board of Trustees.

8. **PRESENTATIONS** **INFORMATION ITEM**

8.1 **Gates Millennium Scholar**

The Board of Trustees will honor Anaheim High School graduate Carla Garcia, as a Gates Millennium Scholar. The Gates Millennium Scholarship provides personal and professional development through leadership programs along with academic support throughout a student's college career.

8.2 **Special Education Educator of the Year**

The Board of Trustees will honor Special Education Educator of the Year Dr. Frank Donovan.

8.3 **District Facilities Update**

The Board of Trustees will be provided an update regarding facilities and project standards, as well as an overview of current and future facilities projects.

8.4 **CSBA Update**

As per the Board of Trustees' request, this discussion item will provide additional information regarding the California School Boards Association and services afforded, including professional development and Board policy support via District membership.

9. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

INFORMATION ITEM

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board Members cannot immediately respond to public comments, as stated on the speaker request form.

10. **ITEMS OF BUSINESS**

10.1 **Public Hearing, Use of Categorical Flexibility Funds 2011-12** **INFORMATION ITEM**

The Board of Trustees is requested to open a public hearing on the use of categorical flexibility funds. The Budget Act of 2009 granted categorical flexibility to local educational agencies for the fiscal years 2011-12 through 2014-15. It requires school districts to hold a public hearing on each budget item, per Education Code Section 42605 (a)(2), to state the purpose for which the funds will be used.

Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board formally open the public hearing to provide the public an opportunity to speak on the use of categorical flexibility funds for 2011-12 through 2014-15.

10.2 **Resolution No. 2010/11-B-18, Use of Categorical Flexibility Funds** **ACTION ITEM**
(Roll Call Vote)

The Board of Trustees is requested to adopt Resolution No. 2010/11-B-18, Use of Categorical Flexibility Funds. The state adopted budgets for 2008-09 and 2009-10 (SBX3 4), provides flexibility for the use of certain categorical program funds to be used in response to the state fiscal crisis. With the adoption of this resolution, the District may utilize these flexibility funds for educational purposes as reflected in the various budgets for 2011-12.

[EXHIBIT A]

Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2010/11-B-18, by a roll call vote.

10.3 **Public Hearing, 2011-12 Proposed Budget, All Funds**

INFORMATION ITEM

The Board of Trustees is requested to open a public hearing on the 2011-12 through 2013-14 proposed budget. Education Code Section 42103 requires the governing board of each school district to hold a public hearing on the proposed budget for its district. The public

hearing should be held on or before July 1, 2011, and should be held at least three days following availability of the proposed budget for public inspection. At the hearing, any resident of the District has an opportunity to appear and comment on the budget. The budget will not be considered for adoption by the Board of Trustees until after the public hearing has been held.

Recommendation:

Although this is an information item, requiring no formal action by the board, it is recommended that the Board of Trustees open a public hearing to provide the public an opportunity to speak on the 2011-12 proposed budget.

10.4 **Resolution No. 2010/11-B-19, General Fund, Resolution No. 2010/11-B-20, Various Funds, and Proposed Budget, All Funds (Roll Call Vote)** **ACTION ITEM**

Assistant Superintendent of Business Dianne Poore will give a report on the District's current 2010-11 budget and the proposed 2011-12 budget.

The Board of Trustees is requested to adopt Resolution No. 2010/11-B-19, General Fund, and Resolution No. 2010/11-B-20, Various Funds. After thorough analysis and review, the 2010-11 budget was updated from the Second Interim Report, which was presented and approved by the Board of Trustees at its March 3, 2011, meeting. Per Education Code Sections 42600 and 42601, all adjustments to the current budget must be approved by a resolution of the Board of Trustees. Resolution No. 2010/11-B-19 summarizes adjustments to the General Fund and Resolution No. 2010/11-B-20 summarizes adjustments to all other funds. **[EXHIBITS B and C]**

The Board of Trustees must adopt a budget for the next fiscal year by July 1, 2011, per Education Code Section 42127(a). The Board has a fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. If the Governor's May 2011 Preliminary Budget Release is approved as proposed, to maintain fiscal solvency in future years, the District will need to reduce spending in the 2012-13 fiscal year, as well as in the 2013-14 fiscal year. The District will submit a detailed list of methods of acquiring such funds for Board approval as part of the 2012 Second Interim Report. **[EXHIBIT D]**

Recommendation:

1. It is recommended that the Board of Trustees adopt Resolution No. 2010/11-B-19, General Fund, by a roll call vote.
2. It is recommended that the Board of Trustees adopt Resolution No. 2010/11-B-20, Various Funds, by a roll call vote.
3. It is recommended that the Board of Trustees adopt the 2011-12 Proposed Budget, All Funds.

10.5 **Board Policy 41009, Fund Balance Policy (GASB No. 54), Second Reading** **ACTION ITEM**

The Board of Trustees is requested to approve the second reading of new Board Policy 41009, Fund Balance Policy. Governmental Accounting Standards Board (GASB) No. 54, Fund Balance Reporting and Governmental Fund Type Definitions changes how fund balance information is presented on the financial statements and improves the usefulness by establishing new fund balance classifications that are easier to understand and apply. GASB No. 54 becomes effective for Local Educational Agenda (LEA) financial statements for fiscal year 2010-11. LEAs must establish a fund balance Board Policy by June 30, 2011, which

incorporates the new standards required by GASB No. 54. The Board Policy covers several new disclosures required by GASB No. 54, such as establishing a minimum fund balance level, the authority to commit or assign funds, a spending order policy, and ensures that the Anaheim Union High School District meets compliance requirements. **[EXHIBIT E]**

Recommendation:

It is recommended that the Board of Trustees approve Board Policy 41009.

10.6 **Revised Local Educational Agency Plan**

ACTION ITEM

Assistant Superintendent of Education Paul Sevillano will give a report on the Local Educational Agency Plan (LEA Plan).

The Board of Trustees is requested to approve the revised Local Educational Agency Plan (LEA Plan), which is a requirement for receiving state and federal funding for the following categorical programs: No Child Left Behind (NCLB) programs, all state and federal programs administered through the Consolidated Application, and other state programs, as legislated. The LEA Plan includes specific descriptions and assurances, as outlined in the provisions included in NCLB. The LEA Plan describes the actions the Anaheim Union High School District will take to guarantee that certain programmatic requirements are met, including student academic services designed to increase student achievement, services required for NCLB Program Improvement (PI), and the coordination of categorical programs. Additionally, the LEA Plan summarizes assessment data and District goals, which are aligned with school goals and activities as described in each school's Single Plan for Student Achievement (SPSA).

The Anaheim Union High School District's advancement into NCLB Corrective Action adds additional requirements to the LEA planning process. The District must submit a new LEA Plan to the California Department of Education (CDE) within 90 calendar days of the District's Corrective Action designation. The new LEA Plan specifically addresses reform strategies the District will implement to close the achievement gap and exit District-Level Corrective Action. The new LEA Plan is valid from July 1, 2011, through June 30, 2014. The LEA Plan requires Board approval, prior to June 30, 2011. **[EXHIBIT F]**

Recommendation:

It is recommended that the Board of Trustees approve the revised LEA Plan.

10.7 **No Child Left Behind, Title I, Part A: Program Improvement Corrective Action Plan for Ball Junior High School**

ACTION ITEM

The Board of trustees is requested to approve the No Child Left Behind (NCLB), Title I, Part A, Program Improvement (PI) Corrective Action Plan for Ball Junior High School. During 2010-11, Ball Junior High School conducted an extensive self-review process, a requirement of schools in the third year of PI, in which the Ball Junior High School staff was required to consider the following reform options, per NCLB federal guidance:

1. Replace the school staff relevant to the failure to make Adequate Yearly Progress (AYP).
2. Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff.
3. Significantly decrease management authority at the school level.

4. Appoint an outside expert to advise the school on its progress toward meeting AYP, based on its revised Single Plan for Student Achievement.
5. Extend the school year or school day for the school.
6. Restructure the internal organizational structure of the school.

The self-review process included a strategic analysis of curriculum, instruction, intervention strategies, and school climate issues to determine the causes of failure to meet AYP targets for five consecutive years. (Schools are identified as PI after failure to meet AYP targets for two years.)

As a result of the self-study, Ball staff selected option six, "Restructure the internal organizational structure of the school," as the means to address Ball Junior High School's student achievement needs.

Ball Junior High School will implement the Corrective Action Plan, during 2011-12. The actions include: refinement of intra-departmental curriculum alignment, proper identification and placement of students, appropriate academic and socio-emotional interventions, scheduled teacher collaboration time, implementation of research-proven instructional strategies, and continual monitoring of student progress. (Title I Funds) **[EXHIBIT G]**

Recommendation:

It is recommended that the Board of Trustees approve the NCLB Title I, Part A, PI Corrective Action Plan for Ball Junior High School.

10.8 **Consolidated Application, Part One**

ACTION ITEM

The Board of Trustees is requested to approve the Consolidated Application, which is used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each Local Educational Agency (LEA) submits Part One of the application to document participation in these programs and provide assurances that the District will comply with the legal requirements of each program. Assurances also require the District to follow the state's standards-based curriculum. Program entitlements are determined by formulas contained in the laws that created the programs.

Additionally, the Consolidated Application, Part One, requires districts to submit data to indicate that the legal requirements of the programs have been met. For example, the Anaheim Union High School District must submit school-level Title I data to verify the number of students served by Title I programs. Suspension and expulsion data are submitted to verify that the goals of School Safety and Violence Prevention programs are being met. Data must also be submitted to verify that the District is only placing highly-qualified teachers and paraprofessionals at Title I-funded schools.

The Anaheim Union High School District participates in the following programs currently listed in the Consolidated Application, Part One:

- Title I, Part A (Basic Grant), NCLB Section 101
- Title II, Part A (Teacher Quality), NCLB Section 2101
- Title III, Part A (LEP Students), NCLB Section 301
- Economic Impact Aid (LEP Students), EC 54000
- School Safety and Violence Prevention Programs

The Consolidated Application requires Board of Trustees' approval by June 30, 2011, in order to be electronically certified. **[EXHIBIT H]**

Recommendation:

It is recommended that the Board of Trustees approve the application.

10.9 **AUHSD Technology Strategic Plan 2011-14**

ACTION ITEM

Director Eric Greenwood will give a report on the AUHSD Technology Strategic Plan for 2011-14.

The Board of Trustees is requested to approve the District Technology Strategic Plan 2011-14. The District is required by Education Code Section 51871.5 to prepare a technology plan every three to five years as a precondition to receiving technology grants. Moreover, the E-Rate program requires a technology plan to receive Priority II services. The plan must be approved by the California Department of Education (CDE).

The Information Systems Department, Human Resources Division, and the Education Division have collaborated in planning, formatting, and producing the District's new Technology Strategic Plan for July 1, 2011, through June 30, 2014. The group has also worked extensively with an Orange County Department of Education contract reviewer to assure that the technology plan meets the CDE's formatting and content requirements.

[EXHIBIT I]

Recommendation:

It is recommended that the Board of Trustees approve the Anaheim Union High School District Technology Strategic Plan 2011-2014.

10.10 **School Sponsored Student Organizations**

ACTION ITEM

The Board of Trustees is requested to approve the following school sponsored organizations:

Academic Decathlon Team, Oxford Academy **[EXHIBIT J]**

Builders Club (Kiwanis), Walker Junior High School **[EXHIBIT K]**

Chinese Club, Western High School **[EXHIBIT L]**

Compassion Club, Kennedy High School **[EXHIBIT M]**

Red Cross Club, Katella High School **[EXHIBIT N]**

South Junior High School Club of Mathematics, South Junior High **[EXHIBIT O]**

South Junior High School Remote Control Club, South Junior High School **[EXHIBIT P]**

Recommendation:

It is recommended that the Board of Trustees approve the school sponsored student organizations as listed.

10.11 **Memorandum of Understanding, ASTA**

ACTION ITEM

The Board of Trustees is requested to approve the memorandum of understanding (MOU) with the Anaheim Secondary Teachers Association (ASTA) regarding the workday start time.

[EXHIBIT Q]

Recommendation:

It is recommended that the Board of Trustees approve the memorandum of understanding.

10.12 **2011-12 Employee Work Year Calendar**

ACTION ITEM

The Board of Trustees is requested to adopt the 2011-12 Employee Work Year calendar.

[EXHIBIT R]

Recommendation:

It is recommended that the Board of Trustees adopt the 2011-12 Employee Work Year calendar.

10.13 **Settlement Agreement, Verizon Wireless**

ACTION ITEM

Approve the settlement agreement with Verizon Wireless to remove the mobile cellular transceiver facility located at Western High School. In 1985, the district entered into an easement with PacTel to allow for the construction and operation of the cellular facility for a period of 20 years in exchange for a lump sum payment of \$50,000. PacTel was subsequently acquired by Verizon Wireless. Over the past six years, the district and Verizon Wireless have endeavored to negotiate a new agreement and a new location for the facility. Although much effort was spent by both parties, agreement was not reached. Therefore, in settlement of the district's demand for payment for the uncompensated hold-over, Verizon Wireless has agreed to pay the district \$25,000. (General Funds) **[EXHIBIT S]**

Recommendation:

It is recommended that the Board of Trustees approve the settlement agreement.

11. **CONSENT CALENDAR**

ACTION ITEM

The Board will list consent calendar items that they wish to pull for discussion.

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. These items are considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of all consent items. Each item on the consent calendar, approved by the Board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or the public requests specific items be discussed, or removed, from the consent calendar.

11.1 **Educational Consulting Agreements**

Approve the educational consulting agreements, as listed, for the Anaheim Union High School District (AUHSD) 2011 Associated Student Body (ASB) Retreat. This retreat has been in existence for the past 17 years. The AUHSD ASB Retreat was created to provide high-quality and District-specific leadership training not available through other organizations. All AUHSD ASB Retreat fees are paid through ASB fundraisers. The three-day retreat, which takes place in San Diego, California, provides ASB student leaders with the opportunity to focus on developing leadership skills. The dates of the event are August 8, 2011, through August 10, 2011. (ASB Funds)

11.1.1 **Justin Boudreau**

Justin Boudreau, consultant, will teach the students how to motivate people with gratitude, August 8, 2011, through August 9, 2011, at a cost not to exceed \$1,000. (ASB Funds) **[EXHIBIT T]**

11.1.2 **Feet First/Dave Cloutier**

Feet First/Dave Cloutier, consultant, will present age-appropriate ideas for school dances, provide disc-jockey services for the retreat's dances, and conduct workshop sessions that focus on team-building activities at the AUHSD 2011 ASB Retreat, August 8, 2011, through August 10, 2011, at a cost not to exceed \$3,500. (ASB Funds) **[EXHIBIT U]**

11.1.3 **Tyler Durman, Inc.**

Tyler Durman, Inc., consultant, will teach student leaders how to make positive changes and overcome obstacles in life. Services will be provided August 8, 2011, through August 9, 2011, at a cost not to exceed \$1,950. (ASB Funds) **[EXHIBIT V]**

11.1.4 **Jeremy Hersch**

Jeremy Hersch, consultant, will teach student leaders how to plan successful high school events in workshops entitled "Technological Strategies for the 21st Century." Services will be provided August 9, 2011, at a cost not to exceed \$250. (ASB Funds) **[EXHIBIT W]**

11.1.5 **Matthew McKinney**

Matthew McKinney, consultant, will be the balloon-art workshop presenter at the AUHSD 2011 ASB Retreat, August 9, 2011, at a cost not to exceed \$350. (ASB Funds) **[EXHIBIT X]**

11.1.6 **Janet Roberts**

Janet Roberts, consultant, will instruct student leaders on poster making, advertisement, publicity, and marketing techniques designed to increase student body participation in all ASB activities. Services will be provided August 9, 2011, at a cost not to exceed \$100. (ASB Funds) **[EXHIBIT Y]**

11.1.7 **Stuart R. Shaffer**

Stuart R. Shaffer, consultant, will be the school-spirit activity presenter at the AUHSD 2011 ASB Retreat. The presentation includes ideas for skits, noon-time activities, and spirit-week activities. Services will be provided August 9, 2011, at a cost not to exceed \$1,150. (ASB Funds) **[EXHIBIT Z]**

Recommendation:

It is recommended that the Board of Trustees approve the educational consulting agreements.

11.2 **GEMAS Consulting**

Approve the educational consulting agreement with GEMAS Consulting. The consultant will continue to provide comprehensive lesson design training and coaching to site lesson design specialists, administrators, program specialists, and curriculum specialists, utilizing the Sheltered Instruction Observation Protocol (SIOP). GEMAS Consulting will coordinate with District staff to customize the multiple District and site-level trainings. The SIOP coaching model maximizes the District's investment of time and resources by incorporating a trainer-of-trainers model. Under the consultant's leadership, participants will learn to implement a blend of best instructional practices, collaborative group interactivity, and a capacity-building coaching model. Services will be provided July 1, 2011, through June 30, 2012, at a cost not to exceed \$49,750. (Title III Funds) **[EXHIBIT AA]**

Recommendation:

It is recommended that the Board of Trustees approve the educational consulting agreement.

11.3 **Language Network, Inc.**

Approve the educational consulting agreement with the Language Network, Inc. to provide written translation and oral interpretation services to students and parents. The English Learner Program provides translation and interpretation services in two languages. There are many families who speak languages that the District is not able to support. These families require periodic translation services in 98 additional languages to assist with health, safety, and mandated educational issues. Demand for services has accelerated, necessitating amendments to previous consulting agreements. For this reason, a substantial initial contract amount is requested. Services will be provided August 1, 2011, through July 31, 2012, at a cost not to exceed \$40,000. (EIA/LEP funds) **[EXHIBIT BB]**

Recommendation:

It is recommended that the Board of Trustees approve the educational consulting agreement.

11.4 **Educational Consulting Agreement Amendment, Parent Institute for Quality Education**

Ratify the educational consulting agreement amendment with Parent Institute for Quality Education (PIQE). On June 24, 2010, the Board of Trustees approved PIQE training for 62 South Junior High School parents to attend a nine-week parent education program, September 14, 2010, through November 9, 2010, at a cost not to exceed \$5,000. A decision was made to include 44 additional parents, at an additional cost of \$3,520. PIQE is requesting payment for the additional parents who completed the program at a total cost not to exceed \$8,520. (Title I Funds) **[EXHIBIT CC]**

Recommendation:

It is recommended that the Board of Trustees ratify the consulting agreement amendment.

11.5 **Cooperative Agreement, The Regents of the University of California/Puente Project**

Approve a cooperative agreement with The Regents of the University of California/Puente Project, July 1, 2011, through June 30, 2012. This partnership works to provide a seamless transition for high school students from the District to the University of California campuses through the community college system. Anaheim, Katella, Magnolia, and Savanna high schools participate in this program and each receives \$5,600, for a total amount not to exceed \$22,400. (Puente Project Funds) **[EXHIBIT DD]**

Recommendation:

It is recommended that the Board of Trustees approve the cooperative agreement.

11.6 **Thinking Maps Inc.**

Approve the Special Contractual Agreement for Purchase of Consulting Services and Materials with Thinking Maps Inc. Services will be provided August 22-24, 2011, and October 20-21, 2011, at a cost not to exceed \$13,700. (Corrective Action Funds) **[EXHIBIT EE]**

Recommendation:

It is recommended that the Board of Trustees approve the agreement.

11.7 **Agreement Amendment, Best Best and Krieger, LLP**

ACTION ITEM

Approve the agreement for the continuance of legal services by Best Best and Krieger, LLP. The District requires legal services as related to litigation or other matters requiring legal expertise. Best Best and Krieger, LLP has been providing the District with legal services, primarily for the District's facilities and construction program. Continuance of the services by Best Best and Krieger, LLP for 2011-12 will be provided at an anticipated cost of \$390,000. (Maintenance Funds, Facilities Funds and/or other funds as appropriate)

Recommendation:

It is recommended that the Board of Trustees approve the agreement amendment.

11.8 **Request to Bid Student Information System Using Public Contract Code (PCC) 20118.2**

The Board of Trustees is requested to approve the request to bid student information system software. The Information Systems Department is requesting to proceed with a project to replace the District's existing student information system. The five-year period related to the service aspect of the District's student information system is set to expire in the 2012-13 school year. Given the uncertainty related to the future status of the District's current student information system, it would be prudent to examine all alternatives.

Approval of this action will enable the District to proceed with a competitive request for proposal, under PCC 20118.2, for various types of technology software and services District-Wide. PCC 20118.2 states, "Due to the highly specialized and unique nature of technology, telecommunications, related equipment, software, and services, because products and materials of that nature are undergoing rapid technological changes, and in order to allow for the introduction of new technological changes into the operations of the school district, it is in the public's best interest to allow a school district to consider, in addition to price, factors such as vendor financing, performance reliability, standardization, life-cycle costs, delivery timetables, support logistics, the broadest possible range of competing products and materials available, fitness of purchase, manufacturer's warranties, and similar factors in the award of contracts for technology, telecommunications, related equipment, software, and services."

Recommendation:

It is recommended that the Board of Trustees approve the use of PCC 20118.2 for the purchase of the student information system software and related equipment, software, and services.

11.9 **Individual Service Contracts**

Recommendation:

It is recommended that the Board of Trustees approve/ratify the individual service contracts as submitted. (Special Education Funds) **[EXHIBIT FF]**

11.10 **Transportation Agreement, New Haven Youth and Family Services**

Approve the transportation agreement to pay the grandparent of a special education student attending New Haven Youth and Family Services, 213 W. Los Angeles Drive, Vista, California, for transportation once a month, July 1, 2011, through June 29, 2012, at a cost not to exceed \$889.32. (Special Education Funds) **[EXHIBIT GG]**

Recommendation:

It is recommended that the Board of Trustees approve the transportation agreement for transportation to New Haven Youth and Family Services.

11.11 **Instructional Materials Submitted for Display**

Approve the selected materials for display, recommended by the Instructional Materials Review Committee, for basic courses in English. Before the material can be approved for adoption, it must be made available for public review. The Board of Trustees will be requested to consider adoption of the material following the end of the period of public display, June 24, 2011, through July 14, 2011. **[EXHIBIT HH]**

Recommendation:

It is recommended that the Board of Trustees approve the display.

11.12 **Instructional Material Submitted for Adoption**

Adopt the selected instructional material. The Instructional Materials Review Committee has recommended the selected book for use in social science. The book was made available for public review. **[EXHIBIT II]**

Recommendation:

It is recommended that the Board of Trustees adopt the material.

11.13 **Rejection of Liability Claim**

Reject a liability claim that was filed on June 3, 2011, and it was identified as AUHSD 11-80. After review, staff determined that the claim was not a proper charge against the District. This claim alleges property damage.

Recommendation:

It is recommended that the Board of Trustees reject AUHSD 11-80, as not a proper charge against the District, and authorize staff to send the notice of rejection

11.14 **Service Agreement, Bi-Tech System Support Implementation and Software Support**

Approve an agreement with the Orange County Superintendent of Schools for Sungard Bi-Tech System support. The Sungard Bi-Tech System support covers basic financial/budget, school site finance, stores inventory, and fixed asset systems. This agreement covers the period of July 1, 2011, through June 30, 2012, at a cost not to exceed \$89,619. This service agreement represents a decrease of \$4,717 from last year's rates. (General Funds) **[EXHIBIT JJ]**

Recommendation:

It is recommended that the Board of Trustees approve the service agreement.

11.15 **Service Agreement, Amendment, Bi-Tech Human Resources System Implementation and Software Support**

Approve an agreement with the Orange County Superintendent of Schools for Sungard Bi-Tech Human Resources System Support. The District contracts with the Orange County Superintendent of Schools to provide annual software support services for the Sungard Bi-Tech Human Resources System. The contract provides for an annual evaluation of support services charges, based on the Orange County Superintendent of School's accrual costs to

support the Sungard Bi-Tech Human Resources System. This agreement covers the period of July 1, 2011, through June 30, 2012, at a cost not to exceed \$76,523. This service agreement represents no increase or change from last year's rates. (General Funds) **[EXHIBIT KK]**

Recommendation:

It is recommended that the Board of Trustees approve the service agreement amendment.

11.16 **Rejection of Bids**

The Board of Trustees is requested to reject all bids.

<u>Bid #</u>	<u>Service</u>	<u>Award</u>
2011-21	Site Improvements Western High School (RDA Funds)	Reject all bids
RFP 2011-14	Antivirus Solution	Reject all bids

Recommendation:

It is recommended that the Board of Trustees reject all bids.

11.17 **Award of Bid**

Award the bid as listed.

<u>Bid #</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2011-23*	Site Improvements Western High School (RDA Funds)	Big Ben, Inc.	\$585,000

* Declare the lowest bid submitted by Southland Construction as non-responsive due to its failure to provide a bid security, as part of the bid documents submitted, as required by the contract documents and listed in the Information for Bidders, which is an unwaivable material bid deviation.

Recommendation:

It is recommended that the Board of Trustees approve the bid.

11.18 **Agreement, Stutz Artiano Shinoff and Holtz, APC**

Approve the attorney-client retainer agreement with Stutz Artiano Shinoff and Holtz, APC, for legal consultation and assistance, which is not provided by attorneys with the Orange County Department of Education. The services are typically related to personnel management and personnel related litigation. Services will be provided for the 2011-12 year, at a cost not to exceed \$350,000. (General Funds) **[EXHIBIT LL]**

Recommendation:

It is recommended that the Board of Trustees approve the attorney-client retainer.

11.19 **Knowland Construction Services, LLC**

Approve an amendment to an existing agreement with Knowland Construction Services, LLC, which provides Division of the State Architect (DSA) Inspector of record services for the District. The agreement amendment is necessary to provide inspection services for a number of essential projects that will be undertaken over the next few months. Therefore, staff requests that the amendment increase the current contract amount of \$1,625,000 by \$300,000, for a total cost not to exceed \$1,925,000. (Maintenance Funds, Facilities Funds, and/or other funds as appropriate) **[EXHIBIT MM]**

Recommendation:

It is recommended that the Board of Trustees approve the agreement amendment.

11.20 **Agreement, North Orange County Regional Occupational Program for Use of Facilities**

The Board of Trustees is requested to approve the use of facilities agreement with the North Orange County Regional Occupational Program (NOCROP). This agreement will allow the NOCROP the continued use of facilities, July 1, 2011, through June 30, 2012, at various schools within the District according to the District's approved fee schedules. **[EXHIBIT NN]**

Recommendation:

It is recommended that the Board of Trustees ratify the agreement.

11.21 **Public Economics, Inc.**

Approve the consulting agreement amendment with Public Economics, Inc. The highly technical and complex process of updating and reporting of Redevelopment Area (RDA) pass through entitlements is a specialized service. Public Economics, Inc. has special expertise in these processes. The District benefits from economies of scale by contracting with Public Economics, Inc. for these services, because the cost of these services is shared by the multiple districts that are often affected by each project area. This agreement amendment will extend the effective date of the agreement until June 30, 2012, at a cost not to exceed \$20,000. (Redevelopment Funds, and/or other funds as appropriate) **[EXHIBIT OO]**

Recommendation:

It is recommended that the Board of Trustees approve the agreement amendments.

11.22 **Agreement, School Facility Consultants**

Approve the agreement with School Facility Consultants. The consultant will assist the District in fulfilling its statutory obligations for closing the state-funded projects and preparation for the Office of Public School Construction's extensive audit process. Services will be provided for a not to exceed cost of \$125,000. (Maintenance Funds, Facilities Funds, and/or other funds as appropriate) **[EXHIBIT PP]**

Recommendation:

It is recommended that the Board of Trustees approve the agreement.

11.23 **Agreement, California School Management Consulting, Inc.**

Approve the professional services agreement with California School Management (CSM) Consulting, Inc. for E-Rate consulting services. The Information Systems Department utilizes E-Rate consultants to provide assistance including, but not limited to: E-Rate form

filling, process, guidance, audit documentation, telecommunication services review, and fund collection. The agreement brings highly specialized and unique expertise to the District and it is considered crucial to the E-Rate funding. The District traditionally receives \$250,000 to \$500,000 annually for E-Rate Priority I services including: phone, cellular phone, and data service. Moreover, the District has received more than \$7,500,000 for E-Rate Priority II services for network infrastructure including switching, cabling, and system servers. Services will be provided July 1, 2011, through June 30, 2012, at a cost not to exceed \$27,600. (General Funds) **[EXHIBIT QQ]**

Recommendation:

It is recommended that the Board of Trustees approve the agreement.

11.24 **Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale, or Destruction**

Recommendation:

It is recommended that the Board of Trustees approve the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale, or destruction, and authorize proper disposal. **[EXHIBIT RR]**

11.25 **Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale, or Destruction**

Recommendation:

It is recommended that the Board of Trustees approve the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction, as surplus and authorize staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510. **[EXHIBIT SS]**

11.26 **Donations**

Recommendation:

It is recommended that the Board of Trustees accept the donations. **[EXHIBIT TT]**

11.27 **Institutional Membership**

Approve the institutional membership as listed:

Orange County School Boards Association for 2011-12, \$125. (General Funds)

Recommendation:

It is recommended that the Board of Trustees approve the institutional membership.

11.28 **Field Trip Report**

Recommendation:

It is recommended that the Board of Trustees approve/ratify the field trip report as submitted. **[EXHIBIT UU]**

11.29 **Certificated Personnel Report**

Recommendation:

It is recommended that the Board of Trustees approve/ratify the certificated personnel report as submitted. **[EXHIBIT VV]**

11.30 **Classified Personnel Report**

Recommendation:

It is recommended that the Board of Trustees approve/ratify the classified personnel report as submitted. [EXHIBIT WW]

11.31 **Purchase Order Detail Report**

Recommendation:

It is recommended that the Board of Trustees ratify the purchase order detail report, May 25, 2011, through June 13, 2011. [EXHIBIT XX]

11.32 **Check Register/Warrants Report**

Recommendation:

It is recommended that the Board of Trustees ratify the check register/warrants report May 25, 2011, through June 13, 2011. [EXHIBIT YY]

11.33 **Board of Trustees' Meeting Minutes**

March 24, 2011, Regular Meeting [EXHIBIT ZZ]

Recommendation:

It is recommended that the Board of Trustees approve the minutes as submitted.

12. **SUPPLEMENTAL INFORMATION**

12.1 Cafeteria Report, April 2011 [EXHIBIT AAA]

12.2 Enrollment Report, Month 9 [EXHIBIT BBB]

12.3 Departmental Minutes [EXHIBIT CCC]

13. **SUPERINTENDENT AND STAFF REPORT**

INFORMATION ITEM

14. **BOARD OF TRUSTEES' REPORT**

INFORMATION ITEM

Announcements regarding school visits, conference attendance, and meeting participation.

15. **ADVANCE PLANNING**

INFORMATION ITEM

15.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, July 14, 2011, at 6:00 p.m.

Thursday, August 18
Thursday, September 8
Thursday, September 22

Thursday, October 13
Thursday, November 3
Thursday, December 8

15.2 **Suggested Agenda Items**

16. **ADJOURNMENT**

ACTION ITEM

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, June 20, 2011.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT**

CATEGORICAL FLEXIBILITY FUNDS

RESOLUTION NO. 2010/11-B-18

June 23,2011

On the motion of Trustee _____ and duly seconded, the following resolution was adopted by a roll call vote.

WHEREAS, the State Adopted budgets of 2008-09 and 2009-10 (SBX3 4) provides "flexibility" for the use of certain Categorical Program funds to be used in responses to the State fiscal crisis; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District as required by the flexibility legislation, at a regularly scheduled open public hearing to take testimony from the public and shall discuss and approve or disapprove the proposed use of funding; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District authorizes the attached schedule which reflects the estimated amount of flexibility funds to be used in the General Fund for an educational purpose, as reflected in the various budgets which has been adopted by the Board of Trustees for the 2011-12 through 2013-14 fiscal years; and

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the Anaheim Union High School District, approves the use of the Flexibility Funds as required by the Budget Act 2009.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on June 23, 2011, by a roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Elizabeth I. Novack, Superintendent of the Anaheim Union High School District of Orange County, California, and Secretary to the Board of Trustees thereof, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 23rd day of June, 2011, and passed by a roll call vote of all members of said board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23rd day of June 2011.

Elizabeth I. Novack
Superintendent and
Secretary to the Board of Trustees

**ANAHEIM UNION HIGH SCHOOL DISTRICT
EXPLICIT USE OF CATEGORICAL FLEXIBILITY FUNDS
2011-2012**

Tier 3 Categorical Programs	2011-2012 Revenue	Use of Funds
Remedial Supplemental Instruction Programs	3,536,438	Any educational purpose
Adult Education	1,980,291	Any educational purpose
Supplemental School Counselors Program	1,884,914	Any educational purpose
Instructional Materials Realignment Program	1,844,456	Any educational purpose
Targeted Instructional Improvement Block Grant	1,535,501	Any educational purpose
School Safety & Violence Prevention	881,178	Continue original program
Deferred Maintenance	1,270,780	Continue original program and any educational purpose
Professional Development Block Grant	1,121,950	Any educational purpose
9th Grade Class Size Reduction	964,991	Any educational purpose
California School Age Families Education Program (Cal SAFE)	207,773	Any educational purpose
School Library Improvement Block Grant	537,115	Any educational purpose
California High School Exit Exam	474,457	Any educational purpose
Arts & Music Block Grant	452,692	Any educational purpose
Community Day School	426,020	Continue original program
Teacher Credentialing Block Grant	326,240	Continue original program and any educational purpose
Pupil Retention Block Grant	252,644	Any educational purpose
Gifted and Talented Education	235,992	Any educational purpose
Community Based English	217,868	Any educational purpose
Peer Assistant and Review Program	110,580	Any educational purpose
Internship Grant	100,560	Continue original program
Staff Development - English Learner	58,137	Any educational purpose
Staff Development Math and Reading	50,121	Any educational purpose
SB 1209 Certificated Staff Mentoring	47,306	Any educational purpose
International Baccalaureate Program Grant	41,640	Any educational purpose
Reading Services for Blind Teachers	10,813	Continue original program
Advanced Placement Exam Fees	2,858	Continue original program
National Board Standard Certification Incentive	3,356	Continue original program
Total Flexibility Transfers	18,576,671	

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT
FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (GENERAL FUND)

RESOLUTION NO. 2010/11-B-19

June 23, 2011

On the motion of Trustee_____ and duly seconded, the following resolution was adopted by a roll call vote:

WHEREAS, the Board of Trustees of the Anaheim Union High School District determined that income for the district in the amount required to finance the total budget, expenditures and transfers for the current fiscal year from sources listed in California Education Code Sections 42602/42610; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District can show just cause for adjustments to income and expenses per attached schedule of adjustments.

BE IT FURTHER RESOLVED that the Board of Trustees approves the adjustments to fund balance per attached schedule of adjustments.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on June 23, 2011, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Elizabeth I. Novack, Superintendent of the Anaheim Union High School District of Orange County, California, and Secretary to the Board of Trustees thereof, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 23rd day of June 2011, and passed by a roll call vote of all members of said board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23rd day of June 2011.

Elizabeth I. Novack, Ph.D.
Superintendent and
Secretary to the Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT**

**FOR ADJUSTMENTS TO INCOME AND EXPENDITURES
(GENERAL FUND)**

RESOLUTION NO. 2010/11-B-19

June 23, 2011

Schedule of Adjustments

<u>Budgetary Account Number</u>	<u>Income Source</u>	<u>Amount</u>
8010-8099	Revenue Limit	\$ 827,295.00
8100-8299	Federal Revenues	3,565,475.00
8300-8599	Other State Revenues	62,264.00
8600-8799	Other Local Revenues	559,907.00
	Increase (Decrease) to Revenue	<u>\$ 5,014,941.00</u>
 <u>Expenditure</u> 		
1000-1999	Certificated Salaries	\$ (261,390.00)
2000-2999	Classified Salaries	365,330.00
3000-3999	Employee Benefits	51,499.00
4000-4999	Books and Supplies	709,960.00
5000-5999	Services, Other Operating	(2,157,763.00)
6000-6999	Capital Outlay	36,354.00
7100-7499	Other Outgo	(192,919.00)
7600-7629	Transfers In/Out	(264,706.00)
	Increase (Decrease) to Expenditures	<u>\$ (1,713,635.00)</u>
 <u>Fund Balance Accounts</u> 		
9730	General Reserve	\$ (1,628,723.00)
9740	Legally Restricted Balance	4,476,945.00
9770	Designated for Economic Uncertainties	(29,813.00)
9780	Other Designations	4,050,095.00
9790	Unappropriated Fund Balance	(139,928.00)
	Increase (Decrease) to Fund Balance	<u>\$ 6,728,576.00</u>

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (VARIOUS FUNDS)

RESOLUTION NO. 2010/11-B-20

June 23, 2011

On the motion of Trustee _____ duly seconded, the following resolution was adopted by a roll call vote:

WHEREAS, the Board of Trustees of the Anaheim Union High School District determined that income for the district in the amount required to finance the total budget, expenditures, and transfers for the 2010-11 year from sources listed in California Education Code Sections 42602/42610; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District can show just cause for adjustments to income and expenses per attached schedule of adjustments.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approves the adjustments to fund balance per attached schedule of adjustments.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on June 23, 2011 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Elizabeth I. Novack, Superintendent of the Anaheim Union High School District of Orange County, California, and Secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 23rd day of June 2011, and passed by a roll call vote of all members of said board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 23rd day of June 2011.

Elizabeth I. Novack, Ed.D.
Superintendent and
Secretary to the Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT**

**FOR ADJUSTMENTS TO INCOME AND EXPENDITURES
(VARIOUS FUNDS)**

RESOLUTION NO. 2010/11-B-20

June 23, 2011

Schedule of Adjustments

Budgetary Account Number	FUND DESCRIPTION						
	ADULT EDUCATION	FOOD SERVICES	CAPITAL FACILITIES	CAPITAL FACILITIES AGENCY RDA	COUNTY SCHOOL FACILITIES	SPECIAL RESERVE FOR CAPITAL OUTLAY	
8000 - ALL REVENUE SOURCES	(14,756.00)	468,690.00	(4,492,028.00)	220,000.00	(21,600.00)	400,000.00	
1000 - CERTIFICATED SALARIES	(184,786.00)	-					
2000 - CLASSIFIED SALARIES	(599.00)	(417,139.00)					
3000 - EMPLOYEE BENEFITS	(30,689.00)	47,927.00					
4000 - BOOKS AND SUPPLIES	(5,526.00)	(37,576.00)					
5000 - SVCS & OTHER OPER EXP	(7,483.00)	68,860.00	(962,165.00)	(1,898,680.00)	200.00	6,681.00	
6000 - CAPITAL OUTLAY	22,747.00	(278,342.00)	845,313.00	503,000.00	(121,805.00)	278,400.00	
7000 - OTHER OUTGO	242,980.00	-	(10,414,623.00)			(5,038,167.00)	
INCREASE (DECREASE) TO EXPENDITURES	36,644.00	(616,270.00)	(10,531,475.00)	(1,395,680.00)	(121,605.00)	(4,753,086.00)	
FUND BALANCE INCREASE (DECREASE)	(51,400.00)	1,084,960.00	6,039,447.00	1,615,680.00	100,005.00	5,153,086.00	

Exhibit D

Not Available at Time of
Print

FUND BALANCE POLICY

41009

The Anaheim Union High School District (AUHSD) hereby establishes and will maintain reservations of Fund Balance, as defined herein, in accordance with Governmental Accounting and Financial Standards Board Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions. This policy shall only apply to the District's governmental funds. Fund Balance shall be composed of nonspendable, restricted, committed, assigned, and unassigned amounts.

- **Nonspendable Fund Balance** consists of funds that cannot be spent due to their form (e.g. inventories and prepaids) or funds that legally or contractually must be maintained intact.
- **Restricted Fund Balance** consists of funds that are mandated for a specific purpose by external parties, constitutional provisions or enabling legislation.
- **Committed Fund Balance** consists of funds that are set aside for a specific purpose by the District's highest level of decision making authority (AUHSD Governing Board). Formal action must be taken prior to the end of the fiscal year. The same formal action must be taken to remove or change the limitations placed on the funds.
- **Assigned Fund Balance** consists of funds that are set aside with the intent to be used for a specific purpose by the District's highest level of decision making authority or a body or official that has been given the authority to assign funds. Assigned funds cannot cause a deficit in unassigned fund balance.
- **Unassigned Fund Balance** consists of excess funds that have not been classified in the previous four categories. All funds in this category are considered spendable resources. This category also provides the resources necessary to meet unexpected expenditures and revenue shortfalls.

Minimum Fund Balance Policy

The AUHSD Governing Board maintains a minimum fund balance policy for the General Fund in order to protect the District against revenue shortfalls or unpredicted one-time expenditures. The policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than two percent of General Fund expenditures and other financing uses.

Authority to Commit Funds

The AUHSD Governing Board is the highest level of decision-making authority for the District. Commitments may be established, modified, or rescinded only through budget adoption or resolutions as approved by the Governing Board.

Authority to Assign Funds

The AUHSD Governing Board or assistant superintendent, Business, may assign amounts for specific purposes.

Spending Order Policy

When expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the AUHSD Governing Board has provided otherwise in its commitment or assignment actions.

Annual Review and Determination of Fund Balance Reserve Amounts

Compliance with the provisions of this policy shall be reviewed, presented, and discussed as part of the Unaudited Actuals Financial Reporting process and presentation to the AUHSD Governing Board. The amounts of nonspendable, restricted, committed, assigned, and unassigned fund balances shall be reported in the Unaudited Actuals report.

PROPOSED

Board of Trustees

Date

B

(CDE use only)	
Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **June 30, 2011**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Anaheim Union High School District

County/District Code: 30-66431

Dates of Plan Duration: July 1, 2011, through June 30, 2014

Date of Local Governing Board Approval: June 23, 2011

District Superintendent: Elizabeth I. Novack, Ph.D.

Address: 501 Crescent Way, P.O. Box 3520

City: Anaheim State: CA Zip: 92803-3520

Phone: (714) 999-3511 Fax: (714) 520-9754

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

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Part I

Background and Overview

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds
- Enhanced parental choice for parents of children from disadvantaged backgrounds
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-06, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem, in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, local educational agency plans, professional development opportunities, and technical assistance are all moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: Consolidated State Application, Local Educational Agency Plan (LEAP), Single Plan for Student Achievement (SPSA), and Categorical Program Monitoring (CPM). California is moving toward more closely coordinating and streamlining these processes, to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.

Below is a brief description of the ways in which these various processes currently are used in California, and in the Anaheim Union High School District.

The Consolidated Application (Con-App)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education (CDE), to distribute categorical funds from various state and federal programs, to county offices, school districts, and charter schools throughout California. Annually, in June, the Anaheim Union High School District submits Part I of the Consolidated Application (Con App 1) to the CDE, to document participation in these programs, and to provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application (Con App 2) is submitted to the CDE by January 30, of each year. Con App 2 contains the district's entitlements for each funded program. Out of each state and federal program entitlement, the district allocates funds for indirect costs, for administration, for programs operated by the district office, and for programs operated at the schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (SPSA), defined in Education Code Section 64001, and developed by Schoolsite Councils, with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Title II, and for Title III (Limited English Proficient). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level. The plan delineates the actions that are required for program implementation, and serves as the school's guide in evaluating progress toward meeting the goals.

State Programs

- *California School Age Families Education
- Economic Impact Aid
- *Peer Assistance and Review
- *School Safety & Violence Prevention Act
- *Tobacco-Use Prevention Education
- Quality Education Investment Act (only at Anaheim High School, and South and Sycamore Junior High Schools)

**Tier three State categorical programs that can be swept into the general fund through 2014-2015.*

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III LEP Students

The district developed a peer-review process to annually evaluate each school's SPSA, and any improvement plans developed as a result of NCLB Program Improvement, and/or state programs such as QEIA. All improvement plans, respective to each AUHSD school, are embedded in the SPSA. The peer-review process occurs during the fall of each school year, in which the District School Liaison Team (DSLTL), comprised of the school leadership team and district's Education Division, review each school's SPSA. A follow-up meeting with each school, to discuss the effectiveness of the plan, occurs during the spring.

The Local Educational Agency Plan (LEA Plan)

The LEA Plan is developed in alignment with the accountability requirements, at both the state and federal levels, and with input from all stakeholders. It is grounded in sound, research-based instructional practices, and is the guiding document for the development of the SPSA in each of the LEA's schools. The approval of a Local Educational Agency Plan (LEA Plan), by the local school board and the State Board of Education is a requirement, for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances, which are outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs/districts will take, to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and other services as required.

The LEA Plan summarizes assessment data, school goals, and activities, from the SPSAs developed by the district's schools. The LEA Plan also contains plans to address student achievement issues that may have resulted in the need for a district-level plan to address Program Improvement and/or Corrective Action.

Categorical Program Monitoring (CPM)

State and federal law require the CDE to monitor the implementation of categorical programs operated by LEAs/districts. This state-level oversight is accomplished, in part, by conducting on-site reviews of categorical programs implemented by local schools and districts. Categorical Program Monitoring (CPM) is conducted for each district, once every four years, by State staff and local administrators, trained to

review one or more of these programs. The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

In developing the plan, the LEA/district reviews its demographics, student achievement results, and available resources. The majority of such information is readily available on the California Department of Education (CDE) website, through links such as Standardized Testing and Reporting (STAR) performance results, Academic Performance Index (API) results, School Accountability Report Card (SARC), and DataQuest. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) The district is expected to also gather and review its own information from these resources and use it to inform the planning process.

The LEA Plan can serve as a summary of all existing State and federal programs, and establish a focus for raising the academic performance of all student groups, to achieve state academic standards. In the context of this plan, improvements in curriculum and instruction, professional development, course offerings, and counseling and prevention programs are a means of achieving specific academic and support-services goals for all groups of students, including identified under-performing student groups.

Federal law requires that the district's school-site administrators, teachers and parents must be consulted in the planning, the development, and the revision of the LEA Plan. The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices, to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports – <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data – <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners – <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data, and related information, on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the Nine Essential Program Components

- District Assistance Survey (DAS) – district-level survey of status of implementation of the Nine Essential Program Components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at

<http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g. School Site Council, committees for Limited English Proficient, State Compensatory Education, Gifted and Talented Education [GATE], Special Education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as for school-level PI, Corrective Action, and Alternative Governance plans, QEIA improvement plans, and WASC Focus on Learning – secondary school accreditation plans, does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals, develop local performance targets that are derived from school and student subgroup performance data, and from the analysis of related scientifically-based educational practices. The goals must be attainable within the period specified in this plan, and consistent with State-wide targets for all students and subgroups. The goals must also be specific to the participants (i.e. students, teachers, administrators, paraprofessionals) and must be measurable.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

Performance Goal 2: All Limited-English-Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/English language arts and mathematics.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

Goals with performance indicators are located in Appendix A

Step Four: Revise Improvement Strategies and Expenditures

For district-operated programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For school-operated programs, summarize those same elements from approved SPSAs.

Identify available resources – Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for district-operated programs (including reservations from Title I for various purposes, Title II, and Tobacco-Use Prevention) as well as for school-operated programs (including Title I, Parts A and D, Title III, and Economic Impact Aid).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: assignment and training of highly qualified staff, identification of participants, implementation of services, provision of materials and equipment, initial and ongoing assessment of performance, and progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, and professional development) is part of ongoing program monitoring and evaluation. When results are not as expected, it may be helpful to consider the following: How are performance targets and activities based on student performance and factual assessment of current educational practice? How educationally sound is the plan to help reach the targets? How timely and effectively is the plan being implemented? If the plan has not been implemented as written, what were the obstacles to implementation?

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
06/23/11	5. Local governing board approval
Per district's strategic plan	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✓	Title I, Part A	✓	EIA – Limited English Proficient and ELAP
	Title I, Part B, Even Start	✓ *	State Migrant Education *ME managed by San Diego County OE
✓ *	Title I, Part C, Migrant Education *ME managed by San Diego County OE	✓ *	School and Library Block Grant *Swept into general fund through 2014-15
	Title I, Part D, Neglected/Delinquent	✓	Peer Assistance Review/BTSA/Teacher Credential Block Grant
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓ *	Professional Development Block Grant *Swept into general fund through 2014-15
✓	Title II, Part D, Enhancing Education Through Technology (EETT) – ends September 2011	✓	Gifted and Talented Education/International Baccalaureate (IB)
✓	Title III, Limited English Proficient	✓ *	9 th Grade Class Size Reduction *Swept into general fund through 2014-15
	Title III, Immigrants	✓ *	Community Based English Tutoring (CBET) *Swept into general fund through 2014-15
✓	Adult Education	✓	Tobacco Use Prevention Education (TUPE)
✓	Career Technical Education/Carl D. Perkins	✓	Instructional Materials Realignment
✓*	McKinney-Vento Homeless Education *HE supported through title I	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
✓	IDEA, Special Education	✓ *	Tenth Grade Counseling *Swept into general fund through 2014-15
✓*	21 st Century Community Learning Centers *Pass-through grant w. Anaheim YMCA	✓ *	Targeted Instruction Improvement Block Grant *Swept into general fund through 2014-15
✓	ARRA Ed Job Fund – ends September 2011 ARRA Special Education – ends September 2011 ARRA Title II, Part D, EETT – ends September 2011	✓ *	Pupil Retention Block Grant *Swept into general fund through 2014-15
✓	Medi-Cal	✓	Quality in Education Investment Act (QEIA)
✓	Physical Education Program (PEP) Grant	✓ *	Arts and Music Block Grant *Swept into general fund through 2014-15
✓	CA Math and Science Partnership	✓	Community Day School

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$3,235,891	\$5,746,636	\$7,635,148	85%
Title I, Part B, Even Start	NA	NA	NA	NA
Title I, Part C, Migrant Education	NA	NA	NA	NA
Title I, Part D, Neglected/Delinquent	NA	NA	NA	NA
Title II Part A, Subpart 2, Improving Teacher Quality	\$429,531	\$1,210,850	\$1,006,364	61%
Title II, Part D, Enhancing Education Through Technology	\$0	\$20,956	\$20,956	100%
Title III, Limited English Proficient	\$0	\$850,124	\$833,121	98%
Title III, Immigrants	NA	NA	NA	NA
Title IV, Part A, Safe and Drug-free Schools and Communities	\$114,709	\$0	\$114,709	100%
Title V, Part A, Innovative Programs – Parental Choice	NA	NA	NA	NA
Adult Education	\$0	\$1,973,330	\$1,100,000	56%
Career Technical Education	\$0	\$503,641	\$503,641	100%
McKinney-Vento Homeless Education	\$28,410	\$0	\$28,410	100%
IDEA, Special Education	\$0	\$5,427,505	\$5,427,505	100%
21 st Century Community Learning Centers	NA	NA	NA	NA
Other (describe)				
TOTAL	\$3,808,361	\$15,733,042	\$16,669,854	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	NA	NA	NA	NA
EIA – Limited English Proficient	\$3,319,544	\$4,482,742	\$6,631,944	85%
State Migrant Education <i>(SDOE funded and Managed)</i>	NA	NA	NA	NA
School and Library Improvement Block Grant	\$0	\$537,115	Tier 3 funding Swept through 2014	0%
Child Development Programs	NA	NA	NA	NA
Targeted Instr. Improvement	\$0	\$1,535,501	Tier 3 funding Swept through 2014	0%
Gifted and Talented Education	\$0	\$237,882	Tier 3 funding Swept through 2014	0%
Tobacco Use Prevention Education – (Prop. 99)	\$30,072	\$0	\$30,072	100%
High Priority Schools Grant Program (HPSGP)	NA	NA	NA	NA
School Safety and Violence Prevention Act (AB 1113)	\$0	\$881,619	Tier 3 funding Swept through 2014	0%
Supplemental School Counseling	\$0	\$1,888,914	Tier 3 funding Swept through 2014	0%
Professional Development Block Grant	\$0	\$1,121,950	Tier 3 funding Swept through 2014	0%
Quality Education Investment Act	\$4,822,386	\$5,775,625	\$10,598,011	100%
TOTAL	\$8,172,002	\$16,461,348	\$17,260,027	

Part II The Plan

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District Profile

The Anaheim Union High School District (AUHSD), founded in 1898, is an urban secondary school district, and has a student population of approximately 33,000. The District covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma and Stanton. Students span grades seven through twelve, speak 48 different languages in their homes (as reported on the 2011 R-30 Language Census Report), attend 20 campuses, and come to us from five feeder elementary districts. 63.6% of AUHSD students are low-income, as indicated by participation in the National School Lunch Program.

AUHSD has an Academic Performance Index (API) of 748, based on 2009-2010 state testing results. Significant subgroups are: African American (2.9%) with an API of 826; Asian (11.8%) with an API of 905; Filipino (3.7%) with an API of 859; Hispanic/Latino (62.8%) with an API of 698; Pacific Islander (1.2%) with an API of 746; White (15.3%) with an API of 805; Socioeconomically Disadvantaged/Low-Income (63.6%) with an API of 706; English Learners (23.3%) with an API of 681; and, Students with Disabilities (10.0%) with an API of 493.

Using API as an indicator, the district continues to make growth, although not all subgroups are meeting growth targets. The district has not reached all Adequate Yearly Progress (AYP) growth targets for the past five years, and has advanced into district-level Corrective Action, in accordance with No Child Left Behind Act (NCLB) regulations.

The district is demographically diverse, and also diverse in terms of student performance outcomes. For example: (1) Sycamore Junior High School, 92.5% low-income and 92.7% Hispanic/Latino, increased its API by 37 points in three years, and currently has an API of 702. (2) Oxford Academy, which is the second-highest ranked school in the State of California, for grades seven through twelve, is a California Distinguished School, and has an API of 984. (3) Cypress High School (API of 881) and Western High School (API of 783) are also California Distinguished Schools.

All AUHSD schools implement a variety of programs, such as PUENTE, AVID, and GEAR-UP, to support improved student achievement outcomes. All AUHSD high schools offer Advanced Placement classes, and Career Technical Education programs, which promote college and career readiness. The current AUHSD graduation rate is 84.57%.

AUHSD Mission Statement

The Anaheim Union High School District, a partnership of students, parents, staff, and community, will provide each student with a high quality educational program in a safe, motivating learning environment that promotes:

- High academic achievement based on a strong foundation of knowledge and skills
- Development of habits and attitudes for a lifetime of learning
- Exploration and preparation in a broad range of career and interest areas
- Commitment to responsible citizenship

AUHSD Board of Trustees

Jordan Brandman, President
Anna L. Piercy, Clerk
Jan Harp Domene, Assistant Clerk,
Brian O'Neal, Member
Katherine H. Smith, Member

District leadership

Elizabeth I. Novack, Ph. D., Superintendent
Timothy Holcomb, Deputy Superintendent/Chief Facilities Officer
Paul Sevillano, Ed. D., Assistant Superintendent, Education
Russell Lee-Sung, Assistant Superintendent, Human Resources
Dianne Poore, Assistant Superintendent, Business

AUHSD Schools	Enrollment – October 2010	Socioeconomically Disadvantaged	English Learners
Community Day School (Alternative)	86	95.3%	40.7%
Sycamore Junior High School	1,590	91.5%	36.5%
South Junior High School	1,506	84.7%	28.4%
Ball Junior High School	1,218	80.7%	31.0%
Anaheim High School	3,352	80.3%	31.2%%
Brookhurst Junior High School	1,294	79.0%	32.7%
Dale Junior High School	1,312	78.8%	35.3%
Orangeview Junior High School	1,021	77.7%	30.1%
Magnolia High School	2,198	73.6%	27.4%
Katella High School	2,691	71.9%	24.8%
Loara High School	2,733	67.7%	25.6%
Savanna High School	2,263	67.5%	24.2%
Hope Special Education Center	245	64.9%	32.6%
Gilbert High School	708	60.1%	42.9%
Western High School	2,288	58.8%	17.4%
Walker Junior High School	1,096	39.4%	11.5%
John F. Kennedy High School	2,352	28.4%	9.7%
Oxford Academy	1,127	28.0%	0.0%
Polaris High School (Alternative)	179	27.4%	5.0%
Lexington Junior High School	1,278	25.3%	6.7%
Cypress High School	2,554	21.1%	5.3%

The AUHSD schools listed below have been designated as “Program Improvement,” under the No Child Left Behind Act of 2001:

1. Anaheim High School – Year 1
2. Ball Junior High School – Year 3
3. Brookhurst Junior High School – Year 5 (4)
4. Dale Junior High School – Year 5 (1)
5. Katella High School – Year 1
6. Loara High School – Year 2
7. Magnolia High School – Year 2
8. Orangeview Junior High School – Year 5 (3)
9. South Junior High School – Year 5 (4)
10. Sycamore Junior High School – Year 5 (3)

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student academic performance, teacher quality, and school safety. As such, a needs assessment to determine strengths and weaknesses in these areas has been conducted.

Academic Performance

AUHS D Adequate Yearly Progress (AYP) Trends in English Language Arts (ELA)

Ball Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	39.1%	77.4%	34.0%	53.7%	35.6%	36.7% (SH)	11.9%
2008-09 % Proficient	46.0%	37.7%	75.7%	31.5%	55.8%	33.5%	30.2% (SH)	18.1%
2007-08 % Proficient	35.2%	33.2% (SH)	67.9%	27.3% (SH)	45.7%	28.5%	23.6%	6.6%

Brookhurst Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	40.7%	69.5%	35.5%	51.3%	37.2%	39% (SH)	17.0%
2008-09 % Proficient	46.0%	40.2%	65.8%	34.1%	53.8%	33.6%	32.4%	15.4% (SH)
2007-08 % Proficient	35.2%	38.6%	65.8%	31.6% (SH)	58.4%	32.1% (SH)	27.0%	8.9%

Dale Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	38.6%	66.7%	33.1%	55.3% (SH)	35.7%	35.0%	8.0%
2008-09 % Proficient	46.0%	35.4%	68.4%	29.6%	47.2%	31.6%	29.7%	9.9%
2007-08 % Proficient	35.2%	36.9%	64.4%	30.8%	54.2%	32.2% (SH)	28.1%	7.1%

Lexington Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	69.9%	85.1%	54.1%	68.0%	55.4% (SH)	72.0%	19.1%
2008-09 % Proficient	46.0%	70.9%	86.6%	50.2%	70.0%	50.6%	69.8%	28.0%
2007-08 % Proficient	35.2%	70.7%	83.3%	51.8%	72.0%	57.0%	57.7%	21.4% (SH)

Orangeview Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	41.8%	58.8%	36.0%	46.8%	37.3%	35.6%	26.1%
2008-09 % Proficient	46.0%	43.0%	74.4%	33.4%	56.9%	37.5%	33.6%	27.5% (SH)
2007-08 % Proficient	35.2%	39.9%	66.7%	31.4%	51.5%	35.5%	29.3%	21.9%

South Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	38.8%		36.2%	57.9%	35.8%	35.5% (SH)	5.6%
2008-09 % Proficient	46.0%	36.9%		33.9%	60.4%	32.4%	28.8%	7.3%
2007-08 % Proficient	35.2%	32.8%		30.0%	48.4%	30.1%	24.0%	8.0%

Sycamore Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	33.6%		31.9%		32.6%	31.1%	9.6%
2008-09 % Proficient	46.0%	31.0%		30.0%		29.6%	25.9%	8.5%
2007-08 % Proficient	35.2%	27.5%		26.8%	36.5%	25.0%	21.0%	6.3%

Walker Junior High School – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	62.8%	80.0%	47.2%	68.2%	51.5% (SH)	62.8%	12.6%
2008-09 % Proficient	46.0%	61.5%	81.4%	45.7%	63.9%	48.5%	55.6%	11.3%
2007-08 % Proficient	35.2%	57.9%	79.9%	43.4%	54.3%	47.5%	46.9%	12.0%

District-Wide Grades 7-8 – ELA California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	56.8%	46.8%	81.2%	36.1%	61.4%	38.1%	40.1% (SH)	15.6%
2008-09 % Proficient	46.0%	45.0%	82.0%	33.5%	60.8%	34.4%	33.4%	17.1%
2007-08 % Proficient	35.2%	42.6%	79.3%	31.0%	58.8%	32.1%	28.0%	14.2%

Anaheim High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	35.3%		33.8%		32.9%	18.7%	6.8%
2008-09 % Proficient	44.5%	35.3%		34.2%		34.7%	21.3%	3.1%
2007-08 % Proficient	33.4%	39.8%		39.1%		37.2%	25.8% (SH)	3.2%

Cypress High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	73.9%	80.5%	61.0%	73.0%	62.5%	46.3%	28.6%
2008-09 % Proficient	44.5%	74.1%	78.6%	71.0%	76.3%	55.4%	48.3%	19.6%
2007-08 % Proficient	33.4%	74.0%	79.5%	65.5%	75.7%	61.4%	55.2%	32.1%

John F. Kennedy High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	64.0%	77.3%	51.9% (Y2)	66.0%	51.8%	25.6%	7.5%
2008-09 % Proficient	44.5%	68.6%	74.1%	60.1%	72.7%	55.6%	35.8%	16.1%
2007-08 % Proficient	33.4%	69.9%	74.6%	54.0%	77.8%	50.8%	37.6%	4.7%

Katella High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	40.6%		37.2%	56.7%	36.7%	17.6%	14.9%
2008-09 % Proficient	44.5%	39.6%		35.8%	60.0%	32.4%	17.3%	7.0%
2007-08 % Proficient	33.4%	45.9%		42.5%	62.1%	38.1%	28.5% (SH)	21.5%

Lora High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	46.5%	74.0%	40.1%	58.8%	41.5%	24.7%	32.3%
2008-09 % Proficient	44.5%	45.4%		37.1%	69.1%	38.0%	21.2%	9.2%
2007-08 % Proficient	33.4%	48.6%		40.7%	64.8%	42.8%	26.2%	8.3%

Magnolia High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	40.1%		37.7%	50.0%	37.7%	19.9%	14.5%
2008-09 % Proficient	44.5%	41.8%		35.6%	64.2%	36.4%	20.1%	6.4%
2007-08 % Proficient	33.4%	44.1%	65.4%	37.4%	57.3%	33.4%	25.9%	8.3%

Oxford Academy – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	99.8%	100.0%	100.0%	98.8%	100.0%	100.0%	
2008-09 % Proficient	44.5%	99.8%	100.0%	100.0%	98.5%	100.0%	100.0%	
2007-08 % Proficient	33.4%	99.0%	99.1%	97.8%	100.0%	100.0%	97.9%	

Savanna High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	47.3% (SH)		42.0% (SH)	58.8%	42.7%	22.5%	6.4%
2008-09 % Proficient	44.5%	43.7% (Y2)	60.0%	36.4%	59.8%	39.3%	19.3%	15.6%
2007-08 % Proficient	33.4%	47.4%		40.1%	59.4%	40.4%	26.8%	13.9%

Western High School – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	52.9% (SH)	72.3%	46.2% (SH)	62.1%	45.4%	32% (SH)	22.5%
2008-09 % Proficient	44.5%	48.4%		41.9% (Y2)	62.4%	45.5%	23.7%	21.9%
2007-08 % Proficient	33.4%	59.2%		51.7%	68.6%	54.7%	41.0%	22.8%

District-Wide Grade 10 – ELA California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	55.6%	49.9	77.9%	39.7%	63.8%	40.4%	22.7%	18.7%
2008-09 % Proficient	44.5%	49.8%	76.8%	38.3%	67.9%	38.5%	21.8%	15.2%
2007-08 % Proficient	33.4%	53.1%	77.6%	41.7%	67.5%	41.5%	29.2%	18.0%

AUHS D Adequate Yearly Progress (AYP) Trends in Mathematics (Math)

Ball Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	26.9%	66.7%	23.2%	27.4%	24.6%	26.2%	11.0%
2008-09 % Proficient	47.5%	23.6%	63.5%	19.7%	25.8%	21.7%	22.1%	9.0%
2007-08 % Proficient	37.0%	30.8%	64.2%	26.2%	36.4% (Y2)	27.9%	25.7%	16.0% (SH)

Brookhurst Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	33.4%	65.9%	28.2%	39.7%	30.0%	32.7%	9.2%
2008-09 % Proficient	47.5%	32.7% (SH)	64.5%	27.2% (SH)	44.8% (SH)	29.1% (SH)	28.2% (SH)	10.3%
2007-08 % Proficient	37.0%	22.9%	54.4%	18.2%	28.5%	18.9%	18.4%	6.8%

Dale Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	34.6%	70.4%	28.4%	44.3% (SH)	31.7%	32.6%	2.7%
2008-09 % Proficient	47.5%	32.6%	68.4%	27.6%	37.0%	30.8%	30.9%	7.0%
2007-08 % Proficient	37.0%	36.0%	67.8%	29.9%	50.3%	33.3%	29.2%	8.0%

Lexington Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	55.8%	83.1%	35.7%	47.5%	43.9% (SH)	67.1%	13.8%
2008-09 % Proficient	47.5%	54.4%	82.9%	30.5%	46.4% (Y2)	29.0%	66.7%	14.1%
2007-08 % Proficient	37.0%	68.4%	89.8%	54.1%	63.9%	55.2%	71.2%	22.3% (SH)

Orangeview Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	33.4%	58.4%	27.9% (SH)	37.2% (SH)	30.3% (SH)	32.3% (SH)	32.7% (SH)
2008-09 % Proficient	47.5%	27.9%	65.1%	21.0%	29.5%	24.1%	25.4%	17.4%
2007-08 % Proficient	37.0%	35.4%	66.7%	30.4%	34.5%	33.9%	33.9%	25.4%

South Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	21.8%		20.4%	33.3%	19.0%	20.7%	5.0%
2008-09 % Proficient	47.5%	23.4%		21.5%	37.6% (SH)	20.6%	19.5%	6.6%
2007-08 % Proficient	37.0%	21.1%		19.8%	25.3%	20.8%	18.5%	4.4%

Sycamore Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	28.7%		28.0%		27.5%	27.1%	9.8%
2008-09 % Proficient	47.5%	25.9%		24.8%		24.7%	23.3%	13.2%
2007-08 % Proficient	37.0%	30.6% (SH)		29.9% (SH)	32.7%	28.5% (SH)	26.5% (SH)	11.3%

Walker Junior High School – Math California Standards Test	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	58.0%	44.9%	78.0%	26.6%	40.6%	36.1%	54.2% (SH)	5.8%
2008-09 % Proficient	47.5%	44.5%	76.0%	26.8%	41.5%	32.4%	46.5%	8.2%
2007-08 % Proficient	37.0%	46.9%	75.0%	32.6%	39.8%	40.0%	46.2%	3.7%

District-Wide Grades 7-8 – Math California Standards Test	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	58.0%	36.6%	78.3%	26.6%	42.5%	29.2%	33.1%	12.4%
2008-09 % Proficient	47.5%	34.3%	78.0%	24.3%	40.5%	26.1%	28.4%	12.7%
2007-08 % Proficient	37.0%	37.2%	78.3%	27.1%	46.1%	28.8%	28.5%	13.8%

Anaheim High School – Math California High School Exit Exam	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	54.8%	43.0% (SH)		41.7% (SH)		41.2% (SH)	29.9%	12.0%
2008-09 % Proficient	43.5%	35.1%		34.5%		34.7%	25.1%	4.7%
2007-08 % Proficient	32.2%	43.0%		42.5%		42.2%	33.5%	3.0%

Cypress High School – Math California High School Exit Exam	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	54.8%	79.1%	93.7%	59.3%	78.5%	70.3%	69.5%	38.1%
2008-09 % Proficient	43.5%	82.1%	96.6%	71.5%	80.9%	71.7%	84.9%	32.6%
2007-08 % Proficient	32.2%	79.7%	93.2%	64.4%	75.3%	72.3%	84.4%	35.8%

John F. Kennedy High School – Math California High School Exit Exam	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	54.8%	63.0%	86.7%	45.9%	58.3%	54.5% (Y2)	47.4%	7.4%
2008-09 % Proficient	43.5%	72.7%	91.9%	58.2%	72.0%	64.1%	56.3%	16.7%
2007-08 % Proficient	32.2%	68.0%	89.2%	41.2%	69.7%	51.6%	55.9%	7.1%

Katella High School – Math California High School Exit Exam	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	54.8%	43.0%		40.1%	53.3%	40.8%	24.9%	10.3%
2008-09 % Proficient	43.5%	45.8%		42.3% (Y3)	57.1%	42.8% (Y3)	29.7%	18.6%
2007-08 % Proficient	32.2%	44.4%		41.3%	55.2%	39.7%	34.4%	14.1%

Loara High School – Math California High School Exit Exam	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	54.8%	54.6% (SH)	92.0%	49.2% (SH)	61.4%	52.2% (SH)	38% (SH)	38.7%
2008-09 % Proficient	43.5%	46.0%		38.3%	58.9%	41.9% (Y2)	26.9%	9.5%
2007-08 % Proficient	32.2%	52.0%		45.0%	63.1%	47.3%	36.9%	7.0%

Magnolia High School – Math California High School Exit Exam	Target	School- Wide	Asian	Hispanic	White	Low- Income	English Learner	Special Education
2009-10 % Proficient	54.8%	40.8%		38.3%	45.6%	38.9%	24.8%	11.3%
2008-09 % Proficient	43.5%	46.3%		39.0%	68.6%	42.1%	28.3%	10.4%
2007-08 % Proficient	32.2%	42.8%	84.6%	35.4%	50.0%	38.8%	34.1%	4.8%

Oxford Academy – Math California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	54.8%	98.8%	99.4%	95.7%	98.8%	97.7%	98.9%	
2008-09 % Proficient	43.5%	98.4%	98.9%	97.8%	96.9%	97.0%	98.5%	
2007-08 % Proficient	32.2%	96.7%	99.1%	91.3%	95.5%	95.1%	96.9%	

Savanna High School – Math California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	54.8%	45.2%		37.0%	63.5%	39.9%	24.0%	6.4%
2008-09 % Proficient	43.5%	46.0%	76.0%	36.5%	57.5%	41.4% (Y2)	29.5%	16.1%
2007-08 % Proficient	32.2%	50.2%		42.5%	49.5%	46.1%	35.3%	15.1%

Western High School – Math California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	54.8%	56.1%	76.9%	45.2%	70.1%	50.3%	38.2%	32.5%
2008-09 % Proficient	43.5%	55.6%		51.2%	61.1%	52.2%	43.1% (Y2)	30.8%
2007-08 % Proficient	32.2%	58.0%		52.4%	66.2%	55.5%	44.3%	25.0%

District-Wide Grade 10 – Math California High School Exit Exam	Target	School-Wide	Asian	Hispanic	White	Low-Income	English Learner	Special Education
2009-10 % Proficient	54.8%	52.6%	86.5%	41.9%	64.3%	44.8%	31.7%	20.4%
2008-09 % Proficient	43.5%	53.3%	90.3%	41.0%	67.1%	43.3% (Y2)	32.2%	19.4%
2007-08 % Proficient	32.2%	54.1%	88.9%	42.3%	63.5%	45.3%	37.6%	17.8%

District Summaries

District-Wide English Language Arts Trends	2010	2009	2008	2007	2006	% Increase
District-Wide	47.9%	46.3%	46.0%	41.4%	42.4%	5.5%
African American	43.7%	44.1%	43.3%	38.0%	37.6%	6.1%
Asian	80.1%	80.0%	78.7%	73.2%	73.5%	6.6%
Filipino	73.1%	68.5%	71.8%	69.2%	66.8%	6.3%
Hispanic	37.3%	34.7%	34.3%	29.3%	30.1%	7.2%
Hawaiian/Pacific Islander	45.3%	48.4%	51.2%	45.0%	44.4%	0.9%
White	62.3%	63.2%	62.1%	57.8%	58.9%	3.4%
English Learners	35.3%	30.1%	28.3%	23.4%	25.3%	10.0%
Low Income	38.9%	35.4%	34.8%	29.7%	30.4%	8.5%
Students with Disabilities	16.6%	16.0%	15.3%	14.1%	13.2%	3.4%

District-Wide Mathematics Trends	2010	2009	2008	2007	2006	% Increase
District-Wide	42.0%	40.4%	42.7%	40.6%	41.9%	0.1%
African American	34.9%	30.3%	33.2%	31.9%	34.1%	0.8%
Asian	81.0%	82.1%	81.9%	79.6%	80.9%	0.1%
Filipino	66.2%	62.4%	66.8%	67.2%	65.4%	0.8%
Hispanic	31.7%	29.4%	31.7%	29.0%	29.8%	1.9%
Hawaiian/Pacific Islander	45.3%	48.9%	56.1%	46.5%	46.8%	- 1.5%
White	50.9%	50.3%	52.7%	51.9%	54.4%	- 3.5%
English Learners	32.7%	29.4%	31.0%	27.4%	28.7%	4.0%
Low Income	34.4%	31.2%	33.7%	30.4%	31.4%	3.0%
Students with Disabilities	15.1%	15.1%	15.2%	14.0%	12.3%	2.8%

AYP Trend Summary

School-level and district-level AYP data suggests that the district is making slow, but steady, progress in the area of **English Language Arts**. Some subgroups need additional support, specifically African-American, Latino, English Learners, Low-Income and Students with Disabilities.

School-level and district-level AYP data suggests that the district has made little progress over the past five years in the area of **Mathematics**. Some subgroups need additional support, specifically African-American, Latino, English Learners, Low-Income and Students with Disabilities.

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

As of May 2011, 99.5% of Anaheim Union High School District (AUHSD) core subject area teachers meet the federal definition of highly qualified. More than 750 certificated teaching staff members have advanced degrees. Four teachers have received National Board Certification. Seven mathematics teachers have been selected to participate in California State University, Fullerton mathematics initiative to apply for National Board Certification in the next four years. Retention data, from May 2011,,shows that 90% of AUHSD teachers, with two or more years of teaching experience, are still in the profession. As of May 2011, more than 700 AUHSD teachers have successfully completed requirements for the Beginning Teacher Support and Assessment (BTSA) program, a rigorous state funded formative assessment program that meets highly qualified requirements. Since 2004, the AUHSD BTSA Induction program has been authorized as a credentialing agent for new teachers. In May 2011, the Commission on Teacher Credentialing (CTC) completed a comprehensive four-day evaluation of the AUHSD BTSA Induction program, and recommended credentialing authorization without modifications.

To address the additional support needed by AUHSD subgroups, the district has conducted district-wide training in for teachers, administrators and paraprofessionals, which is detailed in Goals One, Goal Two and Goal Three of this plan.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

The district reviews the results of California's Healthy Kids Survey, and the analysis of suspension, expulsion and truancy data, and other behavioral indicators to develop/refine school-level and district-level safe school plans. The plans include measures to maintain a safe and secure school environment, which are detailed in Goal Four of this plan.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan

Local Measures of Student Performance

(Other than state-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in the Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

District Assessment Plan

The district uses assessments that provide meaningful data to inform instruction and evaluate each student's progress towards mastering the California Content Standards. The goal is to provide sufficient reliable data to support instructional planning and to monitor individual student progress. This is done through a combination of quarterly district-wide benchmarks and more frequent site-level assessments. Results are reported in a timely way to enable teachers to make appropriate adjustments in instruction

and to identify those students in need of additional support. The areas assessed are aligned with grade-level standards detailed in the *California Language Arts and Mathematics Frameworks*.

Reading/Language Arts

Anaheim Union High School District has district-wide pacing plans, limited to identified emphasis standards, in grades 7 through 10. Quarterly exams are developed using Intel-Assess to assure the use of valid, reliable test questions aligned with the California Content Standards.

Individual sites develop site pacing plans aligned with the California Content Standards and Blueprints. Site assessments are developed and implemented on a more frequent basis to provide teachers with timely information on student achievement. The site assessments are created from a variety of sources, such as textbook assessment programs, released test questions, teacher created questions, and questions from item banks.

A district-wide writing assessment is given once a year in grades 7 and 8.

English Language Development

In junior high school, the district uses the program assessments provided through the *Inside* textbook series. In high school, the district uses the assessment program provided through the *High Point* textbook series. In both junior high and senior high, the assessments are given every -----

Mathematics

The district has district-wide pacing plans for grade-7, grade-8 Algebra 1, grade-9 Algebra 1, and Geometry. Grade-7 and Grade-8 quarterly district benchmark exams have been developed with the assistance of consultants from the University of California, Irvine. The quarterly grade-9 Algebra 1 and Geometry assessments are developed using the Intel-Assess software.

Individual sites develop site pacing plans aligned with the California Content Standards and Blueprints. Site assessments are developed and implemented on a more frequent basis to provide teachers with timely information on student achievement. The site assessments are created from a variety of sources, such as textbook assessment programs, released test questions, teacher created questions, and questions from item banks.

Progress Monitoring

Results of both the district-wide assessments and many of the site developed assessments are uploaded to data management software to provide instant results and analysis. The district is currently using Data Director, but is investigating other possible data system vendors. The data system provides reports to evaluate student attainment of the standards on a number of different levels.

- District-wide reports provide information on mastery of the emphasis standards at each school site. The district level reports are disaggregated by subgroup to identify learning needs of particular groups of students. These disaggregated reports are shared with school sites.
- School-level reports provide information on standard attainment in individual classrooms. These reports are available for both the district-wide benchmarks and the site assessments.
- Teacher-level reports provide information on individual students. These reports are available for both the district-wide benchmarks and the site assessments.

All of the reports provide item analysis to identify common incorrect responses to questions. Teachers use this information to address student misconceptions and gaps in the curriculum.

Teacher collaboration

Structured collaboration time is built into each site's time structure. This is done through a combination of late-start/early release schedules, minimum days, and common conference periods. Site teachers and administrators use this time to reflect on student performance on assessments. Teachers use the frequent site assessments to modify instructional delivery or identify content areas in need of re-teaching.

District-wide teams review student progress on the quarterly district benchmark exams to identify program strengths and weaknesses. Programs are modified as needed.

Site-level teams review student results on both the site-developed assessments and the district-wide assessments to evaluate their programs. Pacing plans are adjusted as necessary. Teachers also reflect on effective practices.

Identification of students at risk of failure

The district provides universal screening tools to appropriately place students in need of support. The screening includes state test scores, English and math grades, current interventions, English language fluency, years in US schools, and other factors. The schools add in information available to them locally such as classroom-based reading assessments, attendance, and teacher recommendation.

Throughout the school year, teachers and counselors monitor individual student grades, assessment scores, attendance, and behavior to intervene before failure occurs.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) The district provides the most recent State Board of Education (SBE)-adopted core instructional programs and materials in English/reading language arts (ELA), and English Language Development (ELD), including strategic intervention materials, documented to be in daily use in all ELA and ELD courses.</p> <ul style="list-style-type: none"> On-going matrix adoptions include selections from CDE approved list (grade 7-12), along with board certification that all adoptions are standards-based. <p>b) District and site administrators, curriculum specialists, and teachers will analyze core adopted materials to determine whether all key standards (as identified in the state frameworks and CST blueprints) are covered in the adopted textbooks; identify ancillary materials to address gaps in adopted texts; and refine curriculum and pacing guides to incorporate lessons from both the adopted and supplemental materials.</p> <p>c) District and site administrators, curriculum specialists, and teachers, will review the district-wide and school-level pacing guides annually, in relation to CST data to ensure that all students – including students in intervention programs, students with disabilities, and ELs – have the opportunity to learn and review the grade-level standards assessed on the CST and on the CAHSEE.</p> <p>d) District and site administrators, curriculum specialists, and</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers, IMRC <i>ongoing</i></p>	<p>Textbook purchases and distribution costs Professional development Print materials Instructional materials Technology support Teacher and administrator release time</p>	<p>\$2,500,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

<p>teachers, will refine common, district-wide benchmark assessments appropriate for each grade level/course. These assessments will target key standards, identified as critical for each grade level/course, and will be aligned with core curriculum including but not limited to curriculum covered on the CST and on the CAHSEE.</p> <p>e) The district provides support to teachers in the use of standards-aligned instructional materials, instruction, and curriculum development, through high quality professional development related to the implementation of core curriculum, through programs such as Project Write, and the Lesson Design Specialist program.</p> <ul style="list-style-type: none"> • Lesson Design Specialist program provides ongoing professional development opportunities, through a coaching model, to design lessons that support academic language and literacy across all content areas. <p>f) The district provides support for new teachers through the BTSA program, to gain a clear understanding of reading and English language arts content standards.</p> <p>g) The district provides high quality professional development to administrators related to the implementation of core curriculum. In particular the district provides training on:</p> <ul style="list-style-type: none"> • How to accurately identify grade level core curriculum (during classroom observations). • Structured observation protocols • Content and Language Objectives • Formative assessment <p>h) The district provides collaboration time for administrators to discuss and support standards-based curricula, coaching, supervision, instruction, and progress monitoring.</p>			<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists,</p>	<p>Textbook purchases (new and replacement of consumables) Instructional material costs</p>	<p>\$1,500,000 Annually General Fund, Title II, BTSA</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District and site administrators will visit classrooms regularly to ensure that:</p> <ul style="list-style-type: none"> • Sufficient core materials are available for all students. 					

<ul style="list-style-type: none"> • Instructional materials are being used daily, and adequate instructional time has been allocated in daily schedules. • All students have access to the core curriculum and instruction that is adequately paced. • All teachers deliver systematic, explicit and direct instruction, followed by guided and independent practice. • Scaffolding techniques are used to ensure that students receive appropriate support. • Universal access materials are used to address student literacy needs. <p>b) The district implements practices, such as lesson design cohorts and learning walks, which verify curriculum alignment and the use of research-based instructional strategies.</p> <p>c) The district continues to implement a formal adoption/review process for teachers and administrators, to select standards-aligned materials that best meet needs of all student subgroups.</p> <p>d) The district provides district-level data-analysis of reading/ELA student achievement results, through California Standards Tests (CSTs), quarterly district benchmarks, and other appropriate assessments, which help identify specific subgroup placement needs.</p> <p>e) The district provides support for site-level data-analysis of reading and ELA CSTs, common assessments, quarterly district benchmarks, and other appropriate assessments:</p> <ul style="list-style-type: none"> • Which help identify specific subgroup needs • To determine what materials are needed to supplement the adopted textbooks, to ensure that all essential content standards are thoroughly taught <p>f) The district provides support for teachers with site-based coaching and collaborative planning:</p> <ul style="list-style-type: none"> • To adjust instruction to target specific learning needs • To adjust pacing plan to better align with essential state content standards <p>g) The district offers additional support to long-term English</p>	<p>BTSA – Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers, IMRC</p> <p><i>ongoing</i></p>	<p>for Reading, Language Arts programs;</p> <p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Teacher administrator, and paraprofessional release time</p>	
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<p>Learners through Spanish for Spanish Speakers, a course sequence which is aligned with reading/ELA standards.</p> <p>h) The district will continue to provide ongoing professional development at the district- and site-levels for administrators, teachers and paraprofessionals, to support the effective instructional delivery of standards-based curriculum, to meet the needs of all students, through the use of standards-aligned materials, strategies, accommodations, and interventions.</p> <ul style="list-style-type: none"> Continue to require all new teachers to participate in the Beginning Teacher Support (BTSA) program, and demonstrate effective use of standards-aligned instructional materials and strategies. 			
<p>3. Extended learning time:</p> <p>a) The district will work with site administrators to ensure that students needing intensive reading/literacy intervention are properly identified through RtI structures.</p> <ul style="list-style-type: none"> Instructional Support Teams (IST) customize support plans for students most in need of intensive interventions. <p>b) The district will work with site administrators to ensure that students needing intensive reading/literacy intervention are provided additional learning time through:</p> <ul style="list-style-type: none"> Schools will provide additional instructional time and explicit skills instruction in reading, to accelerate skill mastery, for students' with strategic- and intensive-level reading skills. <ul style="list-style-type: none"> Before/after school programs Intensive and strategic reading/literacy support classes As funding becomes available, High Schools will provide California High School Exit Exam (CAHSEE) remediation classes and/or additional instructional support opportunities, for students who have not yet passed the CAHSEE. Tutoring programs, such as Supplemental Educational Services (SES), are provided to qualifying students after 	<p>Development or purchase of specialized curriculum</p> <p>Specialized CAHSEE remediation services</p> <p>AVID tutors/other program specific tutors</p> <p>Expenditures related to extended learning opportunities, such as supplemental hourly pay for teachers and tutors</p> <p>Instructional materials for extended learning programs</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/Teachers, Counselors, Tutors: AVID and GEAR-UP Support Team Members, 21st Century Schools Staff</p> <p><i>ongoing</i></p>	<p>\$4,000,000 Annually</p> <p>General Fund, Title I, Title III, EIA-LEP, 21st Century Schools</p>

<p>school and/or on weekends.</p> <ul style="list-style-type: none"> Continue to offer AVID support classes, and utilize AVID note-taking and writing strategies. <p>c) As funding becomes available, the district will provide intercession and summer school opportunities, for students who possess below grade-level reading skills.</p> <p>d) As funding becomes available, the district will provide support services outside of the regular school day, for students at-risk of not meeting grade-level requirements.</p> <p>e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture.</p> <p>f) District staff will routinely monitor the effectiveness of extended learning programs, through district-level and site-level data analysis.</p>				
<p>Description of Specific Actions to Improve Education Practice in Reading</p> <p>4. Increased access to technology:</p> <p>a) Every AUHSD school has web-based/computer-based reading programs and assessments, such as Accelerated Reader, Renaissance STAR Assessment, SRI Online Coach, or other technology-based reading programs.</p> <p>b) All AUHSD reading/literacy classes are properly equipped, each with 6 to 8 computers, running district adopted reading/literacy programs.</p> <p>c) The district provides professional development, as needed, for teachers who are implementing web-based/computer-based reading/literacy programs and reading assessments.</p> <p>d) School-level technology goals are embedded in each AUHSD school's Single Plans for Student Achievement (SPSA).</p> <p>e) The district continues to develop and implement Career</p>	<p>Persons Involved/ Timeline</p> <p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers</p>	<p>Related Expenditures</p> <p>Maintenance and upgrading of technology systems</p> <p>Professional development on use of the new technology, and technology-based learning programs</p> <p>Technology-based learning programs</p>	<p>Estimated Cost</p> <p>\$1,200,000 Annually</p>	<p>Funding Source</p> <p>General Fund, Microsoft Settlement, Title I, Title II, EIA-LEP, Perkins, EETT</p>

<p>Technical Education (CTE) pathways that support the development of proficiency-level literacy skills.</p> <p>f) The district will support site administrators and teachers to ensure that students utilize a broad range of technology on a daily basis.</p> <p>g) The district continues to develop and implement personalized, hybrid online-learning environments, through "Independent Learning Centers," to assist students in earning credits towards completion of a high school diploma.</p> <p>h) The district will increase access to curriculum through AUHSD eLearning as an instructional option.</p> <p>i) The district will continue to develop infrastructure to support the use of technology on a daily basis.</p>	<p><i>ongoing</i></p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) The district will continue to allocate adequate funding for professional development designed to increase teacher subject area competence in reading/language arts.</p> <ul style="list-style-type: none"> Teachers participate in adoption training in standards-aligned materials, by approved providers, such as Prentice Hall, Inside, High Point, Read 180, Edge, and Language! <p>b) The district will provide instructional assistance and support to teachers of reading/language arts through curriculum specialists, and Lesson Design Specialists, who are knowledgeable about the adopted program, and who work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p> <ul style="list-style-type: none"> Peer coaching is encouraged, including but not limited to BTSA and PAR On-going, site support to implement content literacy across the curriculum, specifically targeting long-term English Learners Technical assistance provided through organizations with proven records of delivering effective professional 	<p>Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers <i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and paraprofessionals Categorically funded reading curriculum specialists and literacy coaches/LDS</p>	<p>\$1,500,000 Annually</p>	<p>General Fund, Title I, Title II and BTSA</p>

<p>development, coaching and monitoring</p> <p>c) District and site administrators will plan and support the formation of networks of teachers who share content knowledge and strategies, to increase student achievement.</p> <p>d) District and site administrators, along with teacher leaders, will develop a strategic professional development plan that it is internally coherent, and of sufficient depth and duration to have a lasting impact, and enhance student learning.</p> <ul style="list-style-type: none"> • Teachers and administrators participate in professional development, which focuses on the use of adopted core reading materials that align to state content standards and California Standards for the Teaching Profession (CSTP). • Teachers and administrators are trained on the use of effective strategies to implement core curriculum focused on mastery of grade level standards • Ongoing professional development and collaboration time at the district and site levels for administrators, teachers and paraprofessionals, to support effective instructional delivery of standards-based curriculum, to meet the needs of all students. <ul style="list-style-type: none"> ○ Specific focus on differentiating instruction, to meet the needs English Learners and Special Education students. ○ Training and capacity building to support effective co-teaching for inclusion settings. • Teachers and Administrators are trained on the most effective ways to involve parents in their children’s education. <p>e) The district will provide training, for all staff, on the implementation of content objectives, language objectives, and formative assessment, to support all students, specifically long-term English Learners. Ongoing support and monitoring of the implementation, of above strategies, is integrated into district- and school-level professional development time.</p> <ul style="list-style-type: none"> • Lesson Design Specialist program specifically focuses on the alignment of content objectives, language objectives, 				
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<p>and formative assessment, to guide differentiated delivery of the core curriculum.</p> <p>f) The district will provide ongoing professional development, at district- and site-levels, on utilization of the RtI framework and differentiation of the core curriculum, supporting a high level of achievement for all subgroups of students, including English learners and students with disabilities.</p> <p>g) Through the BTSA program and Lesson Design Specialist cohorts, New teachers will receive professional development, which focuses on content literacy and academic language development, across the curriculum.</p> <p>h) The district will continue to provide training in the use of formative and summative assessment tools to monitor student progress, such as training on use of student information system tracking features, and on use of the student data system.</p> <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) The district will encourage and facilitate parent involvement in students' educational programs through participation on district and site-level committees, and advisory groups, including but not limited to: DELAC, ELAC, School Site Council, Superintendent's Parent Advisory Committee, Instructional Materials Review Committee (IMRC), and School Safety Committees.</p> <p>b) The district will ensure that each school maintains a School Site Council (SSC) with appropriate numbers of staff and parent representatives. Each SSC, and its SSC/parent advisory groups, reviews student assessment results in reading, and provide suggestions to improve reading performance. Parent/community input occurs at site-level meetings, including SSC, ELAC, GATE, and PTSA.</p> <p>c) Parents' right to participate in district-level and site-level advisory groups is outlined in the district's <i>Parent Student Handbook</i>, and</p>	<p>Superintendent, Education Division – Assistant Superintendent, Directors/ Coordinators, Site Administrators, Counselors, Teachers, Title I Program Specialists, Bilingual Community Liaisons, and Parents <i>ongoing</i></p>	<p>Parent mailings/postage Student information system Printing parent information Parent education opportunities/meetings Professional development Website hosting</p>	<p>\$1,300,000 Annually</p>	<p>General Fund, Title I, Title III, EIA-LEP, TUPE, School Safety and Violence Prevention, Special Education</p>
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<p>also in the district's <i>Parent Involvement Policy</i>, and site-based home-school compacts.</p> <p>d) The district continues to send each parent his/her student's individual STAR and CELDT assessment results with an explanation of how to interpret them, and in a language the parent can understand.</p> <p>e) The district will provide, or work with schools to provide, parents with information and training regarding California Content Standards, interpreting student test results, available interventions, importance of parent conferences, and other communications.</p> <ul style="list-style-type: none"> • School-level training provided to help parents understand how to interpret student assessment results, and how to help their students meet the requirements for the successful completion of a high school diploma. • Parenting-skills training provided on topics such as understanding adolescence and goal-setting <p>f) The district will offer workshops and school-based parent involvement activities, which address ways parents can support, monitor and advocate for their children's education and healthy development, such as (but not limited to) student information system parent portal training nights, STAR report card nights, coffee with the principal, and parent education courses.</p> <ul style="list-style-type: none"> • Increase opportunities for parents to discuss their student's progress towards mastering the California Language Arts Standards, and at high-school level only, review student's four-year plan to address college and career readiness needs. • At the high-school level, students and parents are provided access to Student Study Guides for the California High School Exit Exam. • Increase parent access to reporting on student progress, available through the student information system parent portal, which allows for effective continual progress checks. • Information regarding tutoring, reading/literacy programs 			
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<p>and, family literacy workshops, parent conferences, other district and school correspondence is provided through school newsletters,, and through community based organizations, such as the local YMCA</p> <p>g) The district ensures that school-to-home communication to parents is translated, where a population exceeds 15% of a given language.</p> <ul style="list-style-type: none"> • Newsletters, brochures, website, and other informational communications. • TeleParent calls used for a variety of parent notifications, which are available in parents preferred language. <p>h) The district works with Title I schools to review and update school parent involvement policy and Title I Compacts annually.</p> <p>i) The district and schools work collaboratively to update the School Accountability Report Card (SARC), which is posted on the district website.</p> <p>j) The district provides Healthy Kids Survey results to schools, which are reviewed by each school's staff members, to help determine school climate and community outreach needs.</p> <p>k) The district helps schools identify resources to ensure that each AUHSD school has a bilingual community liaison.</p>				<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers</p> <p>ongoing</p>	<p>Additional personnel/lower class size for instructional support classes.</p> <p>Personnel for summer enrichment opportunities</p> <p>Specialized instructional materials</p> <p>Professional development</p>	<p>\$800,000</p>	<p>General Fund, Title I, Special Education</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) The district will articulate with its five feeder elementary school districts to facilitate smooth transition from elementary to secondary education (e.g. proper placement through pre-registration, sixth-grade orientation, etc.)</p> <p>b) The district will work with junior high school administration to encourage articulation/collaboration with feeder elementary schools to optimize placement of incoming seventh-grade students, to support the successful transition to junior high school.</p> <p>c) The district will facilitate vertical articulation opportunities for</p>							

<p>high schools and feeder junior high schools to facilitate smooth transition from junior high school to high school (e.g., classes for parents on High School Exit Exam requirements, college-bound course requirements, etc.)</p> <p>d) The district will articulate with local community colleges and universities districts to facilitate smooth transition from secondary education to post-secondary education/training (e.g. articulated classes/career pathways with community colleges and opportunities dual enrollment, high school participation in CSU EAP testing, create college-bound culture through programs such as GEAR-UP hosted by CSUF, etc.)</p> <p>e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture, and continue to partner with community based programs that encourage increased student achievement, such as Anaheim Achieves and the Tiger Woods Learning Center.</p> <p>f) As funding becomes available, the district will create summer enrichment opportunities for strategic and intensive students, to enhance reading/literacy and writing skills.</p> <p>g) The district will continue to provide fly-up meetings/educational placement meetings for incoming seventh-grade special education students prior to the first day of junior high school, to review IEP goals and placement needs.</p>			<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Site Title I Program Specialists, Lesson</p>	<p>\$450,000 Annually</p>	<p>General Fund, Title I, Title II</p>
<p>8. Monitoring program effectiveness:</p> <p>a) The district analyzes state test data/STAR data, API and AYP results to monitor school and district progress in the areas of reading and English language arts.</p> <p>b) The district utilizes curriculum embedded assessments, reading assessments, and formative assessments to monitor instruction and learning, related to student mastery of English/reading language arts content standards.</p> <p>c) The district utilizes district-level quarterly benchmarks and school-level common assessments to pinpoint subject specific</p>					

<p>skills/tasks, in which students need additional support to master.</p> <p>d) The district implements structures that enable teachers and administrators collaborate to review student progress, analyze assessment data, plan strategies, develop an action plan, and adjust instructional delivery to meet the needs of all students, including subgroups identified as needing improvement, such as Special Education students and English learners.</p> <p>e) District administrators support teacher teams that actively monitor classroom implementation through:</p> <ul style="list-style-type: none"> • articulated walk through process • structured observation protocols • focused feedback <p>f) The district conducts a peer-review process of each school's Single Plan for Student Achievement (SPSA) annually, to verify the alignment of SPSA goals with corresponding student achievement data and district initiatives, intended to increase student achievement outcomes for all subgroups.</p> <p>g) District and site administrators will regularly monitor assessments and instruction in intervention classes, to ensure that learning is accelerated in these support programs, including the review of end-of-year placement assessments to determine program effectiveness.</p> <p>h) The district will continue to require schools to provide scheduled collaboration times, to analyze student progress and share best practices, respective to increasing student achievement in ELA and reading/literacy, through peer coaching and side-by-side lesson design.</p>	<p>Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers</p> <p><i>ongoing</i></p>			<p>Funding Source</p> <p>General Fund, Title I, Special Education</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p> <p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) The district will provide an RtI framework and Instructional</p>	<p>Persons Involved/ Timeline</p> <p>Ed. Division – Assistant Superintendent; Directors/ Coordinators,</p>	<p>Related Expenditures</p> <p>Professional development Funding for targeted services</p>	<p>Estimated Cost</p> <p>\$4,000,000 Annually</p>	

<p>Support Team (IST) guidance to schools, in which to determine and implement the appropriate interventions for students, who are exhibiting risk-factors, such as failing two-or-more classes.</p> <ul style="list-style-type: none"> • Tier 1 – foundational support • Tier 2 – strategic academic and behavioral supports <p>b) The district ensures that screening for targeted services and programs in reading are based on multiple assessments including: CST, CELDT, and Renaissance STAR assessment, for the following:</p> <ul style="list-style-type: none"> • Additional period of intensive reading/literacy intervention provided for junior high and high school students, whose reading skills have been diagnosed as intensive. • English for Academic Purposes (EAP) class for junior high and high school students, whose reading skills have been diagnosed as strategic. • English Language Mainstream (ELM) Language Support for junior high school, and English language Development (ELD) 4 Language Support for high school students, who have been diagnosed as Long-Term English Learners. <p>c) Site administrators will monitor the effective use of the diagnostic data and the placement of students in classes or appropriate specialized instructional settings to ensure that the appropriate services are provided and students exit in a timely manner.</p> <p>d) District and site administrators will schedule intervention classes to meet the academic needs of students who are below proficiency and would benefit from intervention classes.</p> <ul style="list-style-type: none"> • Progress monitoring procedures in place to support timely exit from intervention support classes, as students meet grade level reading/literacy requirements. <p>e) District and site administrators will ensure that recommendations to place students with disabilities, ELs, and underperforming students into intensive and strategic intervention programs follow proper referral procedures, as determined by the district RtI protocols.</p> <p>f) The district will develop effective inclusion practices that lead to:</p>	<p>Curriculum Specialists, Site Administrators, Counselors, Site Title I Program Specialists, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers</p> <p><i>ongoing</i></p>		
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<ul style="list-style-type: none"> • Increased subgroup performance on statewide tests for students with disabilities • improved post-secondary outcomes for students with disabilities <p>g) The district's high schools provide CAHSEE remediation support for high school students who have not passed one or both sections of the CAHSEE.</p> <p>h) The district-level Lesson Design Specialist program provides all school's access to a Lesson Design Specialist, who is trained in scaffolding instruction and creating access to the core curriculum for all students.</p> <ul style="list-style-type: none"> • Trainer of trainer model used to expand the implementation of research-proven instructional practices, designed to provide access to core curriculum to all students. <p>i) When funds become available, intersession, summer school, and other extended learning opportunities are provided for students at <i>strategic and intensive</i> reading-skill levels.</p> <p>j) The district supports high schools in the development of cost effective credit recovery opportunities for students who must make-up classes in order to graduate from high school.</p> <p>k) The district provides students with disabilities support for the implementation of mathematics skills development in both inclusive and self-contained class settings.</p> <p>l) The district provides students with disabilities intervention mathematics programs (ALEKS, APEX, and STAR math).</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>a) The district provides Supplemental Educational Services (SES) to low-income students attending Title I schools, in years two through five of Program Improvement. The tutoring services, which occur outside the school day, provide additional support in reading skills development.</p>	<p>Ed. Division – Director of Special Programs, Curriculum Specialists, Site Title I Program Specialists, Teachers</p> <p><i>ongoing</i></p>	<p>SES tutoring services</p>	<p>Up to \$1,000,000 Annually</p>
			<p>General Fund, Title I</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) The district provides the most recent State Board of Education (SBE)-adopted core instructional programs and materials in mathematics, including strategic intervention materials, documented to be in daily use in all mathematics courses.</p> <ul style="list-style-type: none"> On-going matrix adoptions include selections from CDE approved list (grade 7-12), along with board certification that all adoptions are standards-based. <p>b) District and site administrators, curriculum specialists, and teachers will analyze core adopted materials to determine whether all key standards (as identified in the state frameworks and CST blueprints) are covered in the adopted textbooks; identify ancillary materials to address gaps in adopted texts; and refine curriculum and pacing guides to incorporate lessons from both the adopted and supplemental materials.</p> <p>c) District and site administrators, curriculum specialists, and teachers, will review the district-wide and school-level pacing guides annually, in relation to CST data to ensure that all students – including students in intervention programs, students with disabilities, and ELs – have the opportunity to learn and review the grade-level standards assessed on the CST and on the CAHSEE.</p> <p>d) District and site administrators, curriculum specialists, and teachers, will refine common, district-wide benchmark assessments appropriate for each grade level/course. These</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers, IMRC <i>ongoing</i></p>	<p>Textbook purchases and distribution costs Professional development Print materials Instructional materials Technology support Teacher and administrator release time</p>	<p>\$2,500,000 Annually</p>	<p>General Fund, Title I, Title II, BTSA</p>

<p>assessments will target key standards, identified as critical for each grade level/course, and will be aligned with core curriculum including but not limited to curriculum covered on the CST and on the CAHSEE.</p> <p>e) The district provides support to teachers in the use of standards-aligned instructional materials, instruction, and curriculum development, through high quality professional development related to the implementation of core curriculum, through programs such as the UCI Math Project, and the Lesson Design Specialist program.</p> <ul style="list-style-type: none"> • Lesson Design Specialist program provides ongoing professional development opportunities, through a coaching model, to design lessons that support academic language and literacy across all content areas. <p>f) The district provides support for new teachers through the BTSA program, to gain a clear understanding of mathematics content standards.</p> <p>g) The district provides high quality professional development to administrators related to the implementation of core curriculum. In particular the district provides training on:</p> <ul style="list-style-type: none"> • How to accurately identify grade level core curriculum (during classroom observations). • Structured observation protocols • Content and Language Objectives • Formative assessment <p>h) The district provides collaboration time for administrators to discuss and support standards-based curricula, coaching, supervision, instruction, and progress monitoring.</p>			<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists, BTSA – Coordinator, BTSA Support</p>	<p>\$1,500,000 Annually</p>	<p>General Fund, Title I, Title II, Title V, BTSA</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District and site administrators will visit classrooms regularly to ensure that:</p> <ul style="list-style-type: none"> • Sufficient core materials are available for all students • Instructional materials are being used daily, and adequate instructional time has been allocated in daily schedules. • All students have access to the core curriculum and 					

<p>instruction that is adequately paced.</p> <ul style="list-style-type: none"> All teachers deliver systematic, explicit and direct instruction, followed by guided and independent practice. Scaffolding techniques are used to ensure that students receive appropriate support. Universal access materials are used to address student mathematics/innumeracy needs. <p>b) The district implements practices, such as lesson design cohorts and learning walks, which verify curriculum alignment and the use of research-based instructional strategies.</p> <p>c) The district continues to implement a formal adoption/review process for teachers and administrators, to select standards-aligned materials that best meet needs of all student subgroups.</p> <p>d) The district provides district-level data-analysis of mathematics student achievement results, through California Standards Tests (CST)s, quarterly district benchmarks, and other appropriate assessments, which help identify specific subgroup placement needs.</p> <p>e) The district provides support for site-level data-analysis of mathematics CSTs, common assessments, quarterly district benchmarks, and other appropriate assessments:</p> <ul style="list-style-type: none"> Which help identify specific subgroup needs To determine what materials are needed to supplement the adopted textbooks, to ensure that all essential content standards are thoroughly taught <p>f) The district provides support for teachers with site-based coaching and collaborative planning, using assessment data:</p> <ul style="list-style-type: none"> To adjust instruction to target specific learning needs To adjust pacing plan to better align with essential state content standards <p>g) The district will continue to provide ongoing professional development at the district- and site-levels for administrators, teachers and paraprofessionals, to support the effective instructional delivery of standards-based curriculum, to meet the</p>	<p>Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers, IMRC</p> <p><i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Teacher administrator, and paraprofessional release time</p> <p>Data Director/ technology support</p>	
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<p>needs of all students, through the use of standards-aligned materials, strategies, accommodations, and interventions.</p> <ul style="list-style-type: none"> Including collaborative professional development with University of California, Irvine, to train seventh- through tenth-grade teachers how to teach conceptual knowledge of Pre-Algebra through Algebra1. 				
<p>3. Extended learning time:</p> <p>a) The district will work with site administrators to ensure that students needing intensive mathematics intervention are properly identified through RTI structures.</p> <ul style="list-style-type: none"> Instructional Support Teams (IST) customize support plans for students most in need of intensive interventions. <p>b) The district will work with site administrators to ensure that students needing intensive mathematics intervention are provided additional learning time through:</p> <ul style="list-style-type: none"> Schools will provide additional instructional time and explicit skills instruction in mathematics, to accelerate skill mastery, for students' with strategic- and intensive-level mathematics skills. <ul style="list-style-type: none"> Before/after school programs Intensive and strategic mathematics support classes As funding becomes available, High Schools will provide California High School Exit Exam (CAHSEE) remediation classes and/or additional instructional support opportunities, for students who have not yet passed the CAHSEE. Tutoring programs, such as Supplemental Educational Services (SES), are provided to qualifying students after school and/or on weekends. <p>c) As funding becomes available, the district will provide intersession and summer school opportunities, for students who possess below grade-level mathematics skills.</p> <p>d) As funding becomes available, the district will provide support services outside of the regular school day, for students at-risk of</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers: Counselors, Tutors: AVID and GEAR-UP Support Team Members, 21st Century Schools Staff <i>ongoing</i></p>	<p>Development or purchase of specialized curriculum Specialized CAHSEE remediation services AVID tutors/other program specific tutors Expenditures related to extended learning opportunities, such as supplemental hourly pay for teachers and tutors Instructional materials for extended learning programs</p>	<p>\$4,000,000 Annually</p>	<p>General Fund Title I, Title III, EIA, 21st Century Schools</p>

<p>not meeting grade-level/course-level requirements.</p> <p>e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture.</p> <p>f) District staff will routinely monitor the effectiveness of extended learning programs, through district-level and site-level data analysis.</p>				
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Every AUHSD school has web-based/computer-based mathematics programs and assessments, such as Accelerated Math, ALEKS, ST Math, Apex, or other technology-based mathematics programs and assessments.</p> <p>b) All AUHSD mathematics classes utilize a variety of technology, such as video clips, DVD, cable television, LCD projectors, SMART Boards, PowerPoint, Qwizdom, and other interactive response technology, to increase student engagement.</p> <p>c) The district provides professional development, as needed, for teachers who are implementing web-based/computer-based mathematics programs and mathematics assessments.</p> <p>d) School-level technology goals are embedded in each AUHSD school's Single Plans for Student Achievement (SPSA).</p> <p>e) The district continues to develop and implement Career Technical Education (CTE) pathways that support the development of proficiency-level mathematics skills.</p> <p>f) The district will support site administrators and teachers to ensure that students utilize a broad range of technology on a daily basis.</p> <p>g) The district continues to develop and implement personalized, hybrid online-learning environments, through "Independent Learning Centers," to assist students in earning credits towards</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers, Site Computer Technicians, District Information Services Staff</p> <p><i>ongoing</i></p>	<p>Maintenance and upgrading of technology systems</p> <p>Professional Development on use of the new technology, and technology-based learning programs</p> <p>Technology-based learning programs</p> <p>Purchase related equipment e.g. such as Smart Boards, LCD projectors, and Qwizdom technology</p>	<p>\$1,200,000 Annually</p>	<p>General Fund, Microsoft Settlement, Title I, Title II, Perkins,</p>

<p>completion of a high school diploma.</p> <p>h) The district will increase access to curriculum through AUHSD eLearning as an instructional option.</p> <p>i) The district will continue to develop infrastructure to support the use of technology on a daily basis.</p> <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) The district will continue to allocate adequate funding for professional development designed to increase teacher subject area competence in mathematics.</p> <ul style="list-style-type: none"> • Teachers participate in training in standards-aligned materials, by approved provider (Holt-McDougal Littell, Pearson/Prentice Hall, AGS Pearson. W.H. Freeman, and Cengage). <p>b) The district will provide instructional assistance and support to teachers of mathematics through curriculum specialists, and Lesson Design Specialists, who are knowledgeable about the adopted program, and who work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.</p> <ul style="list-style-type: none"> • Peer coaching is encouraged, including but not limited to BTSA and PAR • On-going, site support to implement content literacy across the curriculum, specifically targeting long-term English Learners • Technical assistance provided through organizations with proven records of delivering effective professional development, coaching and monitoring <p>c) District and site administrators will plan and support the formation of networks of teachers who share content knowledge and strategies, to increase student achievement.</p> <p>d) District and site administrators, along with teacher leaders, will develop a strategic professional development plan that is internally coherent, and of sufficient depth and duration to have</p>	<p>Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers</p> <p><i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p> <p>Release time for administrators, teachers and paraprofessionals</p> <p>Categorically funded mathematics curriculum specialists</p>	<p>\$1,500,000 Annually</p>	<p>General Fund, Title I, Title II and BTSA</p>
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<p>a lasting impact, and enhance student learning.</p> <ul style="list-style-type: none"> • Teachers and administrators participate in professional development, which focuses on the use of adopted core mathematics materials that align to state content standards and California Standards for the Teaching Profession (CSTP). • Teachers and administrators are trained on the use of effective strategies to implement core curriculum focused on mastery of grade level standards • Ongoing professional development and collaboration time at the district and site levels for administrators, teachers and paraprofessionals, to support effective instructional delivery of standards-based curriculum, to meet the needs of all students. <ul style="list-style-type: none"> ○ Specific focus on differentiating instruction, to meet the needs English Learners and Special Education students. ○ Training and capacity building to support effective co-teaching for inclusion settings. • Teachers and Administrators are trained on the most effective ways to involve parents in their children’s education. 			
<p>e) The district will provide training, for all staff, on the implementation of content objectives, language objectives, and formative assessment, to support all students, specifically long-term English Learners. Ongoing support and monitoring of the implementation, of above strategies, is integrated into district- and school-level professional development time.</p>			
<p>f) The district will provide ongoing professional development, at district- and site-levels, on utilization of the RtI framework and differentiation of the core curriculum, supporting a high level of achievement for all subgroups of students, including English Learners and students with disabilities.</p> <ul style="list-style-type: none"> • Lesson Design Specialist program specifically focuses on the alignment of content objectives, language objectives, and formative assessment, to guide differentiated delivery 			

<p>of the core curriculum.</p> <p>g) Through the BTSA program and Lesson Design Specialist cohorts, new teachers will receive professional development, which focuses on the implementation of adopted core standards-based mathematics programs, and content literacy and academic language development.</p> <p>h) The district will continue to provide training in the use of formative and summative assessment tools to monitor student progress, such as training on use of student information system tracking features, and on use of the student data system.</p> <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) The district will encourage and facilitate parent involvement in students' educational programs through participation on district and site-level committees, and advisory groups, including but not limited to: DELAC, ELAC, School Site Council, Superintendent's Parent Advisory Committee, Instructional Materials Review Committee (IMRC), and School Safety Committees.</p> <p>b) The district will ensure that each school maintains a School Site Council (SSC) with appropriate numbers of staff and parent representatives. Each SSC, and its SSC/parent advisory groups, reviews student assessment results in reading, and provide suggestions to improve reading performance. Parent/community input occurs at site-level meetings, including SSC, ELAC, GATE, and PTSA.</p> <p>c) Parents' right to participate in district-level and site-level advisory groups is outlined in the district's <i>Parent Student Handbook</i>, and also in the district's <i>Parent Involvement Policy</i>, and site-based home-school compacts.</p> <p>d) The district continues to send each parent his/her student's individual STAR and CELDT assessment results with an explanation of how to interpret them, and in a language the</p>	<p>Superintendent, Education Division – Assistant Superintendent, Directors/ Coordinators, Site Administrators, Counselors, Teachers, Title I Program Specialists, Bilingual Community Liaisons, and Parents <i>ongoing</i></p>	<p>Parent mailings/postage Student information system Printing parent information Parent education opportunities/ meetings Professional development Website hosting</p>	<p>\$1,300,000 Annually</p>	<p>General Fund, Title I, Title III, EIA-LEP, TUPE, School Safety and Violence Prevention, Special Education</p>
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<p>parent can understand.</p> <p>e) The district will provide, or work with schools to provide, parents with information and training regarding California Content Standards, interpreting student test results, available interventions, importance of parent conferences, and other communications.</p> <ul style="list-style-type: none"> • School-level training provided to help parents understand how to interpret student assessment results, and how to help their students meet the requirements for the successful completion of a high school diploma. • Parenting-skills training provided on topics such as understanding adolescence and goal-setting <p>f) The district will offer workshops and school-based parent involvement activities, which address ways parents can support, monitor and advocate for their children's education and healthy development, such as (but not limited to) student information system parent portal training nights, STAR report card nights, coffee with the principal, and parent education courses.</p> <ul style="list-style-type: none"> • Increase opportunities for parents to discuss their student's progress towards mastering the California Language Arts Standards, and at high-school level only, review student's four-year plan to address college and career readiness needs. • At the high-school level, students and parents are provided access to Student Study Guides for the California High School Exit Exam. • Increase parent access to reporting on student progress, available through the student information system parent portal, which allows for effective continual progress checks. • Information regarding tutoring, reading/literacy programs and, family literacy workshops, parent conferences, other district and school correspondence is provided through school newsletters,, and through community based organizations, such as the local YMCA <p>g) The district ensures that school-to-home communication to</p>			
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<p>parents is translated, where a population exceeds 15% of a given language.</p> <ul style="list-style-type: none"> Newsletters, brochures, website, and other informational communications. TeleParent calls used for a variety of parent notifications, which are available in parents preferred language. <p>h) The district works with Title I schools to review and update school parent involvement policy and Title I Compacts annually.</p> <p>i) The district and schools work collaboratively to update the School Accountability Report Card (SARC), which is posted on the district website.</p> <p>j) The district provides Healthy Kids Survey results to schools, which are reviewed by each school's staff members, to help determine school climate and community outreach needs.</p> <p>k) The district helps schools identify resources to ensure that each AUHSD school has a bilingual community liaison.</p>				<p>General Fund, Title I, Special Education</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) The district will articulate with its five feeder elementary school districts to facilitate smooth transition from elementary to secondary education (e.g. proper placement through pre-registration, sixth-grade orientation, etc.)</p> <p>b) The district will work with junior high school administration to encourage articulation/collaboration with feeder elementary schools to optimize placement of incoming seventh-grade students, to support the successful transition to junior high school.</p> <p>c) The district will facilitate vertical articulation opportunities for high schools and feeder junior high schools to facilitate smooth transition from junior high school to high school (e.g., classes for parents on High School Exit Exam requirements, college-bound course requirements, etc.)</p> <p>d) The district will articulate with local community colleges and</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Curriculum Specialists; Lesson Design Specialists, Site Administrators; Counselors; Mathematics and Special Education Department Chairpersons/</p>	<p>Additional personnel/lower class size for instructional support classes. Personnel for summer enrichment opportunities Specialized instructional materials Professional development</p>	<p>\$600,000 Annually</p>	<p>General Fund, Title I, Special Education</p>

<p>universities districts to facilitate smooth transition from secondary education to post-secondary education/training (e.g. articulated classes/career pathways with community colleges and opportunities dual enrollment, high school participation in CSU EAP testing, create college-bound culture through programs such as GEAR-UP hosted by CSUF, etc.)</p> <p>e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture, and continue to partner with community based programs that encourage increased student achievement, such as Anaheim Achieves and the Tiger Woods Learning Center.</p> <p>f) As funding becomes available, the district will create summer enrichment opportunities for strategic and intensive students, to enhance reading/literacy and writing skills.</p> <p>g) The district will continue to provide fly-up meetings/educational placement meetings for incoming seventh-grade special education students prior to the first day of junior high school, to review IEP goals and placement needs.</p>	<p>Teachers ongoing</p>		
<p>8. Monitoring program effectiveness:</p> <p>a) The district analyzes state test data/STAR data, API and AYP results to monitor school and district progress in the areas of mathematics.</p> <p>b) The district utilizes curriculum embedded assessments (Holt-McDougal Littell, Pearson/Prentice Hall, AGS Pearson. W.H. Freeman, and Cengage) to monitor instruction and learning, related to student mastery of mathematics content standards.</p> <p>c) The district utilizes district-level quarterly benchmarks and school-level common assessments to pinpoint subject specific skills/tasks, in which students need additional support to master.</p> <p>d) The district implements structures that enable teachers and administrators collaborate to review student progress, analyze assessment data, plan strategies, develop an action plan, and adjust instructional delivery to meet the needs of all students,</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Site Title I Program Specialists, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers</p>	<p>310,000</p>	<p>Categorically funded curriculum and program specialists Professional development Teacher release time</p> <p>General Fund, Title I, Title II</p>

<p>including subgroups identified as needing improvement, such as Special Education students and English learners.</p> <p>e) District administrators support teacher teams that actively monitor classroom implementation through:</p> <ul style="list-style-type: none"> • articulated walk through process • structured observation protocols • focused feedback <p>f) The district conducts a peer-review process of each school's Single Plan for Student Achievement (SPSA) annually, to verify the alignment of SPSA goals with corresponding student achievement data and district initiatives, intended to increase student achievement outcomes for all subgroups.</p> <p>g) District and site administrators will regularly monitor assessments and instruction in intervention classes, to ensure that learning is accelerated in these support programs, including the review of end-of-year placement assessments to determine program effectiveness.</p> <p>h) The district will continue to require schools to provide scheduled collaboration times, to analyze student progress and share best practices, respective to increasing student achievement in mathematics, through peer coaching and side-by-side lesson design.</p>	<p><i>ongoing</i></p>			
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) The district will provide an RtI framework and Instructional Support Team (IST) guidance to schools, in which to determine and implement the appropriate interventions for students, who are exhibiting risk-factors, such as failing two-or-more classes.</p> <ul style="list-style-type: none"> • Tier 1 – foundational support • Tier 2 – strategic academic and behavioral supports 	<p>Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, Site Administrators, Counselors, Site Title I Program Specialists, Lesson</p>	<p>Professional development Funding for tutoring Specialized instructional materials</p>	<p>\$4,000,000 Annually</p>	<p>General Fund, Title I, Special Education</p>

<p>b) The district ensures that screening for targeted services and programs in mathematics are based on multiple assessments including: CST, CELDT, and Renaissance STAR assessment, for the following:</p> <ul style="list-style-type: none"> • Additional period (and/or instructional minutes) of mathematics intervention provided for junior high and high school students, whose mathematics skills have been diagnosed as intensive. <p>c) Site administrators will monitor the effective use of the diagnostic data and the placement of students in classes or appropriate specialized instructional settings to ensure that the appropriate services are provided and students exit in a timely manner.</p> <p>d) District and site administrators will schedule sufficient intervention classes to meet the academic needs of students who are below proficiency and would benefit from intervention classes.</p> <ul style="list-style-type: none"> • Progress monitoring procedures in place to support timely exit from intervention support classes, as students meet grade level reading/literacy requirements. <p>e) District and site administrators will ensure that recommendations to place students with disabilities, ELs, and underperforming students into intensive and strategic intervention programs follow proper referral procedures, as determined by the district RtI protocols.</p> <p>f) The district will develop effective inclusion practices that lead to:</p> <ul style="list-style-type: none"> • Increased subgroup performance on statewide tests for students with disabilities • Improved post-secondary outcomes for students with disabilities <p>g) The district's high schools provide CAHSEE remediation support for high school students who have not passed one or both sections of the CAHSEE.</p> <p>h) The district-level Lesson Design Specialist program provides all school's access to a Lesson Design Specialist, who is trained in scaffolding instruction and creating access to the core curriculum</p>	<p>Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers <i>ongoing</i></p>		
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<p>for all students.</p> <ul style="list-style-type: none"> Trainer of trainer model used to expand the implementation of research-proven instructional practices, designed to provide access to core curriculum to all students. <p>i) When funds become available, intersession, summer school, and other extended learning opportunities are provided for students at <i>strategic and intensive</i> levels.</p> <p>j) The district supports high schools in the development of cost effective credit recovery opportunities for students who must make-up classes in order to graduate from high school.</p> <p>k) The district provides students with disabilities support for the implementation of mathematics skills development in both inclusive and self-contained class settings.</p> <p>l) The district provides students with disabilities intervention mathematics programs (ALEKS, APEX, and STAR math).</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>a) The district provides Supplemental Educational Services (SES) to low-income students attending Title I schools, in years two through five of Program Improvement. The tutoring services, which occur outside the school day, provide additional support in mathematics skills development.</p>	<p>Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Site Title I Program Specialists, Mathematics and Special Education Department Chairpersons/ Teachers</p> <p><i>ongoing</i></p>	<p>SES tutoring services</p>	<p>Up to \$1,000,000 Annually</p> <p>Title I</p>

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<p>The Anaheim Union High School District provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): Grade 7-12 EL students who have been assessed on the CELDT and found to be at "less than reasonable fluency in English" (CELDT Levels 1-3) receive daily instruction in English language development (ELD), and access to core content instruction through SDAIE. ELD instruction focuses on listening, speaking, reading and writing and utilizes ELD and English language arts (ELA) standards. Core content instruction is based on grade-level standards, with teachers using appropriate instructional strategies to support both language acquisition and grade-level content. Appropriately certified teachers teach both ELD and SDAIE classes. • English Language Mainstream (ELM): Grade 7-12 students who have been assessed on the CELDT and have been found to be at "reasonable levels of English fluency" (CELDT 4-5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with on-going attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM classes. Teachers who work with EL students in the ELM classes possess appropriate certifications. • Students enrolled in SEI or ELM settings will also have additional support classes, as needed to accelerate their language proficiency and develop more sophisticated academic language. • Alternate bilingual program: Spanish-speaking students with low primary language literacy will be enrolled in a district bilingual program, after their parents have signed and been granted a parental waiver, and the requisite number of parents have requested the program. Students receive daily ELD as well as core content instruction, with Spanish language support. Students enrolled in this program are expected to meet standards for academic progress in core subjects and ELD. • Dual-Language Immersion Program • Seal of Biliteracy/Dual-language competency

<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>A. The Anaheim Union High School District will use Title III funds to provide the following supplemental services to targeted EL students such as:</p> <ul style="list-style-type: none"> • Additional support and academic assistance to students in core academic classes. <ul style="list-style-type: none"> ○ Hire support personnel as needed ○ Purchase supplementary materials <p>B. The Anaheim Union High School District plans to use Title III funds to help EL students meet the State's Annual Measurable Achievement Objectives by:</p> <p>The Anaheim Union High School District has set annual goals for EL students in the areas of ELD, ELA and mathematics. ELD growth is measured by the CELDT state assessment; ELA and mathematics are measured by the California Standards Test (CST). A timeline toward reclassification, based on ELD standards levels at the time of initial district enrollment, CELDT levels, and California Standards Tests levels will be used to create cohort data for program assessment. Site-level quarterly assessments will be used to measure interim progress.</p> <p>Title III funds will support the EL Curriculum Specialist and other teachers, to further develop, refine and evaluate standards-based interim assessments, in ELD, language arts and mathematics, and:</p> <ul style="list-style-type: none"> • To develop improved data tools to monitor student progress in these areas, and provide guidance for instructional decisions in ELD, language arts and mathematics • To develop interventions for EL students who are not making adequate progress. • To research and implement effective intervention programs <ul style="list-style-type: none"> – Hire personnel to provide intervention programs – Purchase supplementary materials • Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts and mathematics to EL students • To work with Information Systems to refine the district relational database systems that collect and provide disaggregated data to schools, such as DataDirector, was well as data tools developed by the English Learner Program's language assessment center (LAC.) The LAC will also work with individual schools and teachers on quantifying student academic growth and progress towards benchmarks. <p>C. The Anaheim Union High School District is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and mathematics. To ensure that EL students are making satisfactory progress, the district will employ the following monitoring process:</p> <p>At the school sites:</p> <ul style="list-style-type: none"> • All EL student records (testing, copies of letters to parents, grades, etc.) are kept in their cumulative files and in the district EL Program student information system applications. The district database is updated frequently, and, along with the cumulative file, accompanies the student as he/she changes schools. • An EL administrator is identified at each site to work with ELD, ELA and mathematics departments. The EL
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	<p>administrator meets regularly with the department chairpersons to discuss EL student progress and issues.</p> <ul style="list-style-type: none"> • All teachers will have access to and training in the use of the student data system and the student information system to analyze student progress and pinpoint areas of improvement. • A site EL coordinator, who is an academic counselor, works with the English Learner Office to gather and monitor EL student information, coordinate EL testing, advise teachers and the principal about EL student placement and groupings, monitor EL student progress and act as a liaison for the teachers, EL administrator and principal. • Each Single Plan for Student Achievement (SPSA) addresses the language and academic needs of the EL students. The SPSAs are peer-reviewed yearly, specifically to assure the inclusion of EL student considerations in the planning process. • The principal and/or the EL administrator work with the administrator who oversees the master schedule, to monitor the EL student placement in classes, ensure appropriate teacher authorizations, visit classrooms regularly to monitor ELD and SDAIE lesson implementation, schedule and attend ELAC meetings and ensure implementation of district plans to meet the language and academic needs of the EL students. <p>At the district level:</p> <ul style="list-style-type: none"> • All EL student information is recorded in the district database, which is accessible to the individual sites, to download or examine information. • The district EL coordinator holds regular meetings with EL administrators and coordinators to discuss district and site level plans for language and academic instruction for EL students and to discuss issues regarding EL program implementation. • The district EL coordinator and the district assessment coordinator visit each school yearly to monitor the implementation of the EL programs and reflect on achievement data. At any time that difficult issues arise at the sites regarding program implementation, the district EL coordinator, the EL curriculum specialists, and/or the LAC supervisor visits the school and meets with the school leadership team to plan the next steps. • As quarterly district benchmark and year-end assessment results are received, they are disseminated to sites for study. District administrators, along with EL administrators and site EL coordinators meet to examine the data and determine if EL students met their annual yearly progress goal (based on length of time in the district's language program). If the sites have not met their annual yearly progress target, a study session is held to examine the program design and its implementation. Necessary changes are implemented immediately for the new school year. • District wide professional development is provided for administrative staff in the following areas: <ul style="list-style-type: none"> – EL Master Plan components – District data trends, developed by the Language Assessment Center (LAC) – Effective ELD and SDAIE strategies (for classroom observations)
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	<ul style="list-style-type: none"> - Diversity and Equity training - Use of benchmark assessments in program monitoring • District wide training is provided and/or supported by the English Learner Office, LAC, and the district EL curriculum specialist in the following areas: <ul style="list-style-type: none"> - EL Master Plan components - CTEL teacher certification training - ELD/ELA standards alignment in ELD and ELA classrooms - Standards-based instructional planning for ELD, ELA and mathematics - Core content/Academic literacy • D. The Anaheim Union High School District will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. <p>Title III funds will be used to:</p> <ul style="list-style-type: none"> • Hire bilingual parent involvement specialists to organize events to increase parent engagement/involvement. • Provide support staff to help facilitate parent involvement/engagement opportunities. • Support classes for parents to develop skills, techniques and strategies to assist their children. • Train administrators, classified staff and teachers on how to ensure that all communications that are sent home will be translated into the “15%” languages represented at the sites. • With Title III funding, support <i>TeleParent</i> (broadcast multi-lingual home caller) and <i>Language Line</i> (ad hoc multi-lingual, on-demand interpretation service) at all school sites to support timely home-school communication. • Support <i>Language Network</i> (outside translation vendor) to provide translation support for additional languages. • Provide oral interpretation for any advisory meeting, disciplinary hearing or parent conference at the district and site level.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • academic achievement in the core academic subjects 	<p>Title III funds will enhance the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> • Release time for teachers of EL students to meet to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessments • District curriculum specialists who will guide conversations and research scientifically- proven methodologies and materials that meet identified EL student needs • Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA materials • Training and support for teachers, coaches and administrators in a variation of the SIOP model (Sheltered Instruction Observation Protocol) to enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas. The SIOP model has been proven by research to upgrade teachers’

	<p>instructional skills and to have a positive effect on EL student achievement.</p> <ul style="list-style-type: none"> • Training for teachers of ELD and Spanish (Spanish for Spanish Speakers) in WRITE Institute. WRITE Institute is a research, theory, and standards-based curriculum model for English Learners that develops writing skills and academic language in literature. Designated as an Academic Excellence Program by the US Department of Education, Project WRITE provides teachers with a model to deliver and evaluate academic writing in English and Spanish. • Curriculum development time for teachers to develop ELD materials that connect to state-adopted ELA materials that will “frontload” vocabulary, concepts, and language functions for EL students so that they will be more successful in ELA. • Summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic subjects.
<p>Allowable Activities</p> <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program, which supports the strategic initiatives identified by the Anaheim Union High School District. Title III funds will be used to support professional development that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include (but not be limited to) the development of:</p> <ul style="list-style-type: none"> • Knowledge of metacognitive and metalinguistic skills through which EL students are taught • The ability to design and implement differentiated, standards-based instruction in all academic areas, and understand how this intersects with the socio-economic, cultural and linguistic diversity within the school community • Strategies to identify potential interference between the primary language and English • A repertoire of strategies for content literacy instruction, which are supported through Lesson Design Specialist cohorts. • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal, formative and summative, assessment <p>The professional development will provide extensive, on-going, mandatory training for all teachers in all levels of the ELA standards, ELD standards, California Content Standards, district standards-based curricula and adopted materials, and standards-based instruction and materials. Title III funds will be used to hire staff developers, pay the hourly rate to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:</p> <ul style="list-style-type: none"> • SDAIE (variation of the SIOP model) for administrators and teachers

	<ul style="list-style-type: none"> • Use of adopted ELA/ELD/Spanish Language Arts materials • Effective instructional practices for culturally-diverse students • Communicating with linguistically and culturally-diverse parents • Use of Assessments/multiple measures • WRITE Institute (for English and Spanish-language development) • Training and support for administrators and counselors • Curriculum planning <ul style="list-style-type: none"> – ELD/ELA connections – Differentiated instruction – Grouping models – Standards-based lesson planning, backward-mapping design – Subject matter projects – Implementation of core content support materials for EL students (ELA/mathematics adoptions) – Implementation of supplementary materials to support EL students in ELD classes <p>To support their efforts to provide series of trainings in which teachers of EL students will learn new knowledge, strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, district curriculum specialists, the EL program coordinator, and other relevant staff will be provided the opportunity to attend statewide conferences and institutes where the most current research, strategies and materials will be presented and discussed. Examples:</p> <ul style="list-style-type: none"> • CABE (California Association for Bilingual Education) • CATESOL • OCDE-sponsored training opportunities • CDE Title III Accountability Institute • WestEd Institutes • California Reading Association • Bilingual Coordinators Network (BCN) <p>Title III funds will also support the district EL curriculum specialists and LAC staff who will work with the sites to monitor strategy implementation and utilize student assessments, and with the BTSA support providers and Lesson Design Specialists at each school site who will follow up with teachers to plan, implement and assess effective strategies in the classroom.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>If yes, describe: In conjunction with EIA/LEP and district funds, Title III funds will be used to continue the process of upgrading the program objectives and assessments to measure and validate program effectiveness for students.</p> <p>To assist with the structuring of appropriate, scientifically-based assessment, Title III funds</p>

		<p>will be used to:</p> <ul style="list-style-type: none"> • Support the cost of software to monitor the implementation of standards-based instruction and assess the outcomes • Support the cost of software to monitor and update EL student data
<p>Allowable Activities</p>		
<p>5. Provide –</p> <ol style="list-style-type: none"> tutorials and academic or vocational education for LEP students; and intensified instruction. 	<p>Yes or No</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe: The district Curriculum Specialists will work with schools to provide an intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting reclassification and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis and vocabulary development. The Intervention program (English for Academic Purposes) is designed to support and complement the students' regular ELA/ELD and core content instructional program.</p> <p>In addressing the needs of the identified students, the EAP classes will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> • Provide intensive and extensive opportunities to read in content areas • Acquire new knowledge and vocabulary through reading and writing • Read and comprehend leveled fiction and textual materials • Develop and expand academic content-related vocabulary • Engage in meaningful reading and writing • Do expository, narrative, response to literature and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards) • Develop content-relevant literacy to support the acquisition of subject matter competency <p>Instruction will include a variety of activities and strategies that promote EL student success in reading and ELA. The district content literacy curriculum specialist will model good reading strategies for teachers, so that students will learn critical concepts of how print works, and connect text to self, text to text, and text to the community and world. Teacher modeling of effective reading/literacy strategies with students will assist EL classroom teachers to develop strategies of their own.</p> <p>Lesson Design Specialists work with teachers on effective instructional practice, emphasizing the needs of English Learners. Specific trainings have focused on infusing language development into the content, as well as formative assessment to inform</p>

		<p>instruction.</p> <p>Students will be involved in daily activities using the six explicitly-taught reading strategies: connect, visualize, question, infer, summarize, evaluate. Students will be given multiple opportunities to apply learning in teacher-guided groups, small groups, and one-on-one instruction.</p> <p>The program's writing component will focus on writing types found in state assessments. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p>	<p>If yes, describe: In addition to Title III funds, a variety of programs will be utilized to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs:</p> <ul style="list-style-type: none"> • Current, existing intervention programs • Title I • RtI (Response to Intervention) • GEAR UP Grant • AVID/Puente Programs at selected schools • Migrant Education • AP/IB classes • Career Technical Education (CTE) Pathways • After-school 2.0 classes • GATE • Special Education • EIA/LEP
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p>	<p>If yes, describe: The Anaheim Union High School District plans to develop and implement site-based English learner individualized intervention learning plans that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. The goals will be to support the success of the EL students in the regular instructional program.</p> <p>This program will be supported by the collaboration and coordination with the following District programs and related services:</p>

		<ul style="list-style-type: none"> • District Professional Development • District Curriculum Specialists • Site Lesson Design Specialists • EIA/LEP <p>Title III funds will be used to develop the curriculum and assessments for this program.</p>
Description of how the LEA is meeting or plans to meet this requirement.		
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes or No</u>	<p>if yes, describe: Title III funds will be used to extend services to parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success.</p> <ul style="list-style-type: none"> • Parent involvement specialist • School community liaisons • TeleParent communications • Parent Institute for Quality Education (PIQE) • ELAC/DELAC support <p>All materials are translated into the primary language of the parents.</p>
9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<u>Yes or No</u>	<p>if yes, describe: To support the instruction of EL students in acquiring English and reaching academic competency, Title III funds will be used to acquire educational technology, train teachers on the effective use of educational technology, and on how to infuse the use of technology into the curricula. Examples:</p> <ul style="list-style-type: none"> • Implementation and use of E-Assessments for <i>Edge</i> ELD program • Support on the use of DataDirector for analysis of quarterly district benchmarks and common assessments • Use of the student information system for monitoring student progress and reviewing student data
10. Other activities consistent with Title III.	<u>Yes or No</u>	<p>if yes, describe: Title III funds will be used to support school leadership training and Single Plan for Student Achievement (SPSA) development for selected schools. Title III funds will also be used to support the development of Spanish for Spanish Speakers curricula, instruction, and materials. The purpose is to support the transfer of literacy skills as a means of producing higher levels of English language proficiency.</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> <p>Required Activity</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; information pertaining to parental rights that includes written guidance detailing – 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ol style="list-style-type: none"> The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, it is important to record CST and/or other academic information, GPA, and results of other district assessments.) The method of instruction the student will receive (ELD program description, movement through ELD program description, ELD curriculum and instructional strategies used, subjects to be taught in L1 [student's primary language], or SDAIE curriculum and instructional strategies, and teacher's authorization status). In addition, benchmarks and yearly goals are explained, so that parents can monitor progress towards these goals. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences) How this program design helps their child learn English (emphasis on ELD component, training of teachers) Specific exit requirements (what is the reclassification criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual) Title III funds will be used to hire bilingual personnel at the district and school site level that will be available to parents to ensure full understanding of this information. <ul style="list-style-type: none"> • LAC Staff • District parent involvement specialist • Bilingual instructional aides 	<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ol style="list-style-type: none"> The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, it is important to record CST and/or other academic information, GPA, and results of other district assessments.) The method of instruction the student will receive (ELD program description, movement through ELD program description, ELD curriculum and instructional strategies used, subjects to be taught in L1 [student's primary language], or SDAIE curriculum and instructional strategies, and teacher's authorization status). In addition, benchmarks and yearly goals are explained, so that parents can monitor progress towards these goals. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences) How this program design helps their child learn English (emphasis on ELD component, training of teachers) Specific exit requirements (what is the reclassification criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual) Title III funds will be used to hire bilingual personnel at the district and school site level that will be available to parents to ensure full understanding of this information. <ul style="list-style-type: none"> • LAC Staff • District parent involvement specialist • Bilingual instructional aides

<p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</p> <p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p> <p>i. information pertaining to parental rights that includes written guidance detailing –</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</p> <p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>After the student is assessed, the parents receive a personal, private interview with a bilingual testing clerk. At this time they will receive a detailed explanation of the procedures and EL program placement options. Parents will also receive their student's scores, the rationale for identification as EL or FEP and an explanation of their student's suggested program placement. A complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.</p> <p>Following initial placement, progress is formally evaluated at three intervals during the year, and parents are informed in writing of their student's grades (report cards) and any changes in program or classification. (Movement through Program Form or Reclassification) Site ELAC and District DELAC meetings, held at least three times per year, focus on informing parents about instructional programs and how they can support their child's academic achievement.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to school nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual Instructional Assistants and district translators are available for individual mini-conferences with parents with concerns or questions.</p> <p>In addition to parent notification of assessment results and program participation, Title III funds can also support translation for additional parent meetings to ensure that EL students are being properly included in all possible school services:</p> <ul style="list-style-type: none"> • GATE/IB/AP classes • AVID/Puente classes • Special Education classes <p>These meetings may also serve to provide a forum for parents of EL students to share their recommendations for program design and goals.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs</p>	<p>For students who enroll after the beginning of the school year, this process occurs at registration or after assessment in the LAC prior to the student's placement in classes by the counselor. Title III funds will be used to support staff to support the immediate and proper placement of students in grade-appropriate and language-appropriate classes.</p> <p>If the District or a school site fails to make its AYP, all parents will be notified of such failure by letter in a language they understand no later than 30 days after such failure occurs. The letter will answer any questions the parents may have and inform them of their option to choose another school within the district.</p>

Plans to Provide Services for Immigrants – Not Applicable

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
	Yes or No	If yes, describe:	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:		
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:		
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;		
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:		
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:		
Allowable Activities			

		Yes or No	If yes, describe:
Allowable Activities	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education: 7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>As of May 2011, 99.5% of Anaheim Union High School District (AUHSD) core subject area teachers meet the federal definition of highly qualified.</p> <p>More than 750 certificated teaching staff members have advanced degrees.</p> <p>Four teachers have received National Board Certification.</p> <p>Seven mathematics teachers have been selected to participate in California State University Fullerton mathematics initiative, to apply for National Board Certification in the next four years.</p> <p>May 2011 retention data shows that 90% of AUHSD teachers, with two or more years of teaching experience, are still in the profession.</p> <p>As of May 2011, more than 700 AUHSD teachers have successfully completed requirements for the Beginning Teacher Support and Assessment (BTSA) program, a rigorous state funded formative assessment program that meets highly qualified requirements.</p> <p>Since 2004, the AUHSD BTSA Induction program has been authorized as a credentialing agent for new teachers. In May 2011, the Commission on Teacher Credentialing (CTC) completed a comprehensive four-day evaluation of the AUHSD BTSA Induction program, and recommended credentialing authorization without modifications.</p>	<p>Continue to monitor, identify, and require teachers to participate in professional development leading to English Language Certification, Verification Process for Special Settings (VPSS), and Autism Certification.</p> <p>Continue to identify teachers, if any, who are "missassigned," and work with site administrators to guarantee that all teachers are highly qualified.</p> <p>Continue to develop protocols to guarantee that the results of targeted professional development are reflected in classroom practice.</p>

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>a) Teachers participate in professional development opportunities, by district staff, which focuses on the use of adopted materials that align with state content standards and California Standards for the Teaching Profession.</p> <p>b) Ongoing professional development, at the district and site levels, for administrators, teachers and paraprofessionals, to support effective instructional delivery of standards-based curriculum, to meet the needs of all levels of students (<i>Advanced, Proficient, Basic, Below Basic and Far Below Basic</i>)</p> <ul style="list-style-type: none"> • Specific focus on differentiating instruction, to meet the needs English Learners and special education students. • All professional development is designed to support state standards, and respond to student achievement data <p>c) Ongoing professional development through the Lesson Design Specialists at site levels, focusing on alignment of content objectives, language objectives, and formative assessment to guide differentiated delivery of content every day for every student.</p> <ul style="list-style-type: none"> • Lesson Design Specialists lead sites in classroom walkthroughs designed to support site-based professional development. <p>d) New teachers, receive professional development, through the Lesson Design Specialists and BTSA programs, which focus on the implementation of</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Instructional Analyst, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers <i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p> <p>Release time for administrators, teachers and paraprofessionals</p> <p>Categorically funded curriculum specialists</p>	<p>2,000,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

<p>adopted core standards-based curriculum and research-based effective instructional approaches.</p> <p>e) District professional development is facilitated through a collaborative partnership between the Human Resources Division and the Education Division. Human Resources houses the Quality Teacher Program, which includes the Lesson Design Initiative and Beginning Teacher Support and Assessment (BTSA) programs. The Education Division houses the curriculum specialists, for the curricular areas of English language arts, mathematics, special education, and English Learners.</p> <p>f) District professional development staff work closely with school personnel to ensure alignment and fidelity with district and site goals. A major goal is that all teachers grow and improve in their ability to reflect upon, and apply the California Standards for the Teaching Profession, and the specific pedagogical skills for subject matter instruction, including implementing district initiatives, such as content objectives, language objectives and daily formative assessments.</p>		
<p>g) All teachers utilize the adopted academic content standards and performance levels for students, curriculum frameworks, ELD standards, and instructional materials in the context of their teaching assignment.</p> <p>h) Teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.</p> <p>i) Teachers plan and differentiate instruction using multi-tiered interventions, as appropriate, based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners).</p> <p>j) To maximize learning, teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.</p> <p>k) Teachers learn to be fluent, critical users of technological resources, and use available technology to assess, plan, and deliver instruction so all students</p>		

<p>can learn. They enable students to use technology to advance their learning. Local district technology policies are followed by teachers, when implementing strategies to maximize student learning and awareness around privacy, security, and safety.</p>				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a) Professional development activities are designed around research-proven methods, and continually assessed as the activities relate to the impact on student achievement. Research-supported training design (theory, demonstration, simulation, feedback, coaching, study of implementation, study of student effects) is also utilized, to best maximize limited time and limited financial resources.</p> <p>b) District professional development staff designs, assists and monitors professional development activities (especially at site levels), to ensure that professional development is research-proven, and includes "best practices," such as RtI support structures.</p> <p>c) District professional development activities focus on topics and formats, which have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups, such as the 9th Grade Academy, which is designed to support intensive students. Additionally, professional development is coherent and differentiated, based on student needs, and increased student achievement.</p> <p>d) Principals, Lesson Design Specialists, BTSA Support Providers, and veteran teachers participate in curriculum studies, and mentor and coach less successful and/or newer teachers through Peer Assistance Review (PAR).</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers</p> <p><i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p> <p>Release time for administrators, teachers and paraprofessionals</p> <p>Categorically funded curriculum specialists</p>	<p>\$300,000</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a) Formative assessment and monitoring of student progress, through common assessments, provide feedback as to the effectiveness of research-proven teaching strategies and best practices, which are a product of ongoing professional development.</p> <p>b) Professional development for EL students and special education students integrate research and scientifically based theory with high quality instructional practices. (See Performance Goal 2.4 for additional information.) The professional development provides extensive, on-going, mandatory training for all teachers in all levels of the English language arts standards, ELD standards, California Content Standards, district standards-based curricula and adopted materials, and standards-based instruction and materials.</p> <p>c) Professional development specifically designed for intervention programs provides integrated and connected training, and supports the core program.</p> <p>d) Student achievement data is under constant assessment and review. This data is a principle factor in decision making, to determine professional development programming.</p> <p>e) In designing and assessing the formative impact of the professional development system, district professional development staff concentrate on the degree to which professional development activities accomplish four things: (1) How well do the activities focus on students meeting essential standards through the use of State-adopted/ standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? (3) How well do selected professional development resources apply to particular under-</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers <i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p> <p>Release time for administrators, teachers and para-professionals</p> <p>Categorically funded curriculum specialists</p>	<p>\$1,500,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

<p>performing student populations (e.g., English Learners, students with disabilities, Children of Color)? (4) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</p> <p>f) Using multiple measures, including assessment instruments such as, site based benchmarks, results from state assessments (STAR/API), and other relevant data, district professional development staff closely monitor the progress the district makes in eliminating the achievement gap, separating low-income, mainstreamed EL, and specific minority students from other students.</p> <p>g) Each school's Single Plan for Student Achievement (SPSA) is peer reviewed annually, by cohort schools and district office officials, to verify the alignment of SPSA goals, with corresponding student achievement data, and district initiatives intended to increase student achievement for all subgroups.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>a) District professional development staff guarantee that professional development activities are coordinated to address staff needs, in assisting all students to meet or exceed state academic achievement standards.</p> <p>b) Activities are designed to help teachers integrate standards-based curriculum, instructional practice, and assessments, including progress monitoring.</p> <p>c) Classroom management, interventions, and working with students' families, and other topics, required by funding sources, are addressed within the context of ensuring that all students meet or exceed state content and academic achievement standards.</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources</p> <p>Division – Assistant Superintendent, BTSA</p> <p>Director and Support Providers; Site Administrators, Department Chairpersons, Teachers</p> <p><i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p> <p>Release time for administrators, teachers and para-professionals</p> <p>Categorically funded curriculum specialists</p>	<p>\$300,000</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators,</p>	<p>Professional development cost: presenter, materials,</p>	<p>\$900,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

<p>and principals will be met:</p> <p>a) District supports site-based teacher collaboration time, which focuses on Lesson Design Specialists, selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/progress monitoring/adequate and realistic pacing.</p> <p>b) Staff development days focus on developing core research and best practices used within the standards-based materials in the strands/ subject matter areas of most needed improvement.</p> <p>c) Principals' professional development combine leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing the diverse needs of students, particularly students in the lowest-performing groups in the district.</p> <p>d) New teacher professional development is implemented through the Lesson Design Specialist cohorts and the BTSA Program.</p> <p>e) All teachers participating in the AUHSD BTSA Induction program are mentored by exemplary Support Providers (SPs).</p> <ul style="list-style-type: none"> • Working closely with their SPs, the participating teachers must demonstrate the ability to plan and deliver standards-based instruction to meet the needs of all students. • They must differentiate instruction based on the diverse learning needs of the children they encounter in their classroom. • Using Formative Assessment of California Teachers (FACT), modules A-C, participating teachers identify special needs of students in their classroom, who might require modification of either curriculum or instruction. • Beginning in module B, participating teachers select three students upon whom they will focus. One of the students must be an English-Language Learner and a student with special needs. These students are used as a case study for identifying the tiers of intervention to be provided during the lesson. • Through a structured observation of teaching, based on the <i>California Standards for the Teaching Profession</i>, the consulting teacher gives them feedback. • The participating teacher collects examples of student learning and 	<p>Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers ongoing</p>	<p>facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para- professionals Categorically funded curriculum specialists</p>	
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			Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>reflects on the lesson through FACT conversation guides.</p> <ul style="list-style-type: none"> The SP engages the participating teacher in discussions about the special needs of their students and suggests strategies to diversify instruction to meet the needs of all students. Documentation of implementation of these strategies is recorded throughout the module. This data drives the support and professional development for the participating teacher and provides evidence that the participating teacher is able to provide access to the state adopted content standards for all students. 						
<p>Please provide a description of:</p>						
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>			<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers <i>ongoing</i></p>	<p>Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists</p>	<p>\$337,500</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA, CEMSS</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in</p>			<p>Ed. Division – Assistant Superintendent, Directors/Coordinators,</p>	<p>Professional development cost: presenter, materials,</p>	<p>\$337,500</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA,</p>

<p>the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a) As of June 2008, when resources were available the district trained 675 teachers, and continues to train teachers, in technology integration, including creating standards-aligned technology-imbedded unit plans, learned through the Intel "Teach to the Future" curriculum.</p> <p>b) September 2008, through June 2011, Collaborating for Excellence in Middle School Science grant trained 129 middle school teachers, on the use of technology in science programs, specifically focusing on strategies to help improve English Learner subgroup student achievement results.</p> <p>c) Lesson Design Specialist program uses a trainer of trainer model, in which each school has a professional development expert, who trains staff on research-proven instructional strategies. The strategies include how to effectively integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.</p> <p>d) An array of professional development offerings regarding the use of technology are also offered, to assist teaching and learning. Workshops include but are not limited to: summer institutes and after school sessions. Offerings in other disciplines also model and highlight the integration of technology within all content and teaching fields. Connectivity, via enhanced hardware, equipment and training, is constantly expanding.</p>	<p>Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers <i>ongoing</i></p>	<p>facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists</p>	<p>CEMSS</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>a) District has collaborated indirectly with all stakeholders through development of each school's SPSA and School Site Council.</p> <p>b) The LEA Plan is also shared with the DELAC and the Superintendent's Advisory Committee.</p> <p>c) These groups are included for more direct input and feedback, specifically on the LEA Plan, throughout the school year.</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers</p>	<p>Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators,</p>	<p>No Cost General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

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	ongoing	teachers and para-professionals Categorically funded curriculum specialists	Estimated Cost	Funding Source
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures		
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>a) Teacher collaboration time focuses on reviewing benchmark assessments, for essential standards, and joint review of student work on those assignments, including planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>b) Professional development days focus on practicing core research-based practices, used in the standards-based materials, in the strands/subject matter areas of most needed improvement. This also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>c) District professional development opportunities and Lesson Design Specialist program provides intensive, focused, professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system.</p> <p>d) The BTSA Induction program addresses supporting English Learners, Special Education students, parent outreach and data assessment, through a rigorous two-year induction process.</p> <ul style="list-style-type: none"> • All participating teachers use the state academic content standards to 	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers</p> <p>ongoing</p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p> <p>Release time for administrators, teachers and para-professionals</p> <p>Categorically funded curriculum specialists</p>	<p>2,000,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

<p>guide them as they focus on English language development and special education teachers.</p> <ul style="list-style-type: none"> Teachers demonstrate the ability to implement the district adopted instructional program for English Learners and Special Education students, by differentiating instruction to accommodate the individual needs of their English Learners and Special Education students. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families, to provide the full range of learners equitable access to the state-adopted academic content standards. 						<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources</p> <p>Division – Assistant Superintendent, BTSA Director and Support Providers; Site</p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p>	<p>\$2,000,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>
<p>e) Principals’ professional development will focus on leaders’ roles in supporting standards implementation, organization, and management for continuous improvement with behavior management, working with students’ families, and addressing diverse needs of students, particularly the district’s lowest-performing groups.</p>						<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources</p> <p>Division – Assistant Superintendent, BTSA Director and Support Providers; Site</p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p>	<p>\$2,000,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a) Public reports are published each school year, detailing the percentage of highly qualified teachers that serve the district’s students.</p> <p>b) High quality professional development is made available to all teachers for the purpose of increasing student achievement, and also to teachers to meet the requirements of a “highly qualified” teacher as defined in NCLB.</p> <p>c) All teachers at QEIA schools receive an average of 40 hours of high quality</p>						<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources</p> <p>Division – Assistant Superintendent, BTSA Director and Support Providers; Site</p>	<p>Professional development cost: presenter, materials, facilities, substitutes</p> <p>Professional development from approved outside organizations</p>	<p>\$2,000,000 Annually</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP, BTSA</p>

<p>professional development each school year.</p> <p>d) All paraprofessionals hired after July 2002, have:</p> <ul style="list-style-type: none"> • Completed at least 2 years of study at an institution of higher education; • Obtained an associate's (or higher) degree; or • Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment. <p>e) All paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds listed in NCLB Section 1119, satisfy the requirements of NCLB.</p> <p>f) Continued BTSa follow-up support through year three for beginning teachers.</p> <p>g) Training opportunities for Paraprofessionals focus on:</p> <ul style="list-style-type: none"> • Assisting in the instruction of reading/language arts, mathematics, and readiness. • Preparation for the paraprofessional assessment. • Cooperatives with district and community colleges to enable paraprofessionals to take college courses. 	<p>Administrators, Department Chairpersons, Teachers <i>ongoing</i></p>	<p>Release time for administrators, teachers and paraprofessionals</p> <p>Categorically funded curriculum specialists</p>	
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Comprehensive program encompasses prevention, intervention, and youth development providing a positive school learning climate' • Plan based on principles of effectiveness, resiliency factors, and is aligned with effective approaches (e.g. conflict management/PAL programs, Friday Night Live, Club Live, After-School Activities, and science-based programs. • Program based on assessment of objective data, school climate, and implementation of program • Data examined from a variety of information sources and a variety of forum based district meetings, daily and weekly law enforcement partnership meetings, district/site staff meetings, and direct feedback from stakeholders. • Strongly enforced and progressive discipline policies. • Established and maintain a SDFSC Advisory Committee with broad-based membership which continues to guide in planning and implementing strategies to support an environment conducive to learning • Broad-based, multi-agency truancy reduction programs • Effective crisis response plans at district and site levels and opportunities to practice emergency drills • Administrators and staff embrace the "whole child", supporting the emotional, psychological, social, and academic • Regular safe schools information disseminated with Parent-Student Handbook, superintendents newsletter, principal's newsletters, district /site websites and surveys. • District plan to support ongoing physical environment modernization 	<ul style="list-style-type: none"> • More Parent Involvement in student learning at school site level • Research consistently shows that parental involvement in the child's education improves academic success • District surveys indicate that parents benefit from parenting classes, workshops, and trainings • More opportunities for students to develop empowering skills and decision making skills • Accountable site staff in the implementation and institutionalization of the program • Reduce the incidences of gang, drug and alcohol incidents • Reduce the incidences of property crimes from gang and tagger vandals • Greater safe school funding efforts in 2002-03 school year through 09-10 = 1 safe school administrator, 1 SARB chairperson, 3 safe school program specialists, 1 drug prevention program specialist, 9 safe school police department investigators(3 departments), 1 safe school police department sergeant, 1 parent involvement program specialist, 2 social workers; as a result of attrition and reduced funding in 2010-11 school year = 1 Child Welfare and Attendance (CWA)/ safe school administrator, 1 social worker, 3 police department gang investigators, 1 school resource officer

- Website, radio stations, district hotline
- Mobile Parent Classroom
- Attendance Outreach Worker
- Student participation on School Site Councils
- Diversity Trainings
- Demonstration district per Gang Prevention Parent Education curriculum and training
- Junior high school after school grants with YMCA
- High school after school grants with YMCA
- Gang Violence Reduction grant focuses on targeted attendance area with marked gang violence increases
- Ongoing school, community, law enforcement partnerships
- School counseling staffs recognized for innovative approach with national counseling-based standards
- K-9 Contraband Detection program

Safe School Support Programs:

Safe and Drug Free Evaluator
 Straight Talk Counseling Services
 Anaheim After School Services – Junior High – YMCA
 Anaheim After School Services – Senior High – YMCA
 Community Services Program
 OC Child Guidance Center
 Contraband Detection Canine
 Project Serving Anaheim’s Youth
 Bridges-Orange County Human Relations
 BTSA-Orange County Human Relations
 OC District Attorney Gang Prevention
 Peer Assisted Leadership
 Crisis Response Network
 Safe & Drug Free Schools & Community
 Child Welfare and Attendance
 SARB & SART
 Safe School Legal Counsel
 Truancy Prosecution and Juvenile Court
 Psychological Services – Threat Assessment
 Graffiti Removal and Agencies Collaboration
 School/Law Enforcement Partnerships, including
 Gang Reduction Intervention Partnership (GRIP)
 Youth Advisory Council
 Police Chief’s Advisory Committee
 Community Graffiti Initiative
 Police Explorers

<p>Fire Explorers CERT-Disaster Ready-Student Team Smart Start-Teen Driving – CHP California Healthy Kids Survey AUHSD counselors, safe schools and national standards Violence Prevention Coalition Safe and Civil Schools positive interventions UCLA Design Team positive interventions Ready to Learn positive interventions Response to Intervention positive interventions Toward No Drugs safe school curriculum Project Alert tobacco prevention curriculum Second Step violence prevention curriculum Social Worker interns Social Worker After School coalition Homeless Assistance Foster Youth Assistance Consistent Student Discipline Safe Schools Resource Directory & Poster Confidential Phone Hotline Gang Prevention grant focusing on one attendance area Gang Prevention parent education curriculum and demonstration site Diversity staff and student training</p>	
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students’ barriers to learning (e.g. attendance and behavior). Include a copy of the LEA’s code of conduct or policy regarding student behavior expectations.

The AUHSD code of conduct and policies regarding student behavior expectations is available at <http://www.auhsd.us/handbook.htm>, and is also appended.

ACTIVITIES	
<ul style="list-style-type: none"> • Continue School Violence Prevention Programs and Safe and Drug Free Schools Prevention activities as outlined below. • Continue to provide staff training on ATODV, other safety issues, Developmental Assets, and CHKS resiliency module • Utilize support staff to continue to address ATODV use and consequences and other safe school issues • Continue to apply for other funding sources that can support increase prevention efforts. • Continue to provide appropriate and qualified service providers • Continue to develop effective family/school/community/law enforcement partnerships • Increase number of student opportunities for after school activities, community service, youth development, and leadership. • Research based curriculum implemented in 7th, 9th and 11th grades • Continue to provide parents with information on prevention, ATODV, and safety issues • Comprehensive Student/Parent Handbook • Develop collaborative partnerships with feeder elementary school districts 	
Safe and Drug and Tobacco Free School Prevention Activities:	School Violence Prevention Programs:
Alcohol Awareness Asset Building Strategies Builder's Club Character Counts! Children of Alcoholics Club Live College Outreach Conflict Resolution Discipline Committee Friday Night Live Gang Awareness Great American Smoke out Multicultural Class National Inhalant Week PAL Parent Education Peer Court Positive After School Activities Project SAY Random Acts of Kindness Red Ribbon Week Safe/Sober Graduation School Safety Grants Social Work Interns	Academic Attire Anti-gang Dress Code Anti-Gang/Violence Classroom Guest Speakers Anti-gang/Violence Curriculum Anti-gang/Violence Prevention Partnership Anti-Gang/Violence/Community Resources Character Education Closed Campus/Safe & Secure Campus Consistent Student Discipline Procedures Consistent Student Rights and Responsibilities Inter-Ethnic Programs Ongoing Anti-Gang/Violence Staff Development Zero Tolerance on Drugs & Weapons Policy School Crime Reporting BTSA and Human Relations staff trainings Contraband Detection Canine Clinical Psychologist Threat Assessment SDFSC evaluator Project Alert – Tobacco prevention curriculum Toward No Drugs curriculum Second Step – violence prevention curriculum

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Ongoing data collection and analysis of ATODV with CHKS, district IRM and program assessment tools • The following data exists from fall 2007 CKHS as baseline data for grades 7,9,11 • A comprehensive Safe School Plan created at each site • Program resource guides available for faculty, staff, students, and parent use • Straight Talk CBO services to at-risk students in counseling ATOD use • Monthly review of district IRM and Law enforcement data implemented to prevent risk behavior • District level Director of CWA/Safe Schools addresses planning, funding, resource curriculum, intervention, prevention, and links to community, business, and law enforcement agencies • <u>Project Alert</u>, a research based curriculum for tobacco prevention – All 7th grade science teachers are trained. • <u>Pro-Act Training</u> provided to all campus aides, instructional aides, assistant principals and special education teachers. • <u>Project TND</u>, a research based curriculum for alcohol, drugs, tobacco, and violence prevention is infused by trained teachers to all seventh grade students – All high school health teachers are trained. • All administrators are provided district cell phones to allow direct communication with them during critical incidents 	<ul style="list-style-type: none"> • According to CHKS baseline data 2002 performance indicators indicate that students who have used inhalants in their lifetime is significantly higher than the state average. CHKS baseline data 2009 and IRM 51 used confirm the pattern. • From the data collected ATODV and safety issues more strongly addressed are: <ul style="list-style-type: none"> ○ Alcohol and inhalant use ○ Refusal and resistance skills ○ Media Influence ○ Gang incidents ○ Graffiti vandalism ○ Fights initiated by girls • More teachers need to be trained in the prevention curriculums

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Spring 2010 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th N/A % 7 th 17 %	5 th N/A % 7 th -2 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 6% 9 th 9% 11 th 13%	7 th -1% 9 th -2% 11 th -2%
The percentage of students that have used marijuana will decrease biennially by:	5 th N/A% 7 th 13%	5 th N/A % 7 th -2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 16% 9 th 26% 11 th 34%	7 th -2% 9 th -2% 11 th -2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 9% 9 th 17% 11 th 20%	7 th -2% 9 th -2% 11 th -2%
The percentage of students that feel very safe at school will increase biennially by:	5 th N/A% 7 th 22% 9 th 18% 11 th 16 %	5 th N/A% 7 th +2% 9 th +2% 11 th +2%

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th 28% 9th 20% 11th 13%</p>	<p>7th -2% 9th -2% 11th %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>11%</p>	<p>-2%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: Spring 2010 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th N/A% 7th 33% 9th 29% 11th 36%</p>	<p>5th N/A% 7th +2% 9th +2% 11th +2%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th N/A% 7th 53% 9th 44% 11th 46%</p>	<p>5th N/A% 7th +2% 9th +2% 11th +2%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th N/A% 7th 13% 9th 11% 11th 15%</p>	<p>5th N/A% 7th +2% 9th +2% 11th +2%</p>

The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th N/A%	5 th N/A%
	7 th 46%	7 th +2%
	9 th 38%	9 th +2%
	11 th 40%	11 th +2%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures	Performance Indicator Goal	Baseline Data
<u>N/A</u> (Process to Collect Data)		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Toward No Drugs	ATODV	9-12	5,550	8/08	10/08	9/08
Project Alert	Tobacco	7-12	11,500	8/08	10/08	9/08

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	X	7-12
X	Conflict Mediation/Resolution	X	7-12
X	Early Intervention and Counseling	X	7-12
	Environmental Strategies		
X	Family and Community Collaboration	X	7-12
X	Media Literacy and Advocacy	X	7-12
X	Mentoring	X	7-12
X	Peer-Helping and Peer Leaders	X	7-12
X	Positive Alternatives	X	7-12
X	School Policies	X	7-12
X	Service-Learning/Community Service	X	7-12
X	Student Assistance Programs	X	7-12
X	Tobacco-Use Cessation	X	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development	X	7-12
X	Caring Schools	X	7-12
X	Caring Classrooms	X	7-12
X	Other Activities	X	7-12

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
n/a						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.



Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Analysis of the CHKS results indicated that 73% of 7th grade students surveyed felt that frequent use of alcohol and marijuana was extremely harmful and 73% of 7th grade students felt that frequent use of tobacco was extremely harmful. Project Alert, a research based curriculum, was selected for middle grades after reviewing CHKS data, and is being awarded a TUPE grant. The program has been proven effective in decreasing ATODV, but was also motivational for adolescents and has a parent participation component. Project Alert, is an interactive, video-enhanced and has been proven successful in many middle schools. Project Alert, provides instruction about the social influences of ATOD use, peer norms regarding use, refusal skills, short and long-term negative consequences of ATOD use. The curriculum will strengthen the students' perception of ATOD dangers and the program meets the Principals of Effectiveness.

Project TND is the high school violence and substance use prevention program chosen by the district. This curriculum was selected based on the following rationale and data analysis: the programs are both on the state and federal list of exemplary programs; the programs meet the principals of effectiveness; they are age appropriate; developmentally appropriate for all learning and language levels; and are able to be implemented in a wide variety of subject matter areas.

The activities listed in Appendix D are meant to supplement and extend the content included in the ATODV curriculum lessons. The selection of these activities has been based on data collected from the CHKS, CSSA, and other local sources. Additionally, research from the Search Institute shows the importance of youth development/asset acquisition to academic achievement and success in life. So as a result of this analysis of collected data, the Anaheim Union High School District has chosen to implement the following activities: "After School Programs"; "Conflict Mediation/Resolution"; "Early Intervention and Counseling"; "Mentoring"; "Peer Helping"; "Positive Alternatives"; "School Policies"; "Service Learning/Community Service"; "Tobacco Cessation"; and "Youth Development/Caring Schools/Caring Classrooms". Since we see the need to create a more positive schools and student image in our community, we have also selected the activity "Family and Community Collaboration".

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The Anaheim Union High School District has conducted the CHKS in the 2001-02, 03-04, 05-06, and 07-08 school years. This data is used as the baseline data and will continue to use it every other year as required. In the CHKS survey off-year student focus groups, ATODV incident data, and internal evaluation instruments will be used. The results of the evaluation will be shared with our stakeholders using the Principals of Effectiveness Model to refine, improve and strengthen our ATODV activities and performance indicators. Additionally, district and site administrators review monthly school data to develop and refine existing efforts.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline

Baseline CHKS data was collected in 2001-02, 2003-04, 2005-06, 2007-08, and 2009-10

Reporting Timeline

1. Safe School Administrator, Program Specialists, and site coordinators will develop an analysis of all data sources by October 1, of each year.
2. A written report, incorporating tables of the CHKS will be developed by the District Evaluator and the Safe Schools Team by September 1, of each year.
3. A summary of the report will be presented to the site principals and the School Board Cabinet, as well as being facilitated by school counselors at every site.
4. Summary information will be made available to parents, site administrators, counselors and teachers, Safe and Drug Free Schools Advisory Committee, and school board updates.
5. The Safe School Team will reconvene prior to the first site coordinator meeting to share the input with the school board members, district office, site staff, and community members to refine the program.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The school district defines the highest need students who have a significant number of risk factors, have received disciplinary action and are performing below standards. The following are services are funded for students with the greatest needs:

1. Early identification and intervention services with counselors from community-based organization and staffs
2. Outreach workers for high-risk families and truant students.
3. After-school activities that focus on academic tutoring; mentoring, and opportunities to participate in non-academic, creative, and athletic activities.
4. A referral system for family counseling and support services using a variety of local agencies
5. Youth development strategies, projects, and events such as FNL/CL chapters, community services, and special events/activities.
6. Parent Education and Involvement Program ore offered throughout the district.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Other notification procedures on such issues as "Parent Choice Options" and Safe School Status are in place to meet the required timelines indicated by NCLB. The LEA is obligated to provide a SDFSC funded ATODV program in coordination with other federal, state, and local programs for ATODV. These programs include: SSVP (AB1113), School/Community Violence Prevention grant, TUPE grant, and other related grants and programs coordinated with community and county agencies.

Director of CWA/Safe Schools and other program directors collaborate on all programs continually. Law enforcement and community agencies, Superintendent's Parent Advisory, SDFSC Advisory committee will also participate. The Safe Schools Director coordinates all SDFSC activities with the aforementioned program and site Comprehensive School Safety Plans.

Title III, Title I, SIP, EIA/LEP, At-Risk Counseling, Character Education, staff development, and parent involvement activities are also coordinated with alcohol, tobacco, and other drug and violence prevention programs.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs and serving on various committees such as the SDFSC Advisory Committee. Parents are recruited from all the ethnic and socio-economic groups in our district. Site PTSA groups received ATOD and Developmental Asset information and also volunteer for a variety of prevention events such as Red Ribbon Week. Parents also receive information in registration packets, student orientations, district website, principals' newsletters, Back to School Nights, and Open House. Additionally, the district offers parent workshops, parenting classes, conflict resolution classes, and district wide parenting conferences as well as a number of other programs that assist and support families.

Parents are notified of the safe schools policies and procedures annually through registration materials and the websites maintained by both the district and school sites. The Gun Free School Zone Acts, Tobacco & Drug Free Zone, Persistently Dangerous Schools, and Unsafe School of Choice policies are all included in the Anaheim Union High School District (AUHSD) Parent & Student Handbook which is provided to each student and parent upon registration. The parent is required to sign that they have received and reviewed the AUHSD Parent Student Handbook. Further, the AUHSD website contains the required notifications in three areas; the student, family, and safe schools. This way there is on-going remote access to safe schools information for not only students and families but the community as well.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

The Anaheim Union High School District's "pregnant minors/minor parenting" program is located at the Trident Education Center alternative education campus. The district program coordinator formulates a plan that includes; initial and follow up services, motivational messages, are resources/referrals for cessation. Cessation services are offered both inside and outside the school district setting. Additionally, there is an on-site nursery and day care to provide day care to the children of the student in the PM/MP program. Pregnant minors are given options for which educational setting they choose.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
n/a	

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

Estimated 2009-2010 graduation rate, based on National Center for Education Statistics (NCES) definition:

School	Number of Grade 12 Graduates	Graduation Rate
Anaheim High School	565	87.5%
Cypress High School	522	96.1%
Gilbert High School (Alternative)	152	53.9%
John F. Kennedy High School	507	92.7%
Katella High School	466	91.9%
Loara High School	570	91.3%
Magnolia High School	372	80.9%
Oxford Academy	165	100%
Polaris High School (Alternative)	42	56.0%
Savanna High School	431	87.2%
Western High School	432	91.3%
District-Wide	4,224	87.5%

Objectives:

1. Increase the district-wide graduation rate by 3.2% each school year, from 2010-2011 through 2013-2014.
2. Create action plans that adhere to the following beliefs:
 - All students can earn a high school diploma.
 - We must increase the number of high school graduation options for students, and involve parents in the process.
 - We must identify students at risk of dropping out early, and prescribe appropriate intervention strategies upon identification.
 - Our schools have the ability to connect with all students and personalize education.

District Mission Statement:

The Anaheim Union High School District, a partnership of students, parents, staff and community, will provide each student with a high quality educational program, in a safe, motivating learning environment that promotes:

- High academic achievement based on a strong foundation of knowledge and skills
- Development of habits and attitudes for a lifetime of learning
- Exploration and preparation in a broad range of career and interest areas
- Commitment to responsible citizenship.

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1: High School Graduates	1. For 7th, 8th and 9th grade students, English, English for Academic Purposes, reading and mathematics courses focus on developing literacy and mathematics skills, consistent with English and mathematics skills assessed on the CSTs and on the CAHSEE.	All students	Teachers <i>fall semester, spring semester, and during the summer session</i>	90% of 10 th grade students pass the CAHSEE in its first administration	General Fund
	2. All incoming 9th graders will complete a four-year academic plan. The plan focuses on academic and career goals, which are reviewed annually to assess students' academic progress. Parent can track student progress through the student information system parent portal. Plans for Special Education students align with IEPs.	All students	Counselors <i>initial plan completed during the fall semester, and updated annually</i>	Annual review of four-year academic plan	General Fund, Special Education When available: 10 th Grade Counseling, AB 1802 Supplemental Counseling,
	3. Multiple measures are used to are used to develop each student's four-year academic plan, and also to identify appropriate interventions as needed: <ul style="list-style-type: none"> Minimally, STAR and CELDT data School's Common Assessments Grades School-level objective assessments for intensive students 	All students	Counselors, Title I Specialists, Teachers, IEP Case Carriers <i>During the first four weeks of the semester in which the student enrolls.</i>	Annual review of student data	General Fund, Special Education When available: 10 th Grade Counseling, AB 1802 Supplemental Counseling,
	4. Students who have been identified as <i>intensive</i> in reading and/or mathematics receive appropriate interventions, to develop grade level skills as quickly as possible, through the following: <ul style="list-style-type: none"> Targeted in-class interventions After school tutoring 	All students	Counselors, Title I Specialists, Teachers, IEP Case Carriers <i>upon diagnosis of below grade level skills</i>	Annual review of student data	General Fund, Title I, Title III, EIA LEP

<ul style="list-style-type: none"> Additional period of reading/mathematics support 	<p>5. All high schools have developed at least one thematic career pathway, using a Small Learning Community (SLC) model. The academy-like programs are open to all students, regardless of identified program needs, and provide the following:</p> <ul style="list-style-type: none"> Career technical education pathway Project-based learning Cross-curricular projects Personalized learning environment 	<p>All students</p>	<p>School administration, SLC Counselor, SLC Coordinator, SLC Teachers</p> <p><i>ongoing</i></p>	<p>Minimum quarterly review of each SLC student's progress</p>	<p>General Fund, Perkins, Title I</p>
<ul style="list-style-type: none"> All district and school staff emphasize effective instructional practice: <ul style="list-style-type: none"> Continue to refine district curricula for best possible alignment with state content standards Refine common assessments and end-of-course exams Fully implement district-wide pacing plan and quarterly benchmark assessments for English language arts and mathematics Refine data analysis strategies relative to enhancing curriculum and instruction Refine instructional practices to improve student engagement Share research-proven best practices, through Lesson Design Specialist program and structured teacher collaboration Develop/implement effective inclusion practices (district-wide) that best support the learning needs of students with disabilities 	<p>All students</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, ELA, Mathematics, Literacy and Special Education Curriculum Specialists; Lesson Design Specialists; Reading/Literacy, ELA, ELD, Mathematics and Special Education Department Chairpersons/ Teachers</p> <p><i>ongoing</i></p>	<p>Annual review of LEA Plan, and SPSAs</p>	<p>General Fund, Title I, Title II, Title III, EIA-LEP</p>	

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<p>7. Provide numerous extended learning opportunities (when funding is available)</p> <ul style="list-style-type: none"> • After school remediation classes • Summer school remediation and enrichment classes • Summer school acceleration classes (through partnership with NOCCCD) • Summer school online classes through Pacific Coast High School • AUHSD online courses 	<p>All students</p>	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists, Site Administrators, Counselors, Teachers</p> <p><i>ongoing</i></p>	<p>Total number of students who complete extended learning classes each year</p>	<p>General Fund, Title I</p> <p>When available: Supplemental Instruction/ Summer School</p>
<p>8. Provide numerous parent involvement opportunities:</p> <ul style="list-style-type: none"> • Dissemination of graduation requirements through orientations and registration materials • Student information system online parent portal provides grades, attendance and discipline information in real-time. • One-on-one counselor conferences and IST conferences with at-risk students, as needed. • Each Title I school employs numerous strategies to increase parent involvement, which are outlined in each school's parent involvement policy and Title I parent compact. The district also employs numerous parent involvement strategies, detailed in the district's parent involvement policy. <p>See Performance Goal 1.6 and Performance Goal 2.8 for additional parent involvement information.</p>	<p>All Students</p>	<p>Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers</p> <p><i>ongoing</i></p>	<p>Records/reports of: parent meetings, online communication, TeleParent calls, registration materials, progress reports and parent communication sent home</p>	<p>General Fund, Title I, Title III, EIA-LEP</p>
<p>9. A comprehensive program that prepares students for post-secondary options, focused on college and career readiness is</p>	<p>All students</p>	<p>Site Administrators, Counselors, Title I and Special</p>	<p>Records of student career options recorded in Naviance, online student</p>	<p>General Fund, Title I, EIA-LEP, Title III, Perkins</p>

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	implemented at all high schools.		Education Program Specialists, Teachers	four-year planning program	
	<p>10. AUHSD and California State University, Fullerton (CSUF) have collaborated on a Gaining Early Awareness And Readiness for Undergraduate Programs (GEAR UP) grant, in which all AUHSD students, who graduate and complete the A-G admissions requirements are guaranteed admission to CSUF.</p> <ul style="list-style-type: none"> • CSUF awarded \$7.9 million over 6 years • Students, who attend Anaheim, Katella, and Loara High Schools, will participate in academic workshops, tutoring, summer workshops, and university tours, in preparation for matriculation to CSUF. 	<p>All students who meet A-G admissions requirements, and 1,600 b)</p> <p>Students at Anaheim, Katella, and Loara High Schools</p>	<p><i>Ongoing</i></p> <p>Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers</p> <p><i>ongoing</i></p>	<p>Number of students who enroll in CSUF</p>	<p>General Fund, GEAR-UP Grant</p>
Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.2: Dropouts</p>	<ol style="list-style-type: none"> 1. Through District Assistance Intervention Team (DAIT) process, refine each school's pyramid of interventions, based on the Response to Intervention (RtI) model, with specific interventions for Strategic and Intensive students. <ul style="list-style-type: none"> • Strategic = 281-323 on CST • Intensive = below 281 on CST 2. In 2010-2011, established Independent Learning Center at Anaheim High School, to recover dropouts who live in the Anaheim High School attendance area. <ul style="list-style-type: none"> • The program utilizes online learning, 	<p>Students exhibiting below grade level skills</p> <p>Recovered dropouts</p>	<p>Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers</p> <p><i>ongoing</i></p> <p>School administration, SLC Counselor, SLC Coordinator, SLC Teachers</p> <p><i>ongoing</i></p>	<p>Records of student progress</p> <p>120 students recovered in 2010-2011; 30 graduated in June 2011, and issued a diploma from Anaheim High School</p>	<p>General Fund, Title I, Title III, EIA-LEP, Special Education</p> <p>General Fund, Title I</p>

	<p>which students can access 24 hrs. per day/7 days per wk.</p> <ul style="list-style-type: none"> Personalized learning plan developed for each student geared towards student's aptitude/career choice Instructional and counseling support provided at Independent Learning Center Student can participate in Anaheim High School clubs and events 	Students who choose a non-traditional school	Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers <i>ongoing</i>	Program completion/graduation statistics for Alternative Education programs	General Fund
	<p>3. Alternative Education programs are made available to students who function better in a non-traditional school setting, and/or students who are at least a year behind in credits (high school only).</p> <ul style="list-style-type: none"> Polaris High School (Independent Studies) Gilbert High School Home Studies Community Day School Credit recovery program offered at high schools 	Selected students with disabilities	Special Education Department <i>ongoing</i>	Percentage of participating students who pass the CAHSEE	Special Education
	<p>4. Special Education transition program, which includes CAHSEE preparation, is available for students with mild to moderate disabilities, who have met all other graduation requirements.</p>	Students Served	Person(s) Involved	Benchmarks/Evaluation	Funding Source
Performance Indicator	Activities/Actions	Students Served	Person(s) Involved	Benchmarks/Evaluation	Funding Source
5.3: Advanced Placement	<p>1. Advancement Via Individual Determination (AVID) and/or People United to Enrich the Neighborhood Through Education (PUENTE) offered at selected junior high schools and high schools.</p> <ul style="list-style-type: none"> Students in enrolled the AVID and PUENTE programs learn specific skills and critical-thinking strategies, 	Students who participate in the AVID and PUENTE programs	District AVID/PUENTE Coordinator, Site Administrators, Counselors, Title I and Special Education Program Specialists, AVID and PUENTE Teachers	Percentage of students participating in the AVID and PUENTE programs, who take and successfully complete AP courses	General Fund

	<p>designed increase students' success in rigorous coursework, such as experienced in Advanced Placement (AP) courses.</p>	All students	<p><i>ongoing</i></p>	<p>Percentage of students, who take and successfully complete AP courses</p>	<p>General Fund, GATE</p>
<p>2. Increase the number of students enrolled in Advanced Placement (AP) courses, by:</p> <ul style="list-style-type: none"> • Continuing to follow the National College Board recommendations regarding open enrollment. • Offer online AP classes available, when there is significant district-wide student interest, but not enough interest at a particular school to offer the class. • Increase the number of students, who can successfully complete AP courses, through improved curriculum and instruction • Establish procedures for early identification and recruitment of students historically under-represented in AP courses. • Continue to provide student/family counseling regarding AP opportunities. 	All students	<p>Ed. Division – Assistant Superintendent, Directors/Coordinators, ELA, Mathematics, Reading and Special Education Curriculum Specialists; Literacy Coaches; Reading, ELA, ELD, Mathematics and Special Education Department Chairpersons/ Teachers</p> <p><i>ongoing</i></p>	<p>Number of students completing AP courses at Loara and Kennedy High Schools</p>	<p>General Fund, GATE</p>	
<p>3. Continue to offer International Baccalaureate (IB) diploma programs at John F. Kennedy High School. IB courses are often offered in combination with AP courses, which increases the number of AP course offerings available at IB schools.</p>	John F. Kennedy High School students	<p>Site Administrators, Counselors, Teachers</p> <p><i>ongoing</i></p>	<p>Number of completing AP courses, as a result of participation in rigorous Science, Technology, Engineering, Math (STEM) Career Technical Education pathways</p>	<p>General Fund, Perkins, Partnership Grants</p>	
<p>4. Develop partnerships with local universities that encourage increased enrollment in AP courses.</p>	Selected students	<p>Site Administrators, Counselors, Teachers,</p> <p><i>ongoing</i></p>			

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

<p>Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Participation in the National School Lunch Program (NSLP), also referred to as participation in the Free/Reduced Meal Program, is the measure used by the Anaheim Union High School District (AUHSD), to determine poverty levels at AUHSD schools. Currently the district is able to fund 6 junior high schools, and 6 high schools. The 12 schools that receive Title I funding have a poverty ranking of at least 60%, using this method. The schools have been selected based on highest-to-lowest need, and are funded at the same amount for all grade levels, grades 7 through 12.</p> <p>Schools are served in rank order, based on the percentage of students participating in the Free/Reduced Meal program. Schools that exceed the 75% poverty level are served first. Services are extended to subsequent schools in rank order, by highest-to-lowest poverty ranking criteria for ranking, using participation in the Free/Reduced Meal Program as the measure. Currently, schools with a poverty level of at least 60% participation in the Free/Reduced Meal Program receive Title I funding.</p>
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Schools are served in rank order, based on the percentage of students participating in the Free/Reduced Meal program. Schools that exceed the 75% poverty level are served first. Services are extended to subsequent schools in rank order, by highest-to-lowest poverty ranking criteria for ranking, using participation in the Free/Reduced Meal Program as the measure. Currently, schools with a poverty level of at least 60% participation in the Free/Reduced Meal Program receive Title I funding.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Schools are served in rank order, based on the percentage of students participating in the Free/Reduced Meal program. Schools that exceed the 75% poverty level are served first. Services are extended to subsequent schools in rank order, by highest-to-lowest poverty ranking criteria for ranking, using participation in the Free/Reduced Meal Program as the measure. Currently, schools with a poverty level of at least 60% participation in the Free/Reduced Meal Program receive Title I funding.</p>

Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

Description of how the LEA is meeting or plans to meet this requirement:	
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> a) The district assists Title I SWP schools with the comprehensive needs assessment process, through a peer review of each Title I school's Single Plan for Student Achievement (SPSA). The SPSA Peer Review process includes a description of each school's process for analysis of student achievement data, process for analysis of program strengths and weaknesses, process for alignment of curriculum to district and State standards, process for teacher collaboration and professional development, and the plan for use of research-proven instructional strategies, which support increased student achievement. b) District-wide alignment of both reading/English language arts and mathematics curriculum occurs through district-supported data-analysis and professional development, which includes Title I and non-Title I staff. Curriculum specialists, under the direction of the Assistant Superintendent of Education, continually refine the process to identify needs, align curriculum and provide assistance/coaching, to implement practices that improve the base curricular and instructional program. c) The district provides a variety of extended learning-time opportunities, such as after school tutoring, after school remediation, and summer school enrichment (when funding is available). These activities are intended to support students' efforts to achieve grade-level student achievement outcomes more quickly. d) The district conducts several activities to guarantee curriculum alignment with State standards, including: <ul style="list-style-type: none"> • "Learning-walks" to identify grade level curriculum in multiple subject

<p>areas.</p> <ul style="list-style-type: none"> • Facilitating the continual revision of site-level common assessments and pacing guides, for better alignment with State standards. • The continual development of district-level common assessments. <p>e) The district continues to implement several scientifically research-based instructional strategies that address the needs of historically under served students, low-achieving students, and those at risk of not meeting State standards through several avenues, including:</p> <ul style="list-style-type: none"> • Implementation of district initiatives to improve instructional practice, such as daily use content objective, language objective, and formative assessment in every classroom. • Expand the use of research-proven instructional strategies, such as “Think Pair Share,” “Accountable Talk,” and low-stakes writing. • Continue use of specific AVID instructional strategies, such as Cornell Notes and Writing Inquiry Collaboration Reading (WICR). • Implementation of RtI structures at all Title I schools, which address both academic and socio-emotional needs. <p>f) The Beginning Teacher Support and Assessment (BTSA) program provides mentors, training and support for new teachers. Since 2000-01, the district requires teachers to possess a CLAD certificate, in order to be considered for tenure. See Performance Goal 3 for more information regarding attracting and retaining highly qualified teachers.</p> <p>g) High quality professional development is delivered in a variety of ways, including district-wide and county workshops, site level workshops, and workshops hosted by educational organizations. School-level professional development opportunities are driven by school-level needs assessments that are imbedded in the SPSA planning process. District-level professional development is driven by the district-level analysis of program data and/or needs assessments that result in district initiatives.</p> <p>h) Each Title I school employs numerous strategies to increase parent involvement, which are outlined in each school’s parent involvement policy and Title I parent compact. The district also employs numerous parent involvement strategies, detailed in the district’s parent involvement policy.</p>	
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<p>See Performance Goal 1.6 and Performance Goal 2.8 for detailed information.</p> <p>i) All curriculum, instruction and professional development decisions are data-driven. Students, who experience difficulty mastering the standards, are identified within the first four weeks of instruction. Additional assistance, in the form of appropriate interventions, are prescribed and executed before the first grade reporting period.</p>	
<p>a) As with Title I Schoolwide programs, the district assists Title I TAS schools with a needs assessment process, through a peer review of each school's Single Plan for Student Achievement (SPSA). The SPSA Peer Review process includes a description of each school's process for analysis of student-achievement data, process for analysis of program strengths and weaknesses, process for alignment of curriculum to district and state standards, process for teacher collaboration and professional development, and plan for use of research-proven instructional strategies, which support increased student achievement.</p> <p>b) District-wide alignment of both reading/English language arts and mathematics curriculum occurs through district-supported data analysis and professional development, which includes Title I and non-Title I staff. Curriculum specialists, under the direction of the Assistant Superintendent of Education, continually refine the process to identify needs, align curriculum and provide assistance/coaching, to implement practices that improve the base curricular and instructional program.</p> <p>c) The district provides a variety of extended learning-time opportunities, such as after school tutoring, after school remediation, and summer school enrichment (when funding is available). These activities are intended to support students' efforts to achieve grade-level student achievement outcomes more quickly.</p> <p>d) The district conducts several activities to guarantee curriculum alignment with State standards, including:</p> <ul style="list-style-type: none"> • "Learning-walks" to identify grade level curriculum in multiple subject areas. • Facilitating the continual revision of site-level common assessments and pacing guides, for better alignment with State standards. 	<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.

<ul style="list-style-type: none"> • The continual development of district-level common assessments. <p>e) The district continues to implement several scientifically research-based instructional strategies that address the needs of historically under-served students, low-achieving students, and those at risk of not meeting State standards through several avenues, including:</p> <ul style="list-style-type: none"> • Implementation of district initiatives to improve instructional practice, such as daily use content objective, language objective, and formative assessment in every classroom. • Expand the use of research-proven instructional strategies, such as "Think Pair Share," "Accountable Talk," and low-stakes writing. • Continue use of specific AVID instructional strategies, such as Cornell Notes and Writing Inquiry Collaboration Reading (WICR). • Implementation of RtI structures at all Title I schools, which address both academic and socio-emotional needs. <p>f) Students participating in Title I support programs, at Title I TAS schools, receive additional support in reading, and mathematics through a Title I support classes and/or after school tutoring. The support class replaces an elective course. Students are <u>not</u> pulled from core subject area instruction, to receive core subject area support services.</p> <p>g) The Beginning Teacher Support and Assessment (BTSA) program provides mentors, training and support for new teachers. Since 2000-01, the district requires teachers to possess a CLAD certificate, in order to be considered for tenure. See Performance Goal 3 for more information regarding attracting and retaining highly qualified teachers.</p> <p>h) High-quality professional development is delivered in a variety of ways, including district-wide and county workshops, site level workshops, and workshops hosted by educational organizations. School-level professional development opportunities are driven by school-level needs assessments that are imbedded in the SPSA planning process. District-level professional development is driven by the district-level analysis of program data and/or needs assessments that result in district initiatives.</p> <p>i) Each Title I School employs numerous strategies to increase parent</p>	
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	<p>involvement, which are outlined in each school's parent involvement policy and Title I parent compact. The district also employs numerous parent involvement strategies, detailed in the district's parent involvement policy. See Performance Goal 1.6 and Performance Goal 2.8 for detailed information.</p> <p>j) All curriculum, instruction and professional development decisions are data-driven. Students, who experience difficulty mastering the standards, are identified within the first four weeks of instruction. Additional assistance, in the form of appropriate interventions, are prescribed and executed before the first grade reporting period.</p>
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Additional Mandatory Title I Descriptions

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Students in targeted assistance schools are identified for participation in Title I services based on the use of multiple measures:</p> <ol style="list-style-type: none"> a. State assessments (CST and CAHSEE scores) b. Renaissance STAR Assessment, and other technology-based standardized assessments c. School's common assessments and district's benchmark assessments d. Grades e. Teacher observation f. Intervention support (Instructional Support Team (IST))
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>District sets-aside \$150,000 from Title I each year, to support a district liaison for homeless students. Services include a program coordinator and social worker interns, who provide assistance with the following:</p> <ul style="list-style-type: none"> • School enrollment and attendance • Health/immunizations • Transportation • Tutoring • Record retrieval • School supplies • Hygiene supplies • Uniform and clothing referrals • Referrals to community agencies for additional assistance
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>All students attending the Anaheim Union High School District Community Day School (CDS) receive individualized learning plans, which are supported through the general fund, Special Education and Title I. Support services include one-to-one and small group tutoring (instructional aide), after school tutoring, and specialized reading and mathematics instructional materials/programs.</p>

Additional Mandatory Title I Descriptions

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

Description of how the LEA is meeting or plans to meet this requirement:	
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The district provides training once per year to all schools, and ongoing monitoring and assistance (to all schools) in the development, revision and implementation of the SPSA. All SPSAs are peer reviewed once per year.</p> <p>The Coordinator of Testing and Evaluation provides disaggregated school and district-level data reports to the Cabinet, the Education Division, and to principals throughout the school year. The reports provide data and data-analysis, needed to identify and address curriculum and instruction, parent involvement, and professional development needs.</p> <p>PI Schools receive assistance in the implementation of proven and effective strategies in the following ways: (1) Curriculum specialists provide high-quality professional development (as needed). (2) District and PI schools contract with outside experts to provide technical assistance, to support restructuring efforts. (3) District provides technical assistance/monitors implementation of PI restructuring efforts.</p> <p>The Assistant Superintendent of Education and the Director of Business Services provide budgetary assistance to principals. The Director of Special Programs provides budgetary assistance to Title I Specialists. The SPSA planning process is mandated and monitored, so that all budgetary decisions are based on the analysis of student-achievement data.</p>

Additional Mandatory Title I Descriptions

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>At the beginning of each school year, the district mails a letter (in English, Spanish and Korean) to the family of every student, from each PI school detailing the following:</p> <ul style="list-style-type: none"> • An explanation of what the identification means, and how the school their child attends compares (academically) with other same grade-level schools served by the district. • The reason(s) for the school being identified for improvement, such as insufficient participation in assessments, or one or more subgroups not meeting academic proficiency targets. • An explanation of how parents can become involved in addressing the academic issues that led to identification. • An explanation of the parents' option to transfer their child to another school in the district that has not been identified for improvement. • The timely notification provides parents with enough relevant information to help them decide what school is best for their child, so that if parents choose to do so, they have sufficient time to exercise their choice option at the beginning of the school year.
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Included the letter, mailed to the family of every student enrolled at a PI school, is an explanation of the parents' option to transfer their child to another school that has not been identified for improvement, and who to contact at the district office should they choose to transfer.</p> <p>The Child Welfare and Attendance Office walks them through the transfer process, and reminds them of their transportation options. The transfer is granted immediately upon parent request.</p> <p>Parents of socio- economically disadvantaged students, who attend PI schools in year 2 and beyond, are notified by mail of the free tutoring services that are</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	

	<p>available to their student(s). The notification occurs within the first full month of the school year. Each PI school holds a vendor fair shortly after the SES letters are sent home, in which all State and district approved SES providers give presentations regarding available services. Students fill out an application and select the SES provider of their choice, and return the application to the school. The school returns all applications to the Special Programs Office, where the applications are processed.</p>
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Additional Mandatory Title I Descriptions

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The Beginning Teacher Support and Assessment (BTSA) program provides mentors for new teachers.</p> <p>Professional development for all teachers, paraprofessionals, principals and other staff is sustained and classroom-focused, and contributes to an increase in the knowledge of the academic subjects taught, and also in the use of effective, scientifically-based instructional strategies to meet the needs of a diverse range of students.</p> <p>Professional development focuses on the learning and teaching process, such as increasing content knowledge, the use of scientifically-based instructional strategies, and on the alignment of classroom activities with academic content standards. Teachers are also trained to analyze classroom and school-level data, and use it to adjust the delivery of curriculum and instruction.</p> <p>See Performance Goal 3 for additional information.</p>

<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>Parents receive official notifications in a language they can understand</p> <ul style="list-style-type: none"> • Automatic written notifications for above 15% population (English, Spanish, Korean) • Upon request, written notifications (Vietnamese, Romanian) • Upon special request, written and aural in 100 languages (World Language Network) • TeleParent calls available in 23 languages. <p>Parents are engaged in a number of effective strategies that will engage parents as partners with teachers in educating their children, and will involve them in meaningful decision-making at the school. See Performance Goal 1.6 and Performance Goal 2.8 for detailed information.</p>
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Additional Mandatory Title I Descriptions

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The district's strategic planning process provides an opportunity to evaluate program effectiveness, to eliminate duplication, and to reduce the fragmentation within instructional programs.</p> <p>The process begins with a review of student achievement data, which precedes a needs assessment that generates initiatives intended to close the achievement gap. Within this process, the district continues to assess the effectiveness of current reading and mathematics support programs and curriculum. Reading and mathematics support programs are restructured as necessary, in order to better align with State standards and students' academic needs.</p> <p>The district assists schools in a comprehensive needs assessment process, through a peer review of each school's SPSA. The SPSA peer review process includes a</p>
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<p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>description of each school's process for: analysis of student achievement data; analysis of program strengths and weaknesses; alignment of curriculum to district and State standards; teacher collaboration and professional development; and the plan for use of research-proven instructional strategies, which support increased student achievement.</p>
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Part III Assurances and Attachments

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ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) Have the lowest proportion of highly qualified teachers;
(B) Have the largest average class size; or
(C) Are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. ***Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:***
- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic

consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting

requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Elizabeth I. Novack, Ph.D.

Print Name of Superintendent

Signature of Superintendent

Date

Jordan Brandman

Print Name of Board President

Signature of Board President

Date

Linda Gonzales, Ph.D. – New Directions in Academic Achievement, Inc.

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Cheryl Quadrelli-Jones

Print Name of Title III English Learner Coordinator/Director
(if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/index.html> > (University of Colorado: Blueprints)

C: < <http://www.modelprograms.samhsa.gov> > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness								Website
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website		
Across Ages	4 to 8	x	x	x		x		C,	
All Stars™	6 to 8	x	x	x				A, C, D, E	
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x				A, B, C, D,	
Border Binge Drinking Reduction Program	K to 12	x				x		C,	
Child Development Project/Caring School Community	K to 6	x		x		x		A, B, C, D, E	
Cognitive Behavioral Therapy for Child Sexual Abuse	Families					x		C	
Cognitive Behavioral Therapy for Child Traumatic Stress	Families					x		C	
Coping Power	5 to 8					x		C	
DARE To Be You	Pre-K	x		x		x		A, C,	
Early Risers Skills for Success	K to 6					x		C,	
East Texas Experiential Learning Center	7	x	x	x		x		C	
Friendly PEERSuasion	6 to 8	x						C	
Good Behavior Game	1 to 6					x		B, C	
High/Scope Perry Preschool Project	Pre-K					x		B, C, E	
I Can Problem Solve	Pre-K					x		A, B, D	
Incredible Years	K to 3					x		B, C,	
Keep A Clear Mind	4 to 6	x		x				A, C,	
Leadership and Resiliency	9 to 12							C,	

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Botvin's LifeSkills™ Training	6 to 8	x	x	x	x	x	x	A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8						x	D, C, E
Minnesota Smoking Prevention Program	6 to 10				x			A, D, E
Olweus Bullying Prevention	K to 8						x	B, C, E
Positive Action	K to 12				x		x	C, D,
Project ACHIEVE	Pre-K to 8						x	A, C, E
Project ALERT	6 to 8				x			A, C, D, E
Project Northland	6 to 8				x			A, B, C, D, E
Project PATHÉ	9 to 12						x	B, E
Project SUCCESS	9 to 12				x			C,
Project Toward No Drug Abuse (TND)	9 to 12				x		x	C,
Project Toward No Tobacco Use (TNT)	5 to 8							A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6						x	A, B, C, D,
Protecting You/Protecting Me	K to 5				x			C,
Quantum Opportunities	9 to 12						x	B, E
Reconnecting Youth	9 to 12				x		x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x		x	C, D, E
Rural Educational Achievement Project	4						x	C
School Violence Prevention Demonstration Program	5 to 8						x	C
Second Step	Pre-K to 8						x	A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6						x	B, C, D, E
SMART Leaders	9 to 12						x	C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7						x	C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8						x	C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9						x	C, D,
Too Good for Drugs	K to 12						x	C
Community and Family-based Programs								
Intended program outcomes and target setting. See research for proven effectiveness								
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website	
Big Brothers Big Sisters	Community					x		B, E
Brief Strategic Family Therapy	Families			x				B, C,
CASASTART	Community			x	x			B, C, D,
Communities Mobilizing for Change	Community	x						C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x		A, C, D,
Families And Schools Together (FAST)	Families							C,
Family Development Research Project	Families							C
Family Effectiveness Training	Families							C,
Family Matters	Families	x	x					C
FAN (Family Advocacy Network) Club	Families			x		x		C
Functional Family Therapy	Families	x		x				B, E
Home-Based Behavioral Systems Family Therapy	Families							C

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Houston Parent-Child Development Program	Parents							x	C
Multisystemic Therapy	Parents								B, C, E
Nurse-Family Partnership	Parents								B, C,
Parenting Wisely	Parents								C,
Preparing for the Drug Free Years	Parents (4 to 7)								A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community								B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families								C
Stopping Teenage Addiction to Tobacco	Community								C
Strengthening Families Program	Families (4 to 6)								A, C, D,

APPENDIX D

Research-Based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D

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Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

	<h1>Ball Junior High</h1> <h2>Corrective Action Plan 2010-2011</h2> <p>1</p>

<h3>Pre-Corrective Action Steps</h3> <ul style="list-style-type: none">● 2008 and before<ul style="list-style-type: none">● Curriculum maps developed● ELA support (Read 180 → Intensive Lit, EAP)● Benchmarks developed by core departments● Collaboration introduced● 2008-2009<ul style="list-style-type: none">● Developed current bell schedule (early release)● Collaboration re-taught and enhanced● Increased common assessments● 30-minute protocol introduced● Full inclusion with RSP● Developed common language – engagement● Leadership Team implements research based strategies <p>2</p>

Pre-Corrective Action Steps

- 2009-2010
 - Continued with 2008-2009 implementations
 - Developed RTI Team and implemented RTI course
 - Revamped IST process (part of RTI process)
 - Schoolwide implementation of research-based strategies to increase student engagement
 - Trained core teachers in use of UCLA Critical Friends Groups (CFG) protocols to use during collaborative discussions
 - Introduced UCLA classroom walkthrough protocols – teacher facilitated
 - LDS program introduced/implemented
 - Formative assessment discussions begin @ staff meetings
 - Grading practices examined by departments

3

Pilot Corrective Action Plan

- 2010-2011
 - Expand/strengthen practices implemented in 2008 through 2010
 - Expand RTI process/services
 - Pre-Algebra (double class) – Algebra +, and Algebra Support
 - Increased enrollment in Intensive Literacy
 - New study skills curriculum for RSP
 - Two periods of math & English for all SDC students + study skills
 - Implemented "Start on Time"
 - Scheduled "Parent Nights" – topics based on surveys
 - Implemented learning skills elective
 - Character building
 - Study skills (note-taking, organization, goal setting, etc.)
 - Community service
 - Fitness

4

Corrective Action Plan for 2011-2012

- Instruction
 - Increase use of research-based strategies
 - first tier of Ball Junior High School's RTI framework
 - Strengthen and enhance teacher collaboration
 - use of protocols, analyze data, share best practices, etc.
 - Literacy across all content areas
 - Effective lesson design – every lesson, every day
 - Content objective (written and stated)
 - Language objective (written and stated)
 - Formative assessment (checking for understanding multiple times each class period)

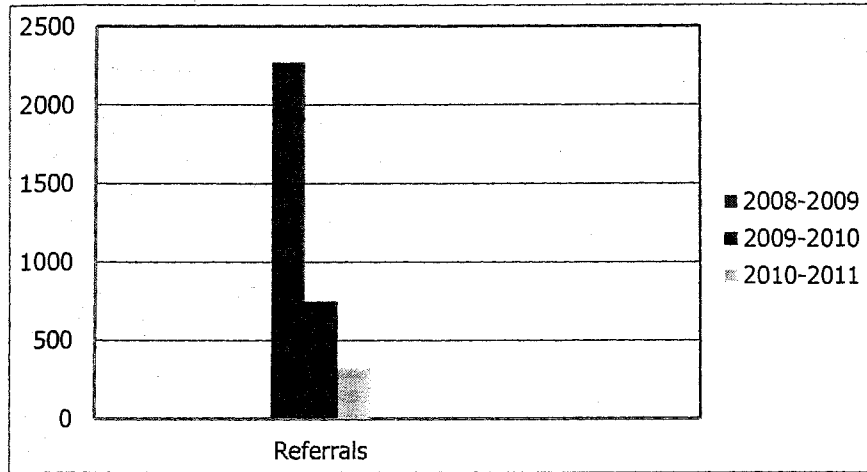
5

Use Data to Drive Curriculum and Instruction

- Achievement data
 - California Standards Tests (CST)
 - API increased 54 points over three years
 - Common assessments
 - Analyze student work through CFG protocols
 - District benchmarks
- Start on Time data
- Discipline data

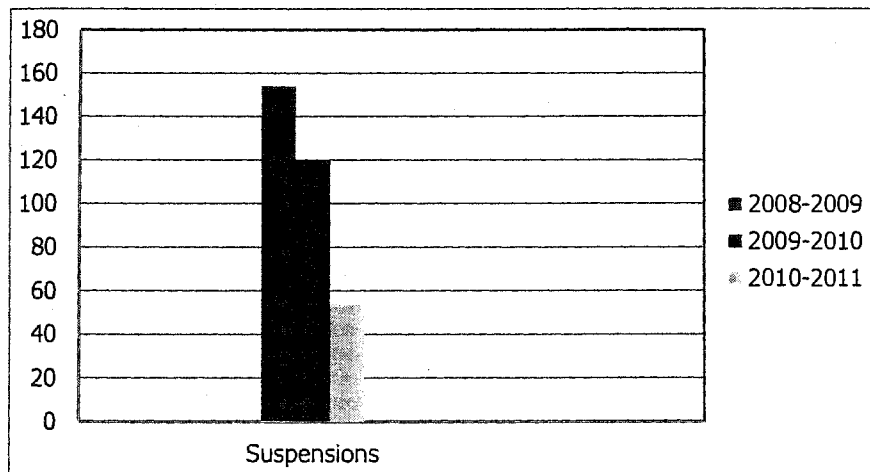
6

Referrals 1st Semester Comparisons



7

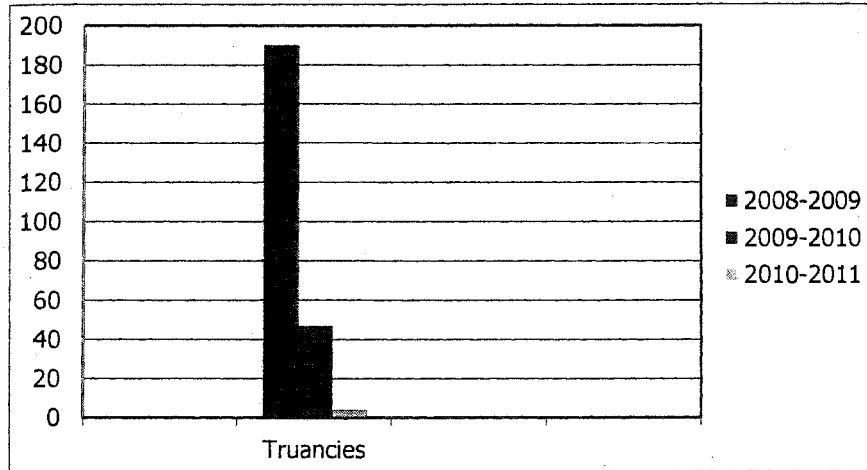
Suspensions 1st Semester Comparisons



8

Truancies

1st Semester Comparisons



2011-12 Consolidated Application for Funding Categorical Aid Programs (Part I)

California Department of Education Consolidated Application

<p>Purpose: To declare the agency's intent to apply for 2011-12 funding of Consolidated Categorical Aid Programs.</p>	<p>Agency: Anaheim Union High</p> <p>CD code: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">0</td> <td style="width: 20px;">6</td> <td style="width: 20px;">6</td> <td style="width: 20px;">4</td> <td style="width: 20px;">3</td> <td style="width: 20px;">1</td> </tr> </table></p>	3	0	6	6	4	3	1
3	0	6	6	4	3	1		
<p>CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov LEA Plan Only: Cheryl Tiner 916-319-0414 CTiner@cde.ca.gov</p>								
<p>Legal status of agency:</p> <p><input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct Funded Charter</p>								
<p>Date of approval by local governing board: 06/23/2011</p>								

Dates of project duration:
July 1, 2011 -- June 30, 2012

Do not return the paper copy of this form to the California Department of Education.
The ConApp must be submitted electronically using the ConApp Data System (CADS).

Our LEA Plan is current and is linked to our web site located at:

Date of LEA Plan approval by State Board of Education: 07/11/2003 <http://www.auhsd.k12.ca.us/>

Advisory Committees: The undersigned certify that they have given the opportunity to advise on the pages in this application related to compensatory education programs for English learners.

Signature-District Advisory Committee (DAC)* (Required if the LEA operates a state Compensatory Education program.) <i>Patricia Lewis</i>	OR for each committee, check the appropriate box to the right	<input checked="" type="checkbox"/> Committee is N/A <input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign <input type="checkbox"/> Committee refused to sign	Date 06/14/2011 Date
---	--	---	--	--------------------------------

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on file. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Signature of authorized representative: Elizabeth I. Novack, Ph.D. Superintendent 06/24/2011
 Printed name of authorized representative Title Date

Electronic certification HAS been completed. Electronic certification has NOT been completed.

* Signatures of appropriate committee chairpersons certifying opportunity to review and advise in the development of this application will be required in Part II.

2011-12 ConApp, Part I Date: 06/14/2011

Participation in 2011-12 Consolidated Programs

California Department of Education

Consolidated Application

Purpose: To declare that the LEA is applying for specified categorical funds for the 2011-12 school year.		Agency: Anaheim Union High
		CD code: 3 0 6 6 4 3 1
CDE Contact: Anne Daniels 916-319-0295 ADaniels@ccde.ca.gov		
<i>Note: Shaded areas () indicate Federal programs.</i>		
1*	3010	3025
2*	Title I, Part A (Basic Grant) ESEA Sec.1111 et. seq.	Title I, Part D (Delinquent) ESEA Sec. 1401
3*	YES	NO
1*	4201	4203
2*	Title III, Part A (Immigrant) ESEA Sec. 3102	Title III, Part A (LEP Students) ESEA Sec. 3102
3*	NOT ELIGIBLE	YES
1*	5810	4126
2*	Title VI, Subpart 1 Small Rural School Achievement ESEA Sec. 6211	Title VI, Subpart 2 Rural and Low-Income Grant ESEA Sec. 6221
3*	NOT ELIGIBLE	NOT ELIGIBLE
		4035
		Title II, Part A (Teacher Quality) ESEA Sec. 2101
		YES
		NOT ELIGIBLE
		7090, 7091
		Economic Impact Aid EC 54000
		YES

* Rows within each type of program: 1. SACS Resource Code 2. Program Title 3. "Yes" if participating, "No" if not participating

2011-12 Title I, Part A, (Basic) Services for Students in Private Nonprofit Schools

California Department of Education

Consolidated Application

<p>Purpose: To identify private nonprofit schools that will participate in the ESEA Title I, Part A (Improving the Academic Achievement of the Disadvantaged).</p>		<p>Agency: Anaheim Union High</p>			
<p>CDE Contacts: <i>Jyoti Singh 916-319-0372 JySingh@cde.ca.gov</i> <i>Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov</i></p>		<p>CD code: 3 0 6 6 4 3 1</p>			
<p><input type="checkbox"/> This page is not applicable; no private schools have chosen to participate or the LEA does not receive Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.</p>					
<p>1. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to eligible children, on an equitable basis, special educational services or other benefits that address their needs and shall ensure that teachers and families of the children have equitable participation in services and activities developed under Title I, Part A, Sections 1118 and 1119. (See Legal Assurance under ESEA Participation of Private Nonprofit School Students #1)</p>					
<p>2. The LEA will provide this consultation during the design and development of the program on issues such as how the children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed and how the results will be used to improve those services; and the method and sources of data used to determine the number of low income students from Title I attendance areas enrolled in private schools. (See Legal Assurance under ESEA Participation of Private Nonprofit School Students #3.)</p>					
<p>3. LEA maintains in the agency's records and upon request will provide to CDE a written affirmation signed by officials of each participating private school that the consultation required by ESEA Title I, Part A, Section 1120 (b) has occurred. (See Legal Assurance under NCLB Participation of Private Nonprofit School Students #7).</p>					
<p>Note: The LEA of residence is responsible for providing Title I, Part A, services to eligible students who reside in the LEA's Title I attendance area but attend a private school located outside the LEA's boundaries.</p>					
A. Name of school	B. School Code	C. District will provide direct services	D. District will contract with another provider for services	E. Affirmation on File	F. School is not participating
Open Door Christian Academy	6133300				X
Anaheim Discovery Christian Jr./Sr.	6136816				X
Cornelia Connelly School of the Holy	6937080				X
Servite High School	6937429				X
Acaciawood School, Inc.	7092315				X

ESEA Participation and Reporting of Students in Private Nonprofit Schools

California Department of Education

Consolidated Application

Purpose: 1. To identify private nonprofit schools that will participate 2011-12 in ESEA Title II (Teacher Quality), Title II (Technology), and Title III (LEP), Title IV (Safe and Drug-free Schools and Communities).

2. To report in column F the number of private school English Learner (EL) students served in 2010-11.

Agency:
Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

This page is not applicable because there are no private schools listed below

CDE Contacts: *Laura Nelson 916-319-0229 LNelson@cde.ca.gov*
(Column F/G Only) Patty Stevens 916-319-5838 PStevens@cde.ca.gov

LEA Responsibilities:

- The LEA must, after timely and meaningful consultation with appropriate private school officials, provide equitable services that address needs of private school students and staff under the programs listed in columns D - H below. (See Legal Assurance #1.)
- To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of these programs. (See Legal Assurance #3 for details that must be addressed in consultation.)
- To assure that equitable services were delivered to eligible students under Title III, Part A, the LEA must report the number of private school students receiving services in the 2010-11 year.

A	B	C	D	E	F	G	H
Name of school	School Code	Enrollment	4035 Title II, Part A (Teacher Quality)	4045 Title II, Part D (Technology)	4203: Title III, Part A Count of private school ELs served in 2010-11 (LEP)	Title IV, Part A (SDFSC) (Carryover Only)	3710
Open Door Christian Academy	6133300	31	NO	NO	0	NO	NO
Anaheim Discovery Christian Jr./Sr. High	6136816	78	YES	NO	0	NO	NO
Cornelia Connelly School of the Holy Child	6937080	221	YES	NO	0	NO	NO
Servite High School	6937429	954	YES	NO	0	NO	NO
AcaciaWood School, Inc.	7092315	114	YES	NO	0	YES	NO

2011-12 EIA/SCE Ranking Decisions

California Department of Education

Consolidated Application

<p>Purpose: To identify options used in ranking schools to determine eligibility for EIA/SCE.</p>	<p>Agency: Anaheim Union High</p>
	<p>CD code: 3 0 6 6 4 3 1</p>

CDE Contacts: *Richard Graham 916-319-0303 Rgraham@cde.ca.gov*
Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov

A. EIA/SCE Ranking Decisions

1. Ranking Method	<input checked="" type="checkbox"/>	EIA/SCE method is used	<input type="checkbox"/>	Title I method is used
2. Ranking Order	<input checked="" type="checkbox"/>	Districtwide ranking	<input type="checkbox"/>	Grade span ranking
3. Ranking Type	<input type="checkbox"/>	Number of students in need	<input checked="" type="checkbox"/>	Percent of students in need

B. Low Income Measure (check appropriate box)

X Eligibility for Free and Reduced-Price Lunch

Receipt of CalWORKS

Poverty count from most recent Census Data

Eligibility for Medicaid

Composite of the above (Describe in a comment) (See directions for constructing a composite)

C. Grade spans and poverty rate calculations (based on page 6 data)

Grade Span	Grades	Enrollment	Low Income	Poverty Rate
1	-	0	0	0.0%
2	-	10,315	7,317	70.9%
3	-	22,531	13,084	58.1%
Districtwide	N/A	33,091	20,560	62.1%

2011-12 EIA Ranking of Public Schools

California Department of Education

Consolidated Application

Purpose: To identify options used in developing an intra-district allocation plan for EIA funds.

Agency: Anaheim Union High
CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

CDE Contacts: **Richard Graham** 916-319-0303 RGraham@cde.ca.gov
Mark Klimesteker 916-319-0420 MKlimesteker@cde.ca.gov

Ranked using Title I, Part A method
 Ranked using EIA/SCE method

Districtwide
 Grade Span

Name of School Grade Levels	School Code	B Grade Span Group	EIA/SCE Ranking orders:			E Number of LEP Students	F Number of EDY Students	G Total Students in Need	H Percent of Students in Need	I EIA/SCE School Rank*	J EIA Intended for Funding ("X")
			C Student Enrollment in Attend. Area	D Number of Low-Income Students	EIA/SCE Ranking orders:						
Community Day/Alternative Education/Special E 07-12	0105841	3	86	82	35	82	86	100.0%	(1)		
Anaheim High 09-12	3030228	3	3,352	2,690	1,045	2,690	3,352	100.0%	(2)		
Gilbert High (Continuation) 09-12	3032786	3	708	416	304	416	708	100.0%	(3)		
Katella High 09-12	3033057	3	2,691	1,936	668	1,936	2,691	100.0%	(4)		
Loara High 09-12	3033784	3	2,733	1,850	701	1,850	2,733	100.0%	(5)		
Magnolia High 09-12	3034204	3	2,198	1,617	603	1,617	2,198	100.0%	(6)		
Savanna High 09-12	3036712	3	2,263	1,528	547	1,528	2,263	100.0%	(7)		
Western High 09-12	3038239	3	2,288	1,374	398	1,374	2,288	100.0%	(8)		
Brookhurst Junior High 07-08	6058812	2	1,294	1,022	424	1,022	1,294	100.0%	(9)		
Dale Junior High 07-08	6058820	2	1,312	1,034	463	1,034	1,312	100.0%	(10)		
Orangeview Junior High 07-08	6058861	2	1,021	793	305	793	1,021	100.0%	(11)		

This page is not applicable because the LEA did not apply for EIA funding on page 2 of the ConApp.

*If EIA/SCE ranking method used, () indicates school is eligible based on 25% low-income students, 25% EL students or 50% EDY students.
 *If Title I ranking method used, () indicates school is eligible based on the district or grade-span poverty rate percent or 35%.

2011-12 ConApp, Part I, Date: 06/14/2011

2011-12 EIA Ranking of Public Schools

California Department of Education

Consolidated Application

<p>Purpose: To identify options used in developing an intra-district allocation plan for EIA funds.</p>	<p>Agency: Anaheim Union High</p>
<p>CDE Contacts: <i>Richard Graham 916-319-0303 R.Graham@cde.ca.gov</i> <i>Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov</i></p>	<p>CD code: 3 0 6 6 4 3 1</p>

This page is not applicable because the LEA did not apply for EIA funding on page 2 of the ConApp.

Name of School Grade Levels	School Code	Grade Span Group	EIA/SCE Ranking orders:			Number of students in need			Percent of Students in Need	EIA/SCE School Rank*	EIA Intended for Funding ("X")
			<input type="checkbox"/> Ranked using Title I, Part A method	<input checked="" type="checkbox"/> Districtwide	<input type="checkbox"/> Ranked using EIA/SCE method	<input type="checkbox"/> Grade Span	<input type="checkbox"/> Total Students in Need	<input checked="" type="checkbox"/> Percent of students in need			
South Junior High 07-08	6058887	2	1,275	428	1,275	1,506	100.0%	(12)			
Sycamore Junior High 07-08	6058895	2	1,455	581	1,455	1,590	100.0%	(13)			
Ball Junior High 07-08	6061683	2	983	378	983	1,218	100.0%	(14)			
Hope Special Education Center 07-79	6066815	E	159	80	159	245	97.6%	(15)			
Walker Junior High 07-08	6058903	2	432	126	432	1,096	90.3%	(16)			
John F. Kennedy High 09-12	3033115	3	668	228	668	2,352	66.5%	(17)			
Polaris High (Alternative) 07-12	3030384	3	49	9	49	179	59.8%	(18)			
Lexington Junior High 07-08	6085260	2	323	86	323	1,278	57.3%	(19)			
Oxford Academy 07-12	3030616	3	316	0	316	1,127	56.1%	(20)			
Cypress High 09-12	3030038	3	558	135	558	2,554	49.0%	21			

*If EIA/SCE ranking method used, () indicates school is eligible based on 25% low-income students, 25% EL students or 50% EDY students.

*If Title I ranking method used, () indicates school is eligible based on the district or grade-span poverty rate percent or 35%.

2011-12 Title I, Part A Ranking Decisions

California Department of Education

Consolidated Application

Purpose: To identify options used in ranking schools to determine eligibility for ESEA, Title I, Part A.	Agency: Anaheim Union High
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Judi Brown 916-319-0942 JBrown@cde.ca.gov	CD code: 3 0 6 6 4 3 1

This page is not applicable because the LEA did not apply for Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.

A. Title I Ranking Decisions	C. Title I Ranking Exceptions
<input type="checkbox"/> The LEA has an enrollment of fewer than 1,000 students or has only one school per grade span.	Use the following alpha codes to indicate exceptions used in column G on page 8. a. At least 35% low income b. Public school poverty rate (rather than attendance area poverty rate) above District poverty rate. c. Skipping school that will be served by state or local program that meets the requirements of Title I, Part A. (must receive at least the same allocation as under Title I, Part A.) d. Desegregation-25% waiver. An approved waiver is on file. e. Additional year of funding (grandfather provision). f. Feeder pattern.
1. Ranking Order: X Districtwide ranking Grade span ranking	
2. Low-Income Measure (check appropriate boxes)	
X Eligibility for Free and Reduced-Price Lunch	
Receipt of CalWORKS	
Poverty count from most recent Census Data	
Eligibility for Medicaid	
Composite of the above (Describe in a comment) (See directions for constructing a composite)	

B. Grade spans and poverty rate calculations (based on page 8 data)			
Grade Span	Grades	Enrollment	Low Income Poverty Rate
1		0	0.0%
2		10,315	70.9%
3		22,531	58.1%
Districtwide	N/A	33,091	62.1%

2011-12 ConApp, Part I Date: 06/14/2011

2011-12 Title I, Part A Ranking of Public Schools

California Department of Education

Consolidated Application

Purpose: To document the process used to identify and rank schools Title I, Part A, schools for compensatory education funding/services.

Reminder: If a school below 35% is identified for funding in column H, the 125% rule will apply to all schools funded.

CDE Contact: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
Judi Brown 916-319-0942 JBrown@cde.ca.gov

Agency: Anaheim Union High

CD code:

3 | 0 | 6 | 6 | 4 | 3 | 1

This page is not applicable because the LEA did not apply for Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.

Low-income measure: Free Lunch

Ranking order: Districtwide

Poverty rate(s): 62.1%

A	B	C	D	E	F	G	H	I	J
Name of School Grade Levels	Grade Span Group	Student Enrollment in Attend. Area	Number of Low-Income Students	Percent Low-Income Students	Title I Rank*	Ranking Exception (see page 7)	ESEA, Title I Intended for Funded ("X")	EIA/SCE Intended for Funded ("X")	Other State or Local Funded ("X")
Community Day/Alternative 07-12	3	86	82	95.3%	(1)		X		
Sycamore Junior High 07-08	2	1,590	1,455	91.5%	(2)		X		
South Junior High 07-08	2	1,506	1,275	84.7%	(3)		X		
Ball Junior High 07-08	2	1,218	983	80.7%	(4)		X		
Anaheim High 09-12	3	3,352	2,690	80.3%	(5)		X		
Brookhurst Junior High 07-08	2	1,294	1,022	79.0%	(6)		X		
Dale Junior High 07-08	2	1,312	1,034	78.8%	(7)		X		
Orangeview Junior High 07-08	2	1,021	793	77.7%	(8)		X		
Magnolia High 09-12	3	2,198	1,617	73.6%	(9)		X		
Katella High 09-12	3	2,691	1,936	71.9%	(10)		X		
Loara High 09-12	3	2,733	1,850	67.7%	(11)		X		
Savanna High 09-12	3	2,263	1,528	67.5%	(12)		X		

* () Indicates school is at or above the district poverty rate and eligible;

[] Indicates school is at or above 35% poverty and eligible.

2011-12 ConApp, Part I

Date: 06/14/2011

2011-12 Title I, Part A Ranking of Public Schools

California Department of Education

Consolidated Application

Purpose: To document the process used to identify and rank schools Title I, Part A, schools for compensatory education funding/services.

Agency: Anaheim Union High

Reminder: If a school below 35% is identified for funding in column H, the 125% rule will apply to all schools funded.

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

CDE Contact: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Judi Brown 916-319-0942 JBrown@cde.ca.gov

This page is not applicable because the LEA did not apply for Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.

Low-income measure: Free Lunch Ranking order: Districtwide Poverty rate(s): 62.1%

A	B	C	D	E	F	G	H	I	J
Name of School Grade Levels School Code	Grade Span Group	Student Enrollment in Attend. Area	Number of Low-Income Students	Percent Low-Income Students	Title I Rank* () []	Ranking Exception (see page 7)	ESEA, Title I Intended for Funded ("X")	EIA/SCE Intended for Funded ("X")	Other State or Local Funded ("X")
Hope Special Education Center 07-79 6066815	E	245	159	64.9%	(13)	C			X
Western High 09-12 3038239	3	2,288	1,374	60.1%	[14]		X		
Gilbert High (Continuation) 09-12 3032786	3	708	416	58.8%	[15]				
Walker Junior High 07-08 6058903	2	1,096	432	39.4%	[16]				
John F. Kennedy High 09-12 3033115	3	2,352	668	28.4%	17				
Oxford Academy 07-12 3030616	3	1,127	316	28.0%	18				
Polaris High (Alternative) 07-12 3030384	3	179	49	27.4%	19				
Lexington Junior High 07-08 6085260	2	1,278	323	25.3%	20				
Cypress High 09-12 3030038	3	2,554	558	21.8%	21				

* () Indicates school is at or above the district poverty rate and eligible;
 [] indicates school is at or above 35% poverty and eligible.

2010-11 LEA Reporting Form for Federal Gun-Free Schools Act (GFSA)

California Department of Education

Consolidated Application

Purpose: The Gun-Free Schools Act requires districts and county offices of education requesting Elementary and Secondary Education Act (ESEA) funds to submit to the CDE expulsion information related to firearms. Failure to complete this form places an LEA's federal funds in jeopardy.

Agency:
Anaheim Union High

CD code:

3	0	6	6	4	3	1
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CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

A. Are there any expulsions to report for students who have brought a firearm to school or who have possessed a firearm at school? Yes No

Notes: 1. Only students who have been officially expelled, by vote of the governing board, during the 2010-11 school year are included in this report.
2. Expulsions for students who have brought a bb gun, pellet gun, stun gun, imitation/simulated gun, paint ball gun, cap gun, antique or replica of antique firearm, gun clip, ammunition, or Class-C common fireworks are not reportable in column E under the GFSA requirements. See instructions for further details.

B. School Code (7 digits)	C. School Name	D. Student's Grade Level	E. * Type of firearm for which student was expelled	F. Was this student referred to an alternative school or program?	G. Was this expulsion shortened to a term of less than one year?	H. Was this student disabled as defined in Section 602(a)(1) of the IDEA?*
			<input type="checkbox"/> Handgun <input type="checkbox"/> Shotgun/Rifle <input type="checkbox"/> Other (Specify) _____	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Modifications on a case-by-case basis.

** Refer to the instructions for a brief description of the IDEA.

2010-11 LEA Reporting Form for ESEA Title I, Part D, Neglected, Delinquent, or At-Risk - Demographics
 California Department of Education
 Consolidated Application

Purpose: To report the number of students served with Title I, Part D, funds during 2010-11.		Agency: Anaheim Union High			
		CD code:	3	0	6
			6	4	3
			1		
CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov		<input checked="" type="checkbox"/> This page is not applicable because the LEA did not participate in Title I, Part D, Neglected, Delinquent, or At-Risk programs in 2010-11.			
Number of programs operating in a multiple purpose facility		0			
Number of Facilities/Programs		0	Neglected Programs		
			0	Juvenile Detention	
Race/Ethnicity		Students Served in At-Risk Programs		Students Served in Neglected Programs	
Hispanic or Latino of any race		0			0
American Indian or Alaskan Native, not Hispanic or Latino		0			0
Asian, not Hispanic or Latino		0			0
Black or African American, not Hispanic or Latino		0			0
Native Hawaiian or Pacific Islander, not Hispanic or Latino		0			0
White, not Hispanic or Latino		0			0
Multiracial, not Hispanic or Latino		0			0
No Response		0			0
Gender					
Male		0			0
Female		0			0
Age					
5-10 years old		0			0
11-15 years old		0			0
16-18 years old		0			0
19 years and older		0			0
Total Unduplicated Students Served		0			0
# of Long-term Students		0			0

2010-11 LEA Reporting Form for ESEA Title I, Part D, Neglected, Delinquent, or At-Risk - Offerings & Outcomes
 California Department of Education Consolidated Application

Purpose: To report the number of facilities and the academic and vocational outcomes of students served with Title I, Part D, funds during 2010-11.	Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1
CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov	<input checked="" type="checkbox"/> This page is not applicable because the LEA did not participate in Title I, Part D, Neglected, Delinquent, or At-Risk programs in 2010-11.

	Number of Facilities	
	At-Risk Programs	Neglected Programs
1. Facility Academic Offerings		
1. Awarded high school course credit	0	0
2. Awarded high school diplomas	0	0
3. Awarded GED	0	0

	Number of Students	
	At-Risk Programs	Neglected Programs
2. Academic & Vocational Outcomes		
1. Academic		

<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits	0	0
2. Were enrolled in a GED program	0	0
<i>While in the facility, or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school	0	0
4. Earned a GED	0	0
5. Obtained high school diploma	0	0
6. Were accepted into post-secondary education	0	0
7. Enrolled in post-secondary education	0	0

2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training	0	0
<i>While in the facility, or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education	0	0
3. Obtained employment	0	0

2010-11 Title I, Part D, Neglected, Delinquent or At-Risk - Academic Performance Report

California Department of Education

Consolidated Application

Purpose: To report the academic performance of long-term students served with Title I, Part D, funds during 2010-11.	Agency: Anaheim Union High
CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov	CD code: 3 0 6 6 4 3 1

This page is not applicable because the LEA did not participate in Title I, Part D, Neglected, Delinquent, or At-Risk program in 2010-11.

Performance Data (Based on most recent pre/post-test data)	Reading			Mathematics		
	At-risk Programs	Neglected Programs	Juvenile Corrections/ Detention	At-risk Programs	Neglected Programs	Juvenile Corrections/ Detention
1. Long-term students who tested below grade level upon entry	0	0	0	0	0	0
2. Long-term students who have completed pre- and post-test results (data)	0	0	0	0	0	0
3. Negative grade level change from the pre- to post-test exams	0	0	0	0	0	0
4. No change in grade level from the pre- to post-test exams	0	0	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre- to post-test exams	0	0	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	0	0	0	0	0
7. Improvement of more than one full grade level from the pre- to post-test exams	0	0	0	0	0	0

2010-11 LEA Reporting Form for ESEA Title I, Part A, Neglected

California Department of Education

Consolidated Application

Purpose: To be completed for each LEA that received ESEA Title I, Part A, Neglected Program funding to provide services to eligible youth during 2010-11. LEAs are to collect and aggregate data for all sites, enter combined totals, and submit one composite electronic form per LEA.

Agency:

Anaheim Union High

CD code:

3 | 0 | 6 | 6 | 4 | 3 | 1

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov

This page is not applicable because the LEA did not participate in Title I, Part A, Neglected in 2010-11.

A.

Student Participation by Grade Level 2010-11 School Year

Pre-K	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
TOTAL	0

B.

If student participation total is zero, the reason is as follows.

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Anaheim High
 School code: 3 | 0 | 3 | 0 | 2 | 2 | 8

CDE Contacts: Paul Jacobs 916-319-0256 P.Jacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 S.Smith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 852,242

C. Program Participants By: 1725 Male 1728 Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	886	963	901	703	0

E. Migrant 21 **F.** Students with Disabilities 267 **G.** LEP Participants 987

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
3200	12	76	47	14	104	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Katella High
 School code: 3 | 0 | 3 | 3 | 0 | 5 | 7

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 602,707

C. Program Participants By: 1402 Male 1294 Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	727	694	707	568	0

E. Migrant 1 **F.** Students with Disabilities 251 **G.** LEP Participants 647

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
2260	7	134	43	15	236	0	1

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

<p>Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.</p>	<p>Agency: Anaheim Union High CD code: <table border="1" style="display: inline-table; text-align: center; width: 20px; height: 20px;"><tr><td>3</td><td>0</td><td>6</td><td>4</td><td>3</td><td>1</td></tr></table> School: Loara High School code: <table border="1" style="display: inline-table; text-align: center; width: 20px; height: 20px;"><tr><td>3</td><td>0</td><td>3</td><td>3</td><td>7</td><td>8</td><td>4</td></tr></table></p>	3	0	6	4	3	1	3	0	3	3	7	8	4																			
3	0	6	4	3	1																												
3	0	3	3	7	8	4																											
<p>CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Stephanie Smith 916-319-0948 SSmith@cde.ca.gov</p>																																	
<p><input type="checkbox"/> This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.</p>																																	
<p>A. 2010-11 Title I School Type: <input checked="" type="checkbox"/> Schoolwide Program School (SWP) <input type="checkbox"/> Targeted Assistance School (TAS)</p>																																	
<p>B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 566,721</p>																																	
<p>C. Program Participants By: 1372 Male 1355 Female</p>																																	
<p>D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.</p>																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;">Grade Level</th> <th style="width: 5%;">Pre-K</th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> <th style="width: 5%;">9</th> <th style="width: 5%;">10</th> <th style="width: 5%;">11</th> <th style="width: 5%;">12</th> <th style="width: 10%;">Ungraded</th> </tr> <tr> <td>Total Participants</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">722</td> <td style="text-align: center;">726</td> <td style="text-align: center;">713</td> <td style="text-align: center;">566</td> <td style="text-align: center;">0</td> </tr> </table>		Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total Participants	0	0	0	0	0	0	0	0	0	0	722	726	713	566	0
Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded																		
Total Participants	0	0	0	0	0	0	0	0	0	0	722	726	713	566	0																		
<p>E. Migrant 1 F. Students with Disabilities 268 G. LEP Participants 689</p>																																	
<p>H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.</p>																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Hispanic or Latino of any race</th> <th style="width: 15%;">American Indian or Alaskan Native, not Hispanic or Latino</th> <th style="width: 15%;">Asian, not Hispanic or Latino</th> <th style="width: 15%;">Black or African American, not Hispanic or Latino</th> <th style="width: 15%;">Native Hawaiian or Pacific Islander, not Hispanic or Latino</th> <th style="width: 15%;">White, not Hispanic or Latino</th> <th style="width: 15%;">Multiracial, not Hispanic or Latino</th> <th style="width: 15%;">No Response</th> </tr> <tr> <td style="text-align: center;">1939</td> <td style="text-align: center;">8</td> <td style="text-align: center;">328</td> <td style="text-align: center;">73</td> <td style="text-align: center;">37</td> <td style="text-align: center;">342</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </table>		Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response	1939	8	328	73	37	342	0	0																
Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response																										
1939	8	328	73	37	342	0	0																										

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Magnolia High
 School code: 3 | 0 | 3 | 4 | 2 | 0 | 4

CDE Contacts: Paul Jacobs 916-319-0256 P.Jacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 S.Smith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 508,727

C. Program Participants By: 1140 Male 1032 Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	594	493	601	484	0

E. Migrant 2 **F.** Students with Disabilities 190 **G.** LEP Participants 566

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
Hispanic or Latino of any race	1616	3	254	42	202	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

<p>Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.</p> <p>CDE Contacts: <i>Paul Jacobs</i> 916-319-0256 <i>PJacobs@cde.ca.gov</i> <i>Stephanie Smith</i> 916-319-0948 <i>SSmith@cde.ca.gov</i></p>		<p>Agency: Anaheim Union High</p> <p>CD code: 3 0 6 4 3 1</p> <p>School: Savanna High</p> <p>School code: 3 0 3 6 7 1 2</p> <p><input type="checkbox"/> This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.</p>																																	
<p>A. 2010-11 Title I School Type: <input type="checkbox"/> Schoolwide Program School (SWP) <input checked="" type="checkbox"/> Targeted Assistance School (TAS)</p>																																			
<p>B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) <input type="text" value="508,282"/></p>																																			
<p>C. Program Participants By: <input type="text" value="147"/> Male <input type="text" value="133"/> Female</p>																																			
<p>D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level</th> <th>Pre-K</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>Ungraded</th> </tr> </thead> <tbody> <tr> <td>Total Participants</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>279</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>				Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total Participants	0	0	0	0	0	0	0	0	0	0	279	1	0	0	0
Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded																				
Total Participants	0	0	0	0	0	0	0	0	0	0	279	1	0	0	0																				
<p>E. Migrant <input type="text" value="0"/></p>		<p>F. Students with Disabilities <input type="text" value="7"/></p>																																	
		<p>G. LEP Participants <input type="text" value="0"/></p>																																	
<p>H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Hispanic or Latino of any race</th> <th>American Indian or Alaskan Native, not Hispanic or Latino</th> <th>Asian, not Hispanic or Latino</th> <th>Black or African American, not Hispanic or Latino</th> <th>Native Hawaiian or Pacific Islander, not Hispanic or Latino</th> <th>White, not Hispanic or Latino</th> <th>Multiracial, not Hispanic or Latino</th> <th>No Response</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>1</td> <td>19</td> <td>13</td> <td>0</td> <td>22</td> <td>0</td> <td>0</td> </tr> </tbody> </table>				Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response	225	1	19	13	0	22	0	0																
Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response																												
225	1	19	13	0	22	0	0																												

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code:
 School: Western High
 School code:

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA)

C. Program Participants By: Male Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	205	21	0	0	0

E. Migrant **F.** Students with Disabilities **G.** LEP Participants

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
Hispanic or Latino of any race	4	6	12	4	24	0	0
176							

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

<p>Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.</p>	<p>Agency: Anaheim Union High CD code: <table border="1" style="display: inline-table; text-align: center; width: 20px; height: 20px;"><tr><td>3</td><td>0</td><td>6</td><td>4</td><td>3</td><td>1</td></tr></table> School: Brookhurst Junior High School code: <table border="1" style="display: inline-table; text-align: center; width: 20px; height: 20px;"><tr><td>6</td><td>0</td><td>5</td><td>8</td><td>1</td><td>2</td></tr></table></p>	3	0	6	4	3	1	6	0	5	8	1	2																				
3	0	6	4	3	1																												
6	0	5	8	1	2																												
<p>CDE Contacts: Paul Jacobs 916-319-0256 P.Jacobs@cde.ca.gov Stephanie Smith 916-319-0948 S.Smith@cde.ca.gov</p>																																	
<p>A. 2010-11 Title I School Type: <input checked="" type="checkbox"/> Schoolwide Program School (SWP) <input type="checkbox"/> Targeted Assistance School (TAS)</p>																																	
<p>B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 354,207</p>																																	
<p>C. Program Participants By: 630 Male 660 Female</p>																																	
<p>D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 10%;">Grade Level</td> <td style="width: 5%;">Pre-K</td> <td style="width: 5%;">K</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 10%;">Ungraded</td> </tr> <tr> <td>Total Participants</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>616</td> <td>674</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>		Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total Participants	0	0	0	0	0	0	0	0	616	674	0	0	0	0	0
Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded																		
Total Participants	0	0	0	0	0	0	0	0	616	674	0	0	0	0	0																		
<p>E. Migrant 2 F. Students with Disabilities 133 G. LEP Participants 398</p>																																	
<p>H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">Hispanic or Latino of any race</td> <td style="width: 15%;">American Indian or Alaskan Native, not Hispanic or Latino</td> <td style="width: 15%;">Asian, not Hispanic or Latino</td> <td style="width: 15%;">Black or African American, not Hispanic or Latino</td> <td style="width: 15%;">Native Hawaiian or Pacific Islander, not Hispanic or Latino</td> <td style="width: 15%;">White, not Hispanic or Latino</td> <td style="width: 15%;">Multiracial, not Hispanic or Latino</td> <td style="width: 15%;">No Response</td> </tr> <tr> <td>961</td> <td>7</td> <td>150</td> <td>47</td> <td>18</td> <td>107</td> <td>0</td> <td>0</td> </tr> </table>		Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response	961	7	150	47	18	107	0	0																
Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response																										
961	7	150	47	18	107	0	0																										

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

<p>Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1 School: Dale Junior High School code: 6 0 5 8 2 0</p>																																
<p>CDE Contacts: Paul Jacobs 916-319-0256 P.Jacobs@cde.ca.gov Stephanie Smith 916-319-0948 S.Smith@cde.ca.gov</p>																																	
<p><input checked="" type="checkbox"/> 2010-11 Title I School Type: <input checked="" type="checkbox"/> Schoolwide Program School (SWP) <input type="checkbox"/> Targeted Assistance School (TAS)</p>																																	
<p>B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 358,179</p>																																	
<p>C. Program Participants By: 648 Male 663 Female</p>																																	
<p>D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 10%;">Grade Level</td> <td style="width: 5%;">Pre-K</td> <td style="width: 5%;">K</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 10%;">Ungraded</td> </tr> <tr> <td>Total Participants</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>689</td> <td>622</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>		Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total Participants	0	0	0	0	0	0	0	0	689	622	0	0	0	0	0
Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded																		
Total Participants	0	0	0	0	0	0	0	0	689	622	0	0	0	0	0																		
<p>E. Migrant 0 F. Students with Disabilities 142 G. LEP Participants 426</p>																																	
<p>H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">Hispanic or Latino of any race</td> <td style="width: 15%;">American Indian or Alaskan Native, not Hispanic or Latino</td> <td style="width: 15%;">Asian, not Hispanic or Latino</td> <td style="width: 15%;">Black or African American, not Hispanic or Latino</td> <td style="width: 15%;">Native Hawaiian or Pacific Islander, not Hispanic or Latino</td> <td style="width: 15%;">White, not Hispanic or Latino</td> <td style="width: 15%;">Multiracial, not Hispanic or Latino</td> <td style="width: 15%;">No Response</td> </tr> <tr> <td>958</td> <td>4</td> <td>135</td> <td>49</td> <td>19</td> <td>146</td> <td>0</td> <td>0</td> </tr> </table>		Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response	958	4	135	49	19	146	0	0																
Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response																										
958	4	135	49	19	146	0	0																										

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Orangeview Junior High
 School code: 6 | 0 | 5 | 8 | 8 | 6 | 1

CDE Contacts: *Paul Jacobs* 916-319-0256 *PJacobs@cde.ca.gov*
Stephanie Smith 916-319-0948 *SSmith@cde.ca.gov*

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 267,690

C. Program Participants By: 523 Male 500 Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	531	492	0	0	0	0	0

E. Migrant 0 **F. Students with Disabilities** 123 **G. LEP Participants** 224

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
Hispanic or Latino of any race	6	145	48	16	167	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: South Junior High
 School code: 6 | 0 | 5 | 8 | 8 | 7

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 466,263

C. Program Participants By: 760 Male 741 Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	770	731	0	0	0	0	0

E. Migrant 1 **F.** Students with Disabilities 150 **G.** LEP Participants 443

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

Racial/Ethnic Group	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
1345 of any race	1	50	16	10	79	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
 CD code:

School: Sycamore Junior High
 School code:

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA)

C. Program Participants By: Male Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	801	783	0	0	0	0	0

E. Migrant **F.** Students with Disabilities **G.** LEP Participants

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
1481	2	35	17	7	42	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

Purpose: To be completed for each Public and Private school that received Title I, Part A, funding/services during 2010-11.

Agency: Anaheim Union High
CD code: 3 | 0 | 6 | 4 | 3 | 1
School: Ball Junior High
School code: 6 | 0 | 6 | 1 | 6 | 8 | 3

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. 2010-11 Title I School Type: Schoolwide Program School (SWP) Targeted Assistance School (TAS)

B. 2010-11 Total Title I, Part A, Allocation: (do not include ARRA) 338,731

C. Program Participants By: 611 Male 605 Female

D. Program Participants: Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	617	599	0	0	0	0	0

E. Migrant 0 **F.** Students with Disabilities 120 **G.** LEP Participants 352

H. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A, services.

	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
Hispanic or Latino of any race	3	122	25	6	95	0	0
965							

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education

Consolidated Application

Purpose: To be completed for each Title I, Part A, Targeted Assistance School (TAS).	Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1 School: Western High School Code: 3 0 3 8 2 3 9
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Stephanie Smith 916-319-0948 SSmith@cde.ca.gov	

This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	167	93	0	0	0	0
Support Service Area						
Participants	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
	0	0	0	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	2.00	0.00	0.00	0.00

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Anaheim High CD code: 3 0 3 0 2 8</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

	Year 1	
A. Year of Program Improvement (PI) in 2010-11		
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	3	3
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	3	3
3. The number of students who transferred from a PI school Year 1 or above to attend a local or state school choice program.	71	71
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0	0
5. The number of students in PI schools Year 2 or above who received SES.	0	0
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
2. Implemented a new curriculum, including appropriate professional development.		
3. Decreased management authority at the school level.		
4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
5. Extended the school year or school day.		
6. Restructured the internal organizational structure of the school.		
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
1. Reopen the school as a public charter school.		
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contract with an outside entity with a record of effectiveness to operate the public school.		
4. Institute other major restructuring of the school's governance.		
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
1. Reopened the school as a public charter school.		
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
4. Instituted other major restructuring of the school's governance.		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1</p> <p>School: Katella High CD code: 3 0 3 3 0 5 7</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

	Year 1	
A. Year of Program Improvement (PI) in 2010-11	1	
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	1	
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	1	
3. The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	47	
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0	
5. The number of students in PI schools Year 2 or above who received SES.	0	
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
2. Implemented a new curriculum, including appropriate professional development.		
3. Decreased management authority at the school level.		
4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
5. Extended the school year or school day.		
6. Restructured the internal organizational structure of the school.		
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
1. Reopen the school as a public charter school.		
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contract with an outside entity with a record of effectiveness to operate the public school.		
4. Institute other major restructuring of the school's governance.		
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
1. Reopened the school as a public charter school.		
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
4. Instituted other major restructuring of the school's governance.		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Loara High CD code: 3 0 3 3 7 8 4</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A. Year of Program Improvement (PI) in 2010-11	Year 2	
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	6	
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	6	
3. The number of students who transferred from a PI school Year 1 or above to attend a local or state school choice program.	57	
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	51	
5. The number of students in PI schools Year 2 or above who received SES.	51	
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
2. Implemented a new curriculum, including appropriate professional development.		
3. Decreased management authority at the school level.		
4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
5. Extended the school year or school day.		
6. Restructured the internal organizational structure of the school.		
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
1. Reopen the school as a public charter school.		
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contract with an outside entity with a record of effectiveness to operate the public school.		
4. Institute other major restructuring of the school's governance.		
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
1. Reopened the school as a public charter school.		
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
4. Instituted other major restructuring of the school's governance.		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Magnolia High CD code: 3 0 3 4 2 0 4</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

	Year 1	Year 2
A. Year of Program Improvement (PI) in 2010-11		
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	6	6
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	91	38
3. The number of students who transferred from a PI school Year 1 or above to attend a local or state school choice program.	38	38
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).		
5. The number of students in PI schools Year 2 or above who received SES.		
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
2. Implemented a new curriculum, including appropriate professional development.		
3. Decreased management authority at the school level.		
4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
5. Extended the school year or school day.		
6. Restructured the internal organizational structure of the school.		
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
1. Reopen the school as a public charter school.		
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contract with an outside entity with a record of effectiveness to operate the public school.		
4. Institute other major restructuring of the school's governance.		
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
1. Reopened the school as a public charter school.		
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
4. Instituted other major restructuring of the school's governance.		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Brookhurst Junior High CD code: 6 0 5 8 1 2</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A. Year of Program Improvement (PI) in 2010-11	Year 5
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	6
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	6
3. The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	14
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	90
5. The number of students in PI schools Year 2 or above who received SES.	90

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).
2. Implemented a new curriculum, including appropriate professional development.
3. Decreased management authority at the school level.
4. Appointed an outside expert to advise the school on making AYP based on its school plan.
5. Extended the school year or school day.
6. Restructured the internal organizational structure of the school.

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

1. Reopen the school as a public charter school.
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.
3. Contract with an outside entity with a record of effectiveness to operate the public school.
4. Institute other major restructuring of the school's governance.

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

1. Reopened the school as a public charter school.
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.
3. Contracted with an outside entity with a record of effectiveness to operate the public school.
X 4. Instituted other major restructuring of the school's governance.

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Dale Junior High CD code: 6 0 5 8 2 0</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A. Year of Program Improvement (PI) in 2010-11	Year 5	Year 4	Year 3	Year 2	Year 1
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	2				
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	2				
3. The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	33				
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0				
5. The number of students in PI schools Year 2 or above who received SES.	0				
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):					
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).					
2. Implemented a new curriculum, including appropriate professional development.					
3. Decreased management authority at the school level.					
4. Appointed an outside expert to advise the school on making AYP based on its school plan.					
5. Extended the school year or school day.					
6. Restructured the internal organizational structure of the school.					
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):					
1. Reopen the school as a public charter school.					
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.					
3. Contract with an outside entity with a record of effectiveness to operate the public school.					
4. Institute other major restructuring of the school's governance.					
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):					
1. Reopened the school as a public charter school.					
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.					
3. Contracted with an outside entity with a record of effectiveness to operate the public school.					
X 4. Instituted other major restructuring of the school's governance.					

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Orangeview Junior High CD code: 6 0 5 8 6 1</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A. Year of Program Improvement (PI) in 2010-11	Year 5	Year 1
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	15	
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	15	
3. The number of students who transferred from a PI school Year 1 or above to attend a local or state school choice program.	46	
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0	
5. The number of students in PI schools Year 2 or above who received SES.	0	
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
2. Implemented a new curriculum, including appropriate professional development.		
3. Decreased management authority at the school level.		
4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
5. Extended the school year or school day.		
6. Restructured the internal organizational structure of the school.		
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
1. Reopen the school as a public charter school.		
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contract with an outside entity with a record of effectiveness to operate the public school.		
4. Institute other major restructuring of the school's governance.		
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
1. Reopened the school as a public charter school.		
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
4. Instituted other major restructuring of the school's governance.		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: South Junior High CD code: 6 0 5 8 8 7</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A.	Year of Program Improvement (PI) in 2010-11	Year 5	
	1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.		2
	2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.		2
	3. The number of students who transferred from a PI school Year 1 or above to attend a local or state school choice program.		22
	4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).		117
	5. The number of students in PI schools Year 2 or above who received SES.		117
	B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
	1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
	2. Implemented a new curriculum, including appropriate professional development.		
	3. Decreased management authority at the school level.		
	4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
	5. Extended the school year or school day.		
	6. Restructured the internal organizational structure of the school.		
	C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
	1. Reopen the school as a public charter school.		
	2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
	3. Contract with an outside entity with a record of effectiveness to operate the public school.		
	4. Institute other major restructuring of the school's governance.		
	D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
	1. Reopened the school as a public charter school.		
	2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
	3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
X	4. Instituted other major restructuring of the school's governance.		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 4 3 1</p> <p>School: Sycamore Junior High CD code: 6 0 5 8 9 5</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A. Year of Program Improvement (PI) in 2010-11	Year 5	
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	0	
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	0	
3. The number of students who transferred from a PI school Year 1 or above to attend a local or state school choice program.	49	
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	199	
5. The number of students in PI schools Year 2 or above who received SES.	199	
B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):		
1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).		
2. Implemented a new curriculum, including appropriate professional development.		
3. Decreased management authority at the school level.		
4. Appointed an outside expert to advise the school on making AYP based on its school plan.		
5. Extended the school year or school day.		
6. Restructured the internal organizational structure of the school.		
C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):		
1. Reopen the school as a public charter school.		
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contract with an outside entity with a record of effectiveness to operate the public school.		
4. Institute other major restructuring of the school's governance.		
D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):		
1. Reopened the school as a public charter school.		
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.		
3. Contracted with an outside entity with a record of effectiveness to operate the public school.		
4. Instituted other major restructuring of the school's governance.		
X		

2010-11 Title I Report of Program Improvement Activities

California Department of Education

Consolidated Application

<p>Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1</p> <p>School: Ball Junior High CD code: 6 0 6 1 6 8 3</p>
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CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A. Year of Program Improvement (PI) in 2010-11	Year 3
1. The number of students in PI schools Years 1 or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	4
2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	4
3. The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	20
4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	144
5. The number of students in PI schools Year 2 or above who received SES.	144

- B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):**
- 1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).
 - 2. Implemented a new curriculum, including appropriate professional development.
 - 3. Decreased management authority at the school level.
 - 4. Appointed an outside expert to advise the school on making AYP based on its school plan.
 - 5. Extended the school year or school day.
 - 6. Restructured the internal organizational structure of the school.

- C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):**
- 1. Reopen the school as a public charter school.
 - 2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.
 - 3. Contract with an outside entity with a record of effectiveness to operate the public school.
 - 4. Institute other major restructuring of the school's governance.

- D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):**
- 1. Reopened the school as a public charter school.
 - 2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.
 - 3. Contracted with an outside entity with a record of effectiveness to operate the public school.
 - 4. Instituted other major restructuring of the school's governance.

2010-11 Title I, Part A, End-of-Year Expenditure Report for School Choice and SES

California Department of Education

Consolidated Application

Purpose: To report on end-of-year expenditures of Title I, Part A funds on Public School Choice (Choice) and Supplemental Educational Services (SES).		Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1	
CDE Contacts: Paul Jacobs 916 319-0256 PJacobs@cde.ca.gov Malik Abdul-Khaliq 916 319-0236 MAbdulKhaliq@cde.ca.gov			
<input type="checkbox"/> This page is not applicable because the LEA did not have schools in Program Improvement in 2010-11.			
A. Expenditures for Choice Transportation and Supplemental Education Services (SES)		Title I, Part A	Non-Title I, Part A
1.	Amount of funds expended and encumbered for Choice transportation for students who transferred from a PI school to a non-PI school under ESEA.	366,162	0
2.	Amount of funds expended and encumbered for eligible students who received SES.	771,672	0
3.	Amount of funds expended for parent outreach activities for Choice and SES. (0.2% = 11,493)*	11,493	0
4.	Total expended and encumbered amount for Choice and SES (A1 + A2 + A3).	1,149,327	0
5.	Amount of unspent funds. (20% of 2010-11 LEA Title I allocation (1,149,327)** - line A4).	0	0
If the amount in line A.5. is larger than 0, continue to Section B.			
B. Circumstances in Which the LEA is Not Subject to the Reallocation Criteria (check all boxes that apply)			
1.	Provided Choice and/or SES to ALL eligible students using less than the 20 percent.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Encumbered 100 percent of the 20 percent obligation in SES contracts and in Choice transportation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	The LEA has only one school in each grade span and has not been able to establish interdistrict transfer agreements. The LEA could not offer SES because it was not served by any approved providers including online providers.	<input type="checkbox"/>	<input type="checkbox"/>
If none of the boxes are checked, the LEA must complete Section C.			
C. Reallocation Criteria for Unspent Funds of the 20% Obligation (check all boxes that apply)			
1.	Partnered or made efforts to partner with groups such as community-based organizations to inform eligible students and their parents of the opportunity to sign up for Choice and SES.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Provided timely and accurate notice of the availability of Choice and SES to eligible students and their parents.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Ensured that sign-up forms for SES are distributed directly to eligible students and their parents and made widely available and accessible through broad means of dissemination.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Provided a minimum of two enrollment "windows," at separate points in the school year for eligible students and their parents to sign up for SES.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Ensured that approved SES providers are given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.	<input type="checkbox"/>	<input type="checkbox"/>

* This is 0.2% of the LEA's 2010-11 Title I, Part A, allocation after transfer (line 4 on page 34).

** This is 20% of the LEA's 2010-11 Title I, Part A, allocation after transfer (line 4 on page 34).

2010-11 LEA Reporting Form for ESEA Title I, Part A and Homeless Education
 California Department of Education Consolidated Application

Purpose: To provide the number of homeless children and youth in the LEA and their primary nighttime residence.

Agency: Anaheim Union High
 CD Code: 3 | 0 | 6 | 6 | 4 | 3 | 1

CDE Contacts: *Leanne Wheeler 916-319-0383 LWheeler@cde.ca.gov*
Pat Boncella 916-319-0384 PBoncell@cde.ca.gov

- A. McKinney-Vento Homeless Education Funding**
- LEA received three-year McKinney-Vento Homeless Education funding.
 LEA did not receive three-year McKinney-Vento Homeless Education funding.

B. Enrollment

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded*	Total
Number of Homeless	0	0	0	0	0	0	0	0	263	427	501	504	440	332	0	2,467

*Ungraded means served in an educational unit that has no separate grades.

C. Primary Nighttime Residency

Type of Residency	Shelters	Doubled-up/Tripled-up	Unsheltered*	Hotels/Motels	Total
Number of Homeless	28	2,393	2	44	2,467

*Unsheltered (e.g., cars, parks, campgrounds, etc.)

2010-11 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

California Department of Education

Consolidated Application

<p>Purpose: To determine how LEAs that received Rural and Low-Income School (RLIS) grants used their funds.</p>	<p>Agency: Anaheim Union High</p>					
	<p>CD code: 3 0 6 4 3 1</p>					
<p>CDE Contact: Bob Storelli 916-319-0482 BStorelli@cde.ca.gov</p>		<p><input checked="" type="checkbox"/> This page is not applicable. The LEA received no RLIS funds in 2010-11.</p>				
<p>Check all boxes that apply to the LEA's participation in the RLIS Program</p>						
<p>Use of Funds</p>						<p>2010-11</p>
<p>1. No RLIS funds expended (if checked, no other boxes should be checked for the year in question)</p>						<input type="checkbox"/>
<p>2. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives</p>						<input type="checkbox"/>
<p>3. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers</p>						<input type="checkbox"/>
<p>4. Educational technology, including software and hardware as described in Title II, Part D</p>						<input type="checkbox"/>
<p>5. Parental involvement activities</p>						<input type="checkbox"/>
<p>6. Activities authorized under Title IV, Part A (Safe and Drug-Free Schools Program)</p>						<input type="checkbox"/>
<p>7. Activities authorized under Title I, Part A</p>						<input type="checkbox"/>
<p>8. Activities authorized under Title III (Language instruction for LEP and immigrant students)</p>						<input type="checkbox"/>

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 0 6 4 3 1
 School: Community Day/Alternative Education/Special
 School Code: 0 1 0 5 8 4 1

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 85 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 48 Truancy Rate (Number at left + enrollment): 56.5%*

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>0</p> <p>0</p> <p>0.0%*</p> <p>0</p> <p>N/A</p>
<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p>	<p>0</p> <p>N/A</p>
<p>Was school at risk of being designated "persistently dangerous" for 2010-11? No</p>	<p>0</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).		Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1	
School: Cypress High School Code: 3 0 3 0 0 3 8			

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2557	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	287	Truancy Rate (Number at left + enrollment):	11.2%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	6	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	1	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	2	0		
48900(k)	Related to disruption of school activities or willful defiance	2	0		
48900(r)	Related to bullying and bullying through electronic means	1	0		
48915(c)(3)	PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with	1	0		

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp					
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No
Violence/Drug Rate (Violence/Drug Total + Enrollment): Total of Persistently Dangerous Expulsions Only:		0.4%*	1	N/A	0.0%*
Violence/Drug Total: Total of Non-Student Firearm Incidents:		13	10	0	0

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Anaheim High
 School Code: 3 | 0 | 3 | 0 | 2 | 2 | 8

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	3463	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	1308	Truancy Rate (Number at left + enrollment):	37.8%*
Ed Codes	Ed Code Text		Number of Expulsions	Number of Suspensions	
48900(a)(1)	Related to physical injury to another person		93	1	
48900(a)(2)	Related to use of force or violence		1	0	
48900(b)	Related to firearms, knives, explosive devices, etc.		5	1	
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.		75	0	
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.		10	0	
48900(g)	Stole or attempted to steal school property or private property		4	0	
48900(h)	Related to possession or use of tobacco products		1	0	
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		24	0	

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No
	Overall Total:		329	3
	Violence/Drug Total:		190	2
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):		5.5%*	0.1%*
	Total of Persistently Dangerous Expulsions Only:		1	N/A
Number of Non-Student Firearm Incidents:			0	

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Anaheim High
 School Code: 3 | 0 | 3 | 0 | 2 | 2 | 8

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	3463	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	1308	Truancy Rate (Number at left + enrollment):	37.8%
Ed Codes	Ed Code Text		Number of Expulsions	Number of Suspensions	
48900(j)	Related to possession or sale of drug paraphernalia		3	0	
48900(k)	Related to disruption of school activities or willfull defiance		111	1	
48900(n)	Related to sexual assault		1	0	
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense		1	0	

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp	Overall Total:				
	Violence/Drug Total:		329		3
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):		190		2
	Total of Persistently Dangerous Expulsions Only:		5.5%*		0.1%*
	Number of Non-Student Firearm Incidents:		1		N/A
					0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Polaris High (Alternative)

School Code: 3 | 0 | 3 | 0 | 3 | 8 | 4

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	166	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	1	Truancy Rate (Number at left + enrollment):	0.6%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	1	0
48900(k)	Related to disruption of school activities or willfull defiance	2	0

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at <http://www.cde.ca.gov/ls/ss/se/umirs.asp>

Was school at risk of being designated "persistently dangerous" for 2008-09?	No
Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Was school at risk of being designated "persistently dangerous" for 2010-11?	No

Overall Total:	3
Violence/Drug Total:	1
Violence/Drug Rate (Violence/Drug Total + Enrollment):	0.6%*
Total of Persistently Dangerous Expulsions Only:	0
Number of Non-Student Firearm Incidents:	0

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Oxford Academy
 School Code: 3 | 0 | 3 | 0 | 6 | 1 | 6

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 1128
 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 40
 Truancy Rate (Number at left ÷ enrollment): 3.5%*

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p> <p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Overall Total: 0</p> <p>Violence/Drug Total: 0</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment): 0.0%*</p> <p>Total of Persistently Dangerous Expulsions Only: 0</p> <p>Number of Non-Student Firearm Incidents: 0</p> <p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p> <p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>
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* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Gilbert High (Continuation)

School Code: 3 | 0 | 3 | 2 | 7 | 8 | 6

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 681 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 681 Truancy Rate (Number at left + enrollment): 100.0%*

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	33	0
48900(a)(2)	Related to use of force or violence	1	0
48900(b)	Related to firearms, knives, explosive devices, etc.	18	0
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	35	1
48900(f)	Caused or attempted to cause damage to school property or private property	22	0
48900(g)	Stole or attempted to steal school property or private property	1	0
48900(h)	Related to possession or use of tobacco products	19	0
48900(j)	Related to possession or sale of drug paraphernalia	11	0

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at <http://www.cde.ca.gov/ls/ss/se/umirs.asp>

Overall Total:	278	1
Violence/Drug Total:	120	1
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	17.6%*	0.1%*
Total of Persistently Dangerous Expulsions Only:	2	N/A
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No
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* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Gilbert High (Continuation)

School Code: | 3 | 0 | 3 | 2 | 7 | 8 | 6

CDE Contact: Stephanie Papas 916-445-8441 SPapas@ccde.ca.gov

October 2010 CBEDS Enrollment:	681	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	681	Truancy Rate (Number at left + enrollement):	100.0%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(k)	Related to disruption of school activities or willfull defiance	133	0
48900(l)	Knowingly received stolen school property or private property	1	0
48900(r)	Related to bullying and bullying through electronic means	1	0
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	1	0
48915(a)(3)	Related to unlawful possession of controlled substances	1	0
48915(c)(4)	PDS-Related to committing a sexual assault	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	278	1
	Violence/Drug Total:	120	1
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	17.6%*	0.1%*
	Total of Persistently Dangerous Expulsions Only:	2	N/A
	Number of Non-Student Firearm Incidents:	0	0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Katella High

School Code: 3 | 0 | 3 | 3 | 0 | 5 | 7

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2690	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	513	Truancy Rate (Number at left + enrollment):	19.1%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	51	0
48900(a)(2)	Related to use of force or violence	3	0
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	34	0
48900(f)	Caused or attempted to cause damage to school property or private property	7	0
48900(g)	Stole or attempted to steal school property or private property	5	0
48900(h)	Related to possession or use of tobacco products	1	0
48900(i)	Related to possession or sale of drug paraphernalia	1	0
48900(k)	Related to disruption of school activities or willfull defiance	110	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	215	0
	Violence/Drug Total:	92	0
	Violence/Drug Rate (Violence/Drug Total + Enrollment):	3.4%*	0.0%*
	Total of Persistently Dangerous Expulsions Only:	0	N/A
Number of Non-Student Firearm Incidents:		0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No
Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Katella High

School Code: 3 | 0 | 3 | 3 | 0 | 5 | 7

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2690	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	513	Truancy Rate (Number at left + enrollment):	19.1%*
Ed Codes		Ed Code Text		Number of Expulsions	Number of Suspensions
48900(l)		Knowingly received stolen school property or private property		1	0
48900(n)		Related to sexual assault		1	0
48900.2		Related to sexual harassment		1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No
	Overall Total:		Violence/Drug Total:		Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	
					3.4%*	
	Total of Persistently Dangerous Expulsions Only:		Number of Non-Student Firearm Incidents:		Total of Persistently Dangerous Expulsions Only:	
					0	

* if this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 4 | 3 | 1

School: John F. Kennedy High

School Code: | 3 | 0 | 3 | 3 | 1 | 1 | 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2357	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	275	Truancy Rate (Number at left + enrollment):	11.7%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	8	0		
48900(a)(2)	Related to use of force or violence	1	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	3	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	19	0		
48900(f)	Caused or attempted to cause damage to school property or private property	6	0		
48900(h)	Related to possession or use of tobacco products	1	0		
48900(j)	Related to possession or sale of drug paraphernalia	2	0		
48900(k)	Related to disruption of school activities or willfull defiance	27	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09?</p> <p style="text-align: center;">No</p>	<p>Was school at risk of being designated "persistently dangerous" for 2009-10?</p> <p style="text-align: center;">No</p>
<p>Was school at risk of being designated "persistently dangerous" for 2010-11?</p> <p style="text-align: center;">No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11?</p> <p style="text-align: center;">No</p>
<p>0</p> <p>35</p> <p>1.5%*</p> <p>0</p> <p>0</p>	

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: John F. Kennedy High

School Code: 3 | 0 | 3 | 3 | 1 | 1 | 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2357	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	275	Truancy Rate (Number at left + enrollment):	11.7%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(n)	Related to sexual assault	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p> <p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Overall Total: 68</p> <p>Violence/Drug Total: 0</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment): 1.5%*</p> <p>Total of Persistently Dangerous Expulsions Only: 0</p> <p>Number of Non-Student Firearm Incidents: 0</p> <p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p> <p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>
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* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 4 | 3 | 1

School: Loara High

School Code: | 3 | 0 | 3 | 3 | 7 | 8 | 4

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2732	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	757	Truancy Rate (Number at left + enrollment):	27.7%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	51	3
48900(b)	Related to firearms, knives, explosive devices, etc.	6	2
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	32	0
48900(f)	Caused or attempted to cause damage to school property or private property	11	0
48900(g)	Stole or attempted to steal school property or private property	3	0
48900(j)	Related to possession or sale of drug paraphernalia	4	0
48900(k)	Related to disruption of school activities or willfull defiance	39	1
48900(l)	Knowingly received stolen school property or private property	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	151		6	
	Violence/Drug Total:	97		5	
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	3.6%*		0.2%*	
	Total of Persistently Dangerous Expulsions Only:	1		N/A	
	Number of Non-Student Firearm Incidents:			0	
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Loara High
 School Code: 3 | 0 | 3 | 3 | 7 | 8 | 4

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 2732 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 757 Truancy Rate (Number at left + enrollment): 27.7%*

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(n)	Related to sexual assault	1	0
48900.2	Related to sexual harassment	1	0
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	1	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No
	Overall Total:	151		6
	Violence/Drug Total:	97		5
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	3.6%*		0.2%*
Total of Persistently Dangerous Expulsions Only:		1	N/A	
Number of Non-Student Firearm Incidents:		0		

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Magnolia High
 School Code: 3 | 0 | 3 | 4 | 2 | 0 | 4

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2184	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	619	Truancy Rate (Number at left + enrollment):	28.3%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	26	0		
48900(a)(2)	Related to use of force or violence	1	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	6	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	27	0		
48900(f)	Caused or attempted to cause damage to school property or private property	6	0		
48900(g)	Stole or attempted to steal school property or private property	4	0		
48900(j)	Related to possession or sale of drug paraphernalia	1	0		
48900(k)	Related to disruption of school activities or willfull defiance	31	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	103	0
	Violence/Drug Total:	62	0
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	2.8%*	0.0%*
	Total of Persistently Dangerous Expulsions Only:	0	N/A
	Number of Non-Student Firearm Incidents:	0	0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Was school at risk of being designated "persistently dangerous" for 2010-11?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2011-12 ConApp, Part I. Date: 06/14/2011

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Magnolia High

School Code: 3 | 0 | 3 | 4 | 2 | 0 | 4

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 619

Truancy Rate (Number at left + enrollment): 28.3%*

Ed Code Text

Number of Expulsions **Number of Suspensions**

48900.2 Related to sexual harassment 1 0

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at <http://www.cde.ca.gov/ls/ss/se/umirs.asp>

Overall Total:

103

Violence/Drug Total:

62

Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):

2.8%*

Total of Persistently Dangerous Expulsions Only:

0

Number of Non-Student Firearm Incidents:

0

Was school at risk of being designated "persistently dangerous" for 2008-09? No

Was school at risk of being designated "persistently dangerous" for 2009-10? No

Is school at risk of being designated "persistently dangerous" for 2010-11? No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 0 6 6 4 3 1

School: Savanna High

School Code: 3 0 3 6 7 1 2

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2261	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	417	Truancy Rate (Number at left + enrollment):	18.4%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	50	3
48900(a)(2)	Related to use of force or violence	2	1
48900(b)	Related to firearms, knives, explosive devices, etc.	4	2
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	44	1
48900(f)	Caused or attempted to cause damage to school property or private property	27	0
48900(g)	Stole or attempted to steal school property or private property	3	0
48900(h)	Related to possession or use of tobacco products	2	0
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	2	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
	<p>220</p> <p>110</p> <p>4.9%*</p> <p>3</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p> <p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Savanna High
 School Code: | 3 | 0 | 3 | 6 | 7 | 1 | 2

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2261	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	417	Truancy Rate (Number at left + enrollment):	18.4%*
Ed Codes	Ed Code Text		Number of Expulsions	Number of Suspensions	
48900(j)	Related to possession or sale of drug paraphernalia		3	0	
48900(k)	Related to disruption of school activities or willfull defiance		76	3	
48900(l)	Knowingly received stolen school property or private property		1	0	
48900(r)	Related to bullying and bullying through electronic means		1	0	
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense		1	0	
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil		2	1	
48915(c)(3)	PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with		2	2	

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	220	13
	Violence/Drug Total:	110	10
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	4.9%*	0.4%*
	Total of Persistently Dangerous Expulsions Only:	3	N/A
	Number of Non-Student Firearm Incidents:	0	0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Was school at risk of being designated "persistently dangerous" for 2010-11?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 4 | 3 | 1

School: Western High

School Code: | 3 | 0 | 3 | 8 | 2 | 3 | 9

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2273	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	654	Truancy Rate (Number at left + enrollment):	28.8%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	85	0
48900(b)	Related to firearms, knives, explosive devices, etc.	3	0
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	22	0
48900(f)	Caused or attempted to cause damage to school property or private property	7	0
48900(g)	Stole or attempted to steal school property or private property	7	0
48900(h)	Related to possession or use of tobacco products	3	0
48900(j)	Related to possession or sale of drug paraphernalia	3	0
48900(k)	Related to disruption of school activities or willfull defiance	218	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	361	0
	Violence/Drug Total:	124	0
	Violence/Drug Rate (Violence/Drug Total + Enrollment):	5.5%	0.0%*
	Total of Persistently Dangerous Expulsions Only:	0	N/A
	Number of Non-Student Firearm Incidents:	0	0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
		Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Western High

School Code: 3 | 0 | 3 | 8 | 2 | 3 | 9

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	2273	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	654	Truancy Rate (Number at left + enrollment):	28.8%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(l)	Knowingly received stolen school property or private property	3	0		
48900(r)	Related to bullying and bullying through electronic means	2	0		
48900.2	Related to sexual harassment	3	0		
48900.4	Related to harassment, threats, or intimidation	4	0		
48915(a)(3)	Related to unlawful possession of controlled substances	1	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
	<p>361</p> <p>124</p> <p>5.5%*</p> <p>0</p> <p>0</p> <p>N/A</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p> <p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Brookhurst Junior High
 School Code: 6 | 0 | 5 | 8 | 1 | 2

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1296	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	274	Truancy Rate (Number at left + enrollment):	21.1%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	60	0		
48900(a)(2)	Related to use of force or violence	1	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	2	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	29	0		
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.	4	0		
48900(e)	Committed or attempted to commit robbery or extortion	11	0		
48900(g)	Stole or attempted to steal school property or private property	10	0		
48900(h)	Related to possession or use of tobacco products	1	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, data, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	226	0
	Violence/Drug Total:	121	0
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	9.3%*	0.0%*
	Total of Persistently Dangerous Expulsions Only:	2	N/A
Number of Non-Student Firearm Incidents:		0	
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
		Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Brookhurst Junior High
 School Code: 6 | 0 | 5 | 8 | 8 | 1 | 2

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1296	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	274	Truancy Rate (Number at left + enrollment):	21.1%
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	3	0		
48900(j)	Related to possession or sale of drug paraphernalia	2	0		
48900(k)	Related to disruption of school activities or willfull defiance	87	0		
48900(l)	Knowingly received stolen school property or private property	3	0		
48900(m)	Possessed an imitation firearm	1	0		
48900(n)	Related to sexual assault	1	0		
48900(q)	Engaged in, or attempted to engage in, hazing as defined in Section 32050 of the	3	0		
48900(r)	Related to bullying and bullying through electronic means	2	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	
<p>Was school at risk of being designated "persistently dangerous" for 2008-09?</p> <p style="text-align: center;">No</p>	<p>Was school at risk of being designated "persistently dangerous" for 2009-10?</p> <p style="text-align: center;">No</p>
<p>Was school at risk of being designated "persistently dangerous" for 2010-11?</p> <p style="text-align: center;">No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11?</p> <p style="text-align: center;">No</p>
<p>* If this reads 'N/A' it means that the enrollment figure is missing.</p>	

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Brookhurst Junior High
 School Code: 6 | 0 | 5 | 8 | 1 | 2

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 1296 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 274 Truancy Rate (Number at left + enrollment): 21.1%*

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900.2	Related to sexual harassment	3	0
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	1	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	1	0
48915(a)(5)	PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	226	0
	Violence/Drug Total:	121	0
	Violence/Drug Rate (Violence/Drug Total + Enrollment):	9.3%*	0.0%*
	Total of Persistently Dangerous Expulsions Only:	2	N/A
Number of Non-Student Firearm Incidents:		0	
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Is school at risk of being designated "persistently dangerous" for 2010-11?		No	

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Dale Junior High
 School Code: | 6 | 0 | 5 | 8 | 8 | 2 | 0

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1311	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	141	Truancy Rate (Number at left + enrollment):	10.8%*
Ed Codes	Ed Code Text				
48900(a)(1)	Related to physical injury to another person				
48900(b)	Related to firearms, knives, explosive devices, etc.				
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.				
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.				
48900(e)	Committed or attempted to commit robbery or extortion				
48900(f)	Caused or attempted to cause damage to school property or private property				
48900(k)	Related to disruption of school activities or willful defiance				
48900.2	Related to sexual harassment				
	Number of Expulsions	Number of Suspensions			
	31	1			1
	1	6			1
	2	0			0
	1	6			6
	0	7			7
	111	2			2
	8	0			0

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp	Overall Total:	164	20
	Violence/Drug Total:	53	11
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	4.0%*	0.8%*
	Total of Persistently Dangerous Expulsions Only:	0	N/A
	Number of Non-Student Firearm Incidents:	0	0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Is school at risk of being designated "persistently dangerous" for 2010-11?		No	

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 4 | 3 | 1
 School: Dale Junior High
 School Code: 6 | 0 | 5 | 8 | 2 | 0

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 1311 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 141 Truancy Rate (Number at left + enrollment): 10.8%*

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900.4	Related to harassment, threats, or intimidation	2	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	2	2

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p> <p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>	
	<p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment): 4.0%*</p>	<p>Violence/Drug Total: 53</p>	<p>Overall Total: 164</p>
	<p>Total of Persistently Dangerous Expulsions Only: 0</p>	<p>Number of Non-Student Firearm Incidents: 0</p>	<p>Violence/Drug Total + Enrollment: 11</p>
	<p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment): 0.8%*</p>	<p>Number of Non-Student Firearm Incidents: 0</p>	<p>Violence/Drug Total: 11</p>
	<p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment): 0.8%*</p>	<p>Number of Non-Student Firearm Incidents: 0</p>	<p>Violence/Drug Total: 11</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 0 6 6 4 3 1
 School: Orangeview Junior High
 School Code: 6 0 5 8 8 6 1

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1022	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	127	Truancy Rate (Number at left + enrollment):	12.4%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	58	1		
48900(b)	Related to firearms, knives, explosive devices, etc.	4	1		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	15	2		
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.	1	1		
48900(f)	Caused or attempted to cause damage to school property or private property	3	0		
48900(g)	Stole or attempted to steal school property or private property	6	0		
48900(h)	Related to possession or use of tobacco products	1	0		
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	6	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	162	5
	Violence/Drug Total:	92	5
	Violence/Drug Rate (Violence/Drug Total + Enrollment):	9.0%*	0.5%*
	Total of Persistently Dangerous Expulsions Only:	8	N/A
	Number of Non-Student Firearm Incidents:		0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Was school at risk of being designated "persistently dangerous" for 2010-11?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Orangeview Junior High

School Code: 6 | 0 | 5 | 8 | 6 | 1

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1022	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	127	Truancy Rate (Number at left + enrollment):	12.4%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(j)	Related to possession or sale of drug paraphernalia	1	0
48900(k)	Related to disruption of school activities or willfull defiance	54	0
48900(l)	Knowingly received stolen school property or private property	1	0
48900(n)	Related to sexual assault	2	0
48900.2	Related to sexual harassment	1	0
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	8	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total + Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>162</p> <p>92</p> <p>9.0%*</p> <p>8</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p>	<p>N/A</p>
<p>Was school at risk of being designated "persistently dangerous" for 2010-11? No</p>	<p>No</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 0 6 6 4 3 1

School: South Junior High

School Code: 6 0 5 8 8 8 7

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1502	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	273	Truancy Rate (Number at left + enrollment):	18.2%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	121	1		
48900(b)	Related to firearms, knives, explosive devices, etc.	10	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	24	0		
48900(f)	Caused or attempted to cause damage to school property or private property	37	0		
48900(g)	Stole or attempted to steal school property or private property	17	0		
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	10	0		
48900(j)	Related to possession or sale of drug paraphernalia	1	0		
48900(k)	Related to disruption of school activities or willfull defiance	76	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>	<p>320</p> <p>166</p> <p>11.1%*</p> <p>1</p> <p>N/A</p> <p>0</p>	<p>1</p> <p>1</p> <p>0.1%*</p> <p>N/A</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>	

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1

School: South Junior High

School Code: | 6 | 0 | 5 | 8 | 8 | 8 | 7

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1502	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	273	Truancy Rate (Number at left + enrollment):	18.2%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(i)	Knowingly received stolen school property or private property	1	0
48900(r)	Related to bullying and bullying through electronic means	13	0
48900.2	Related to sexual harassment	6	0
48900.7	Related to terroristic threats	1	0
48915(a)(3)	Related to unlawful possession of controlled substances	2	0
48915(a)(5)	PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon	1	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>320</p> <p>166</p> <p>11.1%*</p> <p>1</p> <p>N/A</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Sycamore Junior High

School Code: 6 | 0 | 5 | 8 | 8 | 9 | 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1590	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	228	Truancy Rate (Number at left + enrollment):	14.3%*
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	79	0
48900(b)	Related to firearms, knives, explosive devices, etc.	2	0
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	25	0
48900(e)	Committed or attempted to commit robbery or extortion	3	0
48900(f)	Caused or attempted to cause damage to school property or private property	24	0
48900(g)	Stole or attempted to steal school property or private property	4	0
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	2	0
48900(j)	Related to possession or sale of drug paraphernalia	6	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>246</p> <p>117</p> <p>7.4%*</p> <p>0</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2009-10? No</p>	<p>N/A</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2010-11? No</p>	<p>N/A</p> <p>0</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Sycamore Junior High

School Code: | 6 | 0 | 5 | 8 | 8 | 9 | 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1590	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	228	Truancy Rate (Number at left + enrollment):	14.3%*
Ed Codes	Ed Code Text				
48900(k)	Related to disruption of school activities or willfull defiance				
48900(l)	Knowingly received stolen school property or private property				
48900(n)	Related to sexual assault				
48900(r)	Related to bullying and bullying through electronic means				
48900.2	Related to sexual harassment				
	Number of Expulsions	Number of Suspensions			
	94	0			
	1	0			
	1	0			
	4	0			
	1	0			

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp	Overall Total:	246	0
	Violence/Drug Total:	117	0
	Violence/Drug Rate (Violence/Drug Total + Enrollment):	7.4%*	0.0%*
	Total of Persistently Dangerous Expulsions Only:	0	N/A
	Number of Non-Student Firearm Incidents:	0	
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
* If this reads 'N/A' it means that the enrollment figure is missing.		Date: 06/14/2011	

2011-12 ConApp, Part I.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Walker Junior High

School Code: | 6 | 0 | 5 | 8 | 9 | 0 | 3

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1095	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	108	Truancy Rate (Number at left + enrollment):	9.9%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	50	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	1	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	18	1		
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.	1	0		
48900(f)	Caused or attempted to cause damage to school property or private property	7	0		
48900(g)	Stole or attempted to steal school property or private property	3	0		
48900(h)	Related to possession or use of tobacco products	1	0		
48900(j)	Related to possession or sale of drug paraphernalia	2	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
	<p>145</p> <p>78</p> <p>7.1%*</p> <p>2</p> <p>N/A</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09? No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11? No</p>

* if this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Walker Junior High

School Code: | 6 | 0 | 5 | 8 | 9 | 0 | 3

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1095	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	108	Truancy Rate (Number at left + enrollment):	9.9%*
Ed Codes	Ed Code Text		Number of Expulsions	Number of Suspensions	
48900(k)	Related to disruption of school activities or willfull defiance		57	0	
48900(m)	Possessed an imitation firearm		1	0	
48900.2	Related to sexual harassment		1	0	
48900.4	Related to harassment, threats, or intimidation		1	0	
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense		2	0	

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	145	1
	Violence/Drug Total:	78	1
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	7.1%*	0.1%*
	Total of Persistently Dangerous Expulsions Only:	2	N/A
	Number of Non-Student Firearm Incidents:		0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Is school at risk of being designated "persistently dangerous" for 2010-11?		No	

* If this reads 'N/A' it means that the enrollment figure is missing.

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: | 3 | 0 | 6 | 6 | 4 | 3 | 1 |
 School: Ball Junior High
 School Code: | 6 | 0 | 6 | 1 | 6 | 8 | 3 |

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1218	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	172	Truancy Rate (Number at left + enrollment):	14.1%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	39	1		
48900(a)(2)	Related to use of force or violence	1	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	1	1		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	14	1		
48900(f)	Caused or attempted to cause damage to school property or private property	8	0		
48900(g)	Stole or attempted to steal school property or private property	9	0		
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	1	0		
48900(k)	Related to disruption of school activities or willful defiance	40	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	120		3	
	Violence/Drug Total:	61		3	
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	50%*		0.2%*	
	Total of Persistently Dangerous Expulsions Only:	0		N/A	
	Number of Non-Student Firearm Incidents:	0		0	
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Ball Junior High

School Code: 6 | 0 | 6 | 1 | 6 | 8 | 3

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1218	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	172	* Truancy Rate (Number at left + enrollment):	14.1%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(l)	Knowingly received stolen school property or private property	1	0
48900.2	Related to sexual harassment	3	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	1	0
48915(a)(3)	Related to unlawful possession of controlled substances	2	0

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	<p>Overall Total:</p> <p>Violence/Drug Total:</p> <p>Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):</p> <p>Total of Persistently Dangerous Expulsions Only:</p> <p>Number of Non-Student Firearm Incidents:</p>
	<p>120</p> <p>61</p> <p>5.0%*</p> <p>0</p> <p>0</p>
<p>Was school at risk of being designated "persistently dangerous" for 2008-09?</p> <p style="text-align: center;">No</p>	<p>Is school at risk of being designated "persistently dangerous" for 2010-11?</p> <p style="text-align: center;">No</p>

* If this reads 'N/A' it means that the enrollment figure is missing.

2011-12 ConApp, Part I, Date: 06/14/2011

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Hope Special Education Center
 School Code: 6 | 0 | 6 | 6 | 8 | 1 | 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 245
 Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 144
 Truancy Rate (Number at left ÷ enrollment): 58.8%
 *
 Ed Codes
 Ed Code Text
 Number of Expulsions
 Number of Suspensions

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at <http://www.cde.ca.gov/ls/ss/se/umirs.asp>

Overall Total:	0
Violence/Drug Total:	0
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0%*
Total of Persistently Dangerous Expulsions Only:	0
Number of Non-Student Firearm Incidents:	N/A

Was school at risk of being designated "persistently dangerous" for 2008-09?	No
Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2011-12 ConApp, Part I

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2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Lexington Junior High

School Code: 6 | 0 | 8 | 8 | 5 | 2 | 6 | 0

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1278	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	97	Truancy Rate (Number at left + enrollment):	7.6%*
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	29	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	3	0		
48900(f)	Caused or attempted to cause damage to school property or private property	7	0		
48900(g)	Stole or attempted to steal school property or private property	5	0		
48900(h)	Related to possession or use of tobacco products	1	0		
48900(j)	Related to possession or sale of drug paraphernalia	2	0		
48900(k)	Related to disruption of school activities or willfull defiance	17	0		
48900(o)	Related to intimidation of a witness	1	0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/ise/umirs.asp</p>	
Overall Total:	66
Violence/Drug Total:	37
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	2.9%*
Total of Persistently Dangerous Expulsions Only:	0
Number of Non-Student Firearm Incidents:	N/A
Number of Non-Student Firearm Incidents:	0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No
Was school at risk of being designated "persistently dangerous" for 2009-10?	No
Was school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Anaheim Union High
 CD code: 3 0 6 6 4 3 1
 School: Lexington Junior High
 School Code: 6 0 8 5 2 6 0

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	1278	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	97	Truancy Rate (Number at left + enrollment):	7.6% *
Ed Codes	Ed Code Text				
48900.2	Related to sexual harassment				
Number of Expulsions			Number of Suspensions		
1			0		

<p>NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp</p>	Overall Total:	66			0	
	Violence/Drug Total:	37			0	
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	2.9% *				0.0% *
	Total of Persistently Dangerous Expulsions Only:	0				N/A
	Number of Non-Student Firearm Incidents:					0
Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No	

* If this reads 'N/A' it means that the enrollment figure is missing.

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	Agency: Anaheim Union High									
	CD code: 3 0 6 6 4 3 1									
	School: Community Day/Alternative Education/Special E									
	School code: 0 1 0 5 8 4 1									

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
 The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
 The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Cypress High

School code: 3 | 0 | 3 | 0 | 0 | 3 | 8

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	1
2. Of the total in line 1, number paid with Title II funds	1
3. Number of teachers in line 1 who meet the ESEA teacher requirements	1

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
 The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
 The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	Agency: Anaheim Union High									
	CD code: 3 0 6 6 4 3 1									
	School: Anaheim High									
	School code: 3 0 3 0 2 2 8									

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11	
1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	44
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	44
<input type="checkbox"/> The school did NOT receive Title I, Part A for 2010-11. If this box is checked, this page is now complete. If not checked, complete sections B and C.	
B. New Teachers Hired Into Title I Funded Programs in 2010-11	
1. Total number of Title I teachers including Schoolwide and Targeted Assistance	4
2. Number of these teachers who did not meet the ESEA teacher requirements	4
C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)	
<input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.	
<input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.	
<input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.	
1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I, Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High	3	0	6	6	4	3	1
CD code:							
School: Polaris High (Alternative)	3	0	3	0	3	8	4
School code:							

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

<input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.	
<input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.	
<input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.	
1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Oxford Academy

School code: 3 | 0 | 3 | 0 | 6 | 1 | 6

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	1
2. Of the total in line 1, number paid with Title II funds	1
3. Number of teachers in line 1 who meet the ESEA teacher requirements	1

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
 The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
 The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1 School: Gilbert High (Continuation) School code: 3 0 3 2 7 8 6</p>
<p align="center">CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A) Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)</p>	
<p>A. Teachers in Class Size Reduction in 2010-11</p>	
1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0
<p><input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2010-11. If this box is checked, this page is now complete. If not checked, complete sections B and C.</p>	
<p>B. New Teachers Hired Into Title I Funded Programs in 2010-11</p>	
1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0
<p>C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)</p>	
<p><input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11. <input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs. <input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.</p>	
1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Katella High

School code: 3 | 0 | 3 | 3 | 0 | 5 | 7

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	3
2. Number of these teachers who did not meet the ESEA teacher requirements	3

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	1.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	1.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1 School: John F. Kennedy High School code: 3 0 3 3 1 1 5</p>
<p>CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A) Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)</p>	
<p>A. Teachers in Class Size Reduction in 2010-11</p>	
<p>1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds</p>	1
<p>2. Of the total in line 1, number paid with Title II funds</p>	1
<p>3. Number of teachers in line 1 who meet the ESEA teacher requirements</p>	1
<p><input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2010-11. If this box is checked, this page is now complete. If not checked, complete sections B and C.</p>	
<p>B. New Teachers Hired Into Title I Funded Programs in 2010-11</p>	
<p>1. Total number of Title I teachers including Schoolwide and Targeted Assistance</p>	0
<p>2. Number of these teachers who did not meet the ESEA teacher requirements</p>	0
<p>C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)</p>	
<p><input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11. <input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs. <input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.</p>	
<p>1. Number of FTE paraprofessionals in Title I schools</p>	0.00
<p>2. Number of these FTE paraprofessionals who meet the ESEA requirements</p>	0.00
<p>3. Percentage of these FTE paraprofessionals who meet the ESEA requirements</p>	0.00%
<p>4. Target percentage for June 30, 2011</p>	100%

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2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Loara High

School code: 3 | 0 | 3 | 3 | 7 | 8 | 4

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	4
2. Number of these teachers who did not meet the ESEA teacher requirements	4

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Magnolia High

School code: 3 | 0 | 3 | 4 | 2 | 0 | 4

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
- The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
- The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>		<p>Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1 School: Savanna High School code: 3 0 3 6 7 1 2</p>	
<p>CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A) Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)</p>			
<p>A. Teachers in Class Size Reduction in 2010-11</p>			
1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds			0
2. Of the total in line 1, number paid with Title II funds			0
3. Number of teachers in line 1 who meet the ESEA teacher requirements			0
<p><input type="checkbox"/> The school did NOT receive Title I, Part A for 2010-11. If this box is checked, this page is now complete. If not checked, complete sections B and C.</p>			
<p>B. New Teachers Hired Into Title I Funded Programs in 2010-11</p>			
1. Total number of Title I teachers including Schoolwide and Targeted Assistance			3
2. Number of these teachers who did not meet the ESEA teacher requirements			3
<p>C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)</p>			
<p><input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.</p>			
<p><input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.</p>			
<p><input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.</p>			
1. Number of FTE paraprofessionals in Title I schools			0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements			0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements			0.00%
4. Target percentage for June 30, 2011			100%

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2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Western High

School code: 3 | 0 | 3 | 8 | 2 | 3 | 9

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
 The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
 The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Brookhurst Junior High

School code: 6 | 0 | 5 | 8 | 8 | 1 | 2

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
- The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
- The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	1.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	1.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Dale Junior High

School code: 6 | 0 | 5 | 8 | 8 | 2 | 0

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
- The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
- The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	2.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	2.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Orangeview Junior High

School code: 6 | 0 | 5 | 8 | 8 | 6 | 1

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	1
2. Number of these teachers who did not meet the ESEA teacher requirements	1

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
- The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
- The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: South Junior High

School code: 6 | 0 | 5 | 8 | 8 | 8 | 7

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	15
2. Of the total in line 1, number paid with Title II funds	15
3. Number of teachers in line 1 who meet the ESEA teacher requirements	15

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

- The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
- The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
- The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	1.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	1.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	<p>Agency: Anaheim Union High CD code: 3 0 6 6 4 3 1 School: Sycamore Junior High School code: 6 0 5 8 8 9 5 </p>
<p>CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A) Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)</p>	
A. Teachers in Class Size Reduction in 2010-11	
1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	18
2. Of the total in line 1, number paid with Title II funds	18
3. Number of teachers in line 1 who meet the ESEA teacher requirements	18
<input type="checkbox"/> The school did NOT receive Title I, Part A for 2010-11. If this box is checked, this page is now complete. If not checked, complete sections B and C.	
B. New Teachers Hired Into Title I Funded Programs in 2010-11	
1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2
C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)	
<input type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11. <input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs. <input checked="" type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.	
1. Number of FTE paraprofessionals in Title I schools	1.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	1.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2011-12 ConApp, Part I

Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Walker Junior High

School code: 6 | 0 | 5 | 8 | 9 | 0 | 3

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	2
2. Of the total in line 1, number paid with Title II funds	2
3. Number of teachers in line 1 who meet the ESEA teacher requirements	2

The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

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Date: 06/14/2011

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	Agency: Anaheim Union High		3	0	6	6	4	3	1
	CD code:								
	School: Ball Junior High		6	0	6	1	6	8	3
	School code:								

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.
 If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	2
2. Number of these teachers who did not meet the ESEA teacher requirements	2

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.
 The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.
 The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Anaheim Union High	3	0	6	6	4	3	1
CD code:							
School: Hope Special Education Center	6	0	6	6	8	1	5
School code:							

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
 Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

The school did NOT receive Title I, Part A for 2010-11.
 If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

<input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.	
<input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.	
<input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.	
1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

<p>Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.</p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Agency: Anaheim Union High</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">CD code:</td> <td colspan="7"></td> </tr> <tr> <td style="padding: 2px;">School: Lexington Junior High</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">8</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">0</td> </tr> <tr> <td style="padding: 2px;">School code:</td> <td colspan="7"></td> </tr> </table>	Agency: Anaheim Union High	3	0	6	6	4	3	1	CD code:								School: Lexington Junior High	6	0	8	5	2	6	0	School code:							
Agency: Anaheim Union High	3	0	6	6	4	3	1																										
CD code:																																	
School: Lexington Junior High	6	0	8	5	2	6	0																										
School code:																																	
<p>CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A) Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)</p>																																	
<p>A. Teachers in Class Size Reduction in 2010-11</p>																																	
1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	2																																
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<p>B. New Teachers Hired Into Title I Funded Programs in 2010-11</p>																																	
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<p><input checked="" type="checkbox"/> The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11. <input type="checkbox"/> The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs. <input type="checkbox"/> The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.</p>																																	
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4. Target percentage for June 30, 2011	100%																																

2009-10 and 2010-11 Year-to-Date Expenditure Report for Selected Federal Programs

California Department of Education

Consolidated Application

Purpose: To report year-to-date expenditures for 2009-10 and 2010-11. Each LEA that received a subgrant for Title II, Part A in either fiscal year must complete this page.	Agency: Anaheim Union High
CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov	CD Code: 3 0 6 6 4 3 1

This page is not applicable because the LEA did not participate in any of the listed programs.

SACS Code	Description	2009-10	2010-11
	1. Total Title II, Part A expenditures	\$ 936,281	\$ 978,306
	a. Amount of line 1 spent on Professional Development	\$ 648,081	\$ 669,000
4035	b. Amount of line 1 spent on exam and test prep	\$ 0	\$ 0
	c. Amount of line 1 spent on recruiting, training, and retaining	\$ 90,000	\$ 110,834
	d. Amount of line 1 spent on Class Size Reduction	\$ 198,200	\$ 198,472

2011-12 ConApp, Part I

Date: 06/14/2011

2011-12 Title III Immigrant Actual and Proposed Expenditure Report

California Department of Education

Consolidated Application

Purpose: To report Title III Immigrant funds expenditures for fiscal year (FY) 2009-10 and 2010-11 and proposed expenditures for FY 2011-12. Projected funding from the CDE Request for Applications Web page at: http://www.cde.ca.gov/fg/fo/r22/imm11rfa.asp		Agency: Anaheim Union High CD Code: 3 0 6 6 4 3 1																																							
CDE Contact: Jim Shields 916-319-0267 JShields@cde.ca.gov <input checked="" type="checkbox"/> This page is not applicable because the LEA is not participating in Title III Immigrant funding.		2009-10 Entitlement: 0 2010-11 Entitlement: 0 2011-12 Projected Entitlement: 0																																							
Sub grantee Activities																																									
Section 3115 (e)(1) (e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH- (1) IN GENERAL--An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth; (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Object Code</th> <th style="width: 15%;">Activities</th> <th style="width: 15%;">Actual Expenditures</th> <th style="width: 15%;">Actual Expenditures</th> <th style="width: 15%;">Proposed Expenditures</th> </tr> </thead> <tbody> <tr> <td>1000-1999</td> <td>Certificated Personnel Salaries</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> <tr> <td>2000-2999</td> <td>Classified Personnel Salaries</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> <tr> <td>3000-3999</td> <td>Employee Benefits</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> <tr> <td>4000-4999</td> <td>Books and Supplies</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> <tr> <td>5000-5999</td> <td>Services & Other Operating Expenditures</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> <tr> <td></td> <td>Administrative & Indirect Costs</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> <tr> <td></td> <td>Total</td> <td></td> <td>\$ 0 \$</td> <td>0</td> </tr> </tbody> </table>	Object Code	Activities	Actual Expenditures	Actual Expenditures	Proposed Expenditures	1000-1999	Certificated Personnel Salaries		\$ 0 \$	0	2000-2999	Classified Personnel Salaries		\$ 0 \$	0	3000-3999	Employee Benefits		\$ 0 \$	0	4000-4999	Books and Supplies		\$ 0 \$	0	5000-5999	Services & Other Operating Expenditures		\$ 0 \$	0		Administrative & Indirect Costs		\$ 0 \$	0		Total		\$ 0 \$	0
Object Code	Activities	Actual Expenditures	Actual Expenditures	Proposed Expenditures																																					
1000-1999	Certificated Personnel Salaries		\$ 0 \$	0																																					
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	Administrative & Indirect Costs		\$ 0 \$	0																																					
	Total		\$ 0 \$	0																																					

2011-12 Title III LEP Actual and Proposed Expenditure Report

California Department of Education

Consolidated Application

<p>Purpose: To report Title III LEP funds expenditures for fiscal year (FY) 2009-10 and 2010-11 and proposed expenditures for 2011-12. Projected funding from the CDE Request for Applications Web page at: http://www.cde.ca.gov/fg/fo/r22/lep11rfa.asp.</p>		<p>Agency: Anaheim Union High</p>		
<p>CDE Contact: <i>Patty Stevens 916-323-5838 PStevens@cde.ca.gov</i></p>		<p>CD Code: 3 0 6 4 3 1</p>		
<p><input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III LEP funding.</p>				
Required/Authorized Sub grantee Activities		2009-10	2010-11	2011-12
Object Code	Activities	Entitlement	Actual Expenditures	Projected Entitlement
1000-1999	Certificated Personnel Salaries	\$ 803,700	\$ 223,976	\$ 822,296
2000-2999	Classified Personnel Salaries		\$ 214,632	\$ 261,250
3000-3999	Employee Benefits		\$ 136,447	\$ 128,962
4000-4999	Books and Supplies		\$ 3,164	\$ 7,496
5000-5999	Services & Other Operating Expenditures		\$ 255,236	\$ 183,305
	Administrative & Indirect Costs (2% Cap)		\$ 16,669	\$ 16,445
	Total	\$ 803,700	\$ 850,124	\$ 822,185

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

Section 3115(d)

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2011-12 Constitutionally Protected Prayer LEA Policy

California Department of Education

Consolidated Application

<p>Purpose: To meet annual federal requirements specified in Section 9524(b) of the ESEA Act regarding constitutionally protected prayer in public elementary and secondary schools.</p>	<p>Agency: Anaheim Union High</p>
	<p>CD code: 3 0 6 6 4 3 1</p>

CDE Contacts: Franco Rozic 916-319-0269 FRozic@cde.ca.gov
Mary Payne 916-319-0379 MPayne@cde.ca.gov

Protected Prayer Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools." This document can be located at the following Web site address:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

Signature of authorized representative Elizabeth I. Novack, Ph.D.	Printed name of authorized representative
Superintendent	Date
Title	06/24/2011

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the CDE upon request or as part of an audit, a compliance review, or a complaint investigation.

The LEA cannot certify at this time.

2011-12 ConApp, Part I Date: 06/14/2011

2010-11 Title I, Part A, LEA-level Parent Involvement Policy

California Department of Education

Consolidated Application

<p>Purpose: To meet annual federal requirements specified in ESEA Sections 1116(c)(1) and 1118 regarding Title I LEA-level programs, activities, and procedures for the involvement of parents in Title I programs.</p>	<p>Agency: Anaheim Union High</p>
<p>CDE Contacts: <i>Lorene Euerle</i> 916-319-0728 <i>LEuerle@cde.ca.gov</i> <i>Tony Salamanca</i> 916-319-0276 <i>TSalamanca@cde.ca.gov</i></p>	<p>CD code: 3 0 6 6 4 3 1</p>

A. 2010-11 Title I Parent Involvement Certification

This section is not applicable because the LEA did not receive Title I, Part A, funding in 2010-11.

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parent involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the process of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does your current Title I district-level parent involvement board policy describe how your LEA will meet all six of these criteria? Yes No

Date of local board approval of the current Title I parent involvement policy: 11/05/2009

B. 2010-11 Title I LEA-level Parent Involvement Policy Required Annual Evaluation of Content and Effectiveness

This section is not applicable because the LEA did not receive Title I, Part A, funding in 2010-11.

Describe how the LEA involved parents in the 2010-11 required annual evaluation of the content and effectiveness of the Title I LEA-level parent involvement policy.

The current LEA-level parent involvement policy was reviewed by principals, Title I specialists, and district-level Parent Involvement Steering Committee.

C. 2010-11 Title I One Percent Set-aside to Carry Out ESEA, Section 1118, "Parent Involvement"

This section is not applicable because the LEA did not receive Title I, Part A, funding in 2010-11 or did not receive a total of \$500,000 or more.

Describe how the LEA involved parents in the decisions regarding how the 1 percent set-aside for parental involvement activities was allotted.

Parents were involved in the decisions regarding the 1% set-aside, for parent involvement activities, through each Title I school's School Site Council approval process. The activities and expenditures are documented in each school's Single Plan for Student Achievement.

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Anaheim High

School code: 3 | 0 | 3 | 0 | 2 | 2 | 8

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy Yes No
- (b) School-parent compacts Yes No
- (c) Building of capacity for involvement of parents Yes No
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 01/25/2010

5. School-site Parent Involvement contact: Julie Spykerman Title I Specialists
 Name Title
 spykerman_j@auhsd.k12.ca.us (714) 999-2571
 E-mail Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Katella High

School code: 3 | 0 | 3 | 3 | 0 | 5 | 7

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, regular monthly parent meetings with site-specific topics, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 10/09/2010

5. School-site Parent Involvement contact: Sharon Logan Title I Specialist

Name Title

logan_s@auhsd.k12.ca.us (714) 999-3621 132

E-mail Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

<p>Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]</p>	<p>Agency: Anaheim Union High</p>								
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CD code:</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">0</td> <td style="border: 1px solid black; width: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 20px; text-align: center;">4</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">1</td> </tr> </table>	CD code:	3	0	6	6	4	3	1
CD code:	3	0	6	6	4	3	1		
	<p>School: Loara High</p>								
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">School code:</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">0</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">7</td> <td style="border: 1px solid black; width: 20px; text-align: center;">8</td> <td style="border: 1px solid black; width: 20px; text-align: center;">4</td> </tr> </table>	School code:	3	0	3	3	7	8	4
School code:	3	0	3	3	7	8	4		

CDE Contacts: *Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov*
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 09/07/2010

5. School-site Parent Involvement contact:

<u>Matthew Gray</u>	Title I Specialist
<u>gray_m@auhsd.k12.ca.us</u>	Name
<u></u>	Title
<u></u>	(714) 999-2217
<u></u>	Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]	Agency: Anaheim Union High CD code: 3 0 6 4 3 1 School: Magnolia High School code: 3 0 3 4 2 0 4
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CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
 - (a) Involvement of parents in the policy Yes No
 - (b) School-parent compacts
 - (c) Building of capacity for involvement of parents
 - (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, and Zangle training classes (to use Zangle parent portal).

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: _____ 09/23/2010

5. School-site Parent Involvement contact:

Lorena Dayton	Title I Specialist
dayotn_l@auhsd.k12.ca.us	(714) 999-4011
E-mail	Phone and Extension
Name	Title

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Agency: Anaheim Union High
 CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1
 School: Savanna High
 School code: 3 | 0 | 3 | 6 | 7 | 1 | 2

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents Yes No
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 02/09/2011

5. School-site Parent Involvement contact:

Mike Pooley	Title I Specialist
pooley_m@auhsd.k12.ca.us	(714) 220-5262
E-mail	Phone and Extension
Name	Title

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Western High

School code: 3 | 0 | 3 | 8 | 2 | 3 | 9

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
 - (b) School-parent compacts
 - (c) Building of capacity for involvement of parents
 - (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students
- Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 01/26/2011

5. School-site Parent Involvement contact: Ann Jensen Title I Specialist

Name Title

jensen_a@auhsd.k12.ca.us (714) 220-3095

E-mail Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Brookhurst Junior High

School code: 6 | 0 | 5 | 8 | 8 | 1 | 2

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

CDE Contacts: **Lorene Euerle** 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

1. The Title I school-level involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 04/03/2011

5. School-site Parent Involvement contact: Pam Bookout Title I Specialist

Name Title

bookout_p@auhsd (714) 999-3613 152

E-mail Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Dale Junior High

School code: 6 | 0 | 5 | 8 | 8 | 2 | 0

CDE Contacts: *Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov*
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 04/13/2011

5. School-site Parent Involvement contact: Christl Orr Name Title I Specialist
orr_c@auhsd.k12.ca.us E-mail (714) 220-4210 Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 4 | 3 | 1

School: Orangeview Junior High

School code: 6 | 0 | 5 | 8 | 8 | 6 | 1

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the community liaison" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 11/17/2010

5. School-site Parent Involvement contact: Anna Stevenson Title I Specialist

Name Title

stevenson_a@auhsd.k12.ca.us (714) 220-4205

E-mail Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

<p>Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]</p>	<p>Agency: Anaheim Union High</p> <p>CD code: 3 0 6 4 3 1</p> <p>School: South Junior High</p> <p>School code: 6 0 5 8 8 7</p>
<p>CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov</p>	<p><input type="checkbox"/> This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.</p>

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy Yes No
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: _____ 01/25/2011

5. School-site Parent Involvement contact:

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Name	Title
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E-mail	Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education

Consolidated Application

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Anaheim Union High

CD code: 3 | 0 | 6 | 6 | 4 | 3 | 1

School: Ball Junior High

School code: 6 | 0 | 6 | 1 | 6 | 8 | 3

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
 Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:

- (a) Involvement of parents in the policy
- (b) School-parent compacts
- (c) Building of capacity for involvement of parents
- (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

Yes No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involved parents of participating students in meaningful two-way communication, and review/improvement of its Title I programs through a variety of opportunities: School Site Council, ELAC, PTSA, parent leadership classes, surveys, student-parent-counselor conferences, "coffee with the principal" meetings, and expansion of the parent volunteer program.

3. The Title I school-level parental involvement policy was jointly developed with parents: Yes No

4. Date last approved by school site council: 11/17/2010

5. School-site Parent Involvement contact: Cencio Ulit Title I Specialist

ulit_c@auhsd.k12.ca.us Name (714) 999-3663 Title

E-mail Phone and Extension

2011-12 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

<p>Purpose: To maintain a complete listing of contact information for each district.</p>	<p>Agency: Anaheim Union High</p>
<p>CDE Contact: <i>Linda Parker 916-319-0297 LParker@cde.ca.gov</i></p>	<p>CD code: 3 0 6 6 4 3 1</p>

	Name	Title	Salutation
	Susan M. Stocks	Director, Special Programs	Dr.
	Phone	FAX	E-mail
	(714) 999-3579 Ext.	(714) 520-9754	stocks_s@auhsd.k12.ca.us

Title I, Part A	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Susan M. Stocks	Director, Special Programs	Dr.
	Phone	FAX	E-mail
	(714) 999-3579 Ext.	(714) 520-9754	stocks_s@auhsd.k12.ca.us

Title I, D, Neglected or Delinquent	Name	Title	Salutation
<input checked="" type="checkbox"/> Contact is N/A			
	Phone	FAX	E-mail
	() - Ext. () -		

Parent/Family Involvement	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Susan M. Stocks	Director, Special Programs	Dr.
	Phone	FAX	E-mail
	(714) 999-5655 Ext.	(714) 999-3579	stocks_s@auhsd.k12.ca.us

Title II, Part A (Teacher Quality)	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Susan M. Stocks	Director, Special Programs	Dr.
	Phone	FAX	E-mail
	(714) 999-3579 Ext.	(714) 520-9754	stocks_s@auhsd.k12.ca.us

Title III, Part A (LEP/Immigrant)	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Cheryl Quadrelli-Jones	Coordinator, English Learner Program	Mrs.
	Phone	FAX	E-mail
	(714) 999-3575 Ext.	(714) 520-9754	qjones_c@auhsd.k12.ca.us

2011-12 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

<p>Purpose: To maintain a complete listing of contact information for each district.</p>	<p>Agency: Anaheim Union High</p>
<p>CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov</p>	<p>CD code: 3 0 6 6 4 3 1</p>

Title IV (SDFSC)	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Rick Martens	Director, Child Welfare & Att.	Dr.
	Phone	FAX	E-mail
	(714) 995-5655 Ext.	(714) 808-9090	martens_r@auhsd.k12.ca.us

Title I, Part A, Supplemental Ed. Services	Name	Title	Salutation
<input type="checkbox"/> Contact is N/A	Susan M. Stocks	Director, Special Programs	Dr.
	Phone	FAX	E-mail
	(714) 999-3579 Ext.	(714) 520-9754	stocks_s@auhsd.k12.ca.us

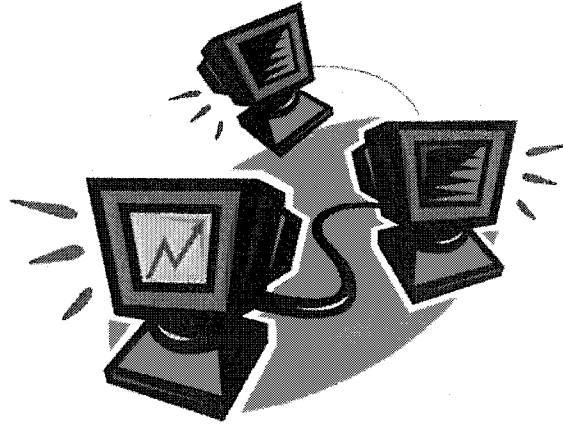
Foster Youth Education Liaison	Name	Title	Salutation
	Rick Martens	Director, Child Welfare & Att.	Dr.
	Phone	FAX	E-mail
	(714) 995-5655 Ext.	(714) 808-9090	martens_r@auhsd.k12.ca.us

Homeless Liaison	Name	Title	Salutation
	Rick Martens	Director, Child Welfare & Att.	Dr.
	Phone	FAX	E-mail
	(714) 999-5655 Ext.	(714) 808-9090	martens_r@auhsd.k12.ca.us

Rural Education Achievement Program (REAP)	Name	Title	Salutation
<input checked="" type="checkbox"/> Contact is N/A			
	Phone	FAX	E-mail
	() - - Ext.	() -	

School Safety & Violence Prevention AB 1113, 1999	Name	Title	Salutation
	Rick Martens	Director, Child Welfare & Att.	Dr.
	Phone	FAX	E-mail
	(714) 999-5655 Ext.	(714) 999-5654	martens_r@auhsd.k12.ca.us

Anaheim Union High School District



TECHNOLOGY STRATEGIC PLAN 2011-14

TECHNOLOGY STRATEGIC PLAN 2011-14

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TECHNOLOGY STRATEGIC PLAN 2011-14

AUHSD VISION

To produce students who can be successful in the pursuit of higher education and in the workplace, AUHSD must continue to make technology integral to teaching, learning, assessing, and managing data. The long-range technology goal for AUHSD is to develop technology programs that provide opportunities for students to become superior, highly motivated, and self-directed learners. Students need to be critical thinkers, effective communicators, and technologically-literate citizens.

Annual technology planning activities and budget decisions will reflect our long-range strategic focus. To the greatest extent possible, priorities and decisions are made with an eye to the future and with an understanding that technology is only one component in achieving the AUHSD vision for our students.

Five Strategic Goals have been established to guide the ongoing processes of strategic planning for technology.

2011-14 STRATEGIC GOALS

Through effective use of technology we will:

1. Improve student learning and performance,
2. Increase effectiveness and efficiency of instruction,
3. Create equal access to technology for all students,
4. Increase parent and community awareness and involvement in educational processes, and
5. Enhance district and site operations to support classroom instruction and management.

As the State of California has determined requirements for district technology plans,

Our Curriculum and Instruction Goals are:

1. To provide technology to staff and students that will support student achievement of essential standard, instruction, assessment and includes mastery of 21st Century Literacy Skills.
2. To make provisions for all AUHSD students to graduate college and career ready, equipped with 21st Century skills.
3. To make provisions for all AUHSD students to understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.
4. To make provisions for all AUHSD students to understand Internet safety, including how to protect online privacy and avoid online predators.
5. To make provisions for all AUHSD students to have equitable access to technology.
6. To make provisions for all AUHSD teachers to use technology to develop district-wide curricula that is aligned to California core content standards, to develop benchmark exams, and to develop end-of-course exams to assess student learning and inform instructional practices.

TECHNOLOGY STRATEGIC PLAN 2011 - 2014

7. To set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Our Professional Development Goals are:

1. To provide technology to staff and students that will support student achievement across all essential content standards, instruction, assessment and includes mastery of 21st Century Literacy Skills.
2. To make provisions for all AUHSD students to demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills.
3. To make provisions for all AUHSD staff to understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.
4. To make provisions for all AUHSD teachers to understand Internet safety, including how to protect online privacy and avoid online predators.
5. To make provisions for all AUHSD students to have equitable access to technology.
6. To make provisions for all AUHSD teachers to use technology to develop district-wide curricula that is aligned to California core content standards, to develop benchmark exams, and to develop end-of-course exams to assess student learning and inform instructional practices.
7. To set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Our Infrastructure, Hardware, Technical Support and Software Goals are:

1. To provide infrastructure to attain curriculum and professional development goals/objectives.
2. To provide hardware to attain curriculum and professional development goals/objectives.
3. To provide software and learning resources to attain curriculum and professional development goals/objectives.

TECHNOLOGY STRATEGIC PLAN 2011 - 2014

Plan Duration (EETT Rubric 1)

The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)

This three year technology plan (7/1/2011 – 6/30/2014) is presented to meet the curricular goals in this document through the implementation of programs, professional development and technology.

Description of Stakeholders (EETT Rubric 2)

Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.

Special thanks to the following members of the 2010/2011 Technology Action Group strategic planning committee for providing input into this plan revision.

COMMITTEE MEMBERS

2010-2011 Student Leadership Team

Paola Gonzalez	Student Board Representative – Loara High School
Damin Parrk	Student Ambassador – Cypress High School
Joshua Thomas	Student Ambassador – Loara High School
Harvey Higger	Student Ambassador – Oxford Academy
Teng Lai Yin	Student Ambassador – Western High School
Eduardo Munoz	Student Ambassador – Savanna High School
Kevin Anaya	Student Ambassador – Anaheim High School
Jasmine Kim	Student Ambassador – Kennedy High School
Katherine Gutierrez	Student Ambassador – Katella High School
Carlos Leon	Student Ambassador – Magnolia High School

Parents

Willie Dumas	Parent
Hector Saldivar	Parent

Community Nonprofit

Cindy Mendoza	President – Anaheim PTSA
---------------	--------------------------

Business

John Isaacs	Hewlett Packard
Howard Brooke	Sehi Computer Products

District Administration

TECHNOLOGY STRATEGIC PLAN 2011 - 2014

Dr. Fred Navarro	Assistant Superintendent, Education
Lynn West	Principal, Adult Education
Dr. Diane Donnelly	Principal, Innovative Programs
Cheryl Q. Jones	Coordinator – English Learner Program
Michael Matsuda	Coordinator – Professional Development
Dr. Rick Martens	Program Administrator – Safe Schools

TECHNOLOGY STRATEGIC PLAN 2011 - 2014

Information Systems

Erik Greenwood
Hector Saldivar
Bradley Watrous

Director – Information Systems
Network Analyst
School Site Technology Technician

School Site Representatives

Dr. Bruce Armstrong
Renee Citlau
Kathie Maier
Douglas Maclear
Dennis Nelson
Lynn West
Dr. Kevin Astor

Teacher - Adult Education
Teacher – Cypress High School
Library Teacher – Gilbert High School
Assistant Principal – Anaheim High School
Teacher – Savanna High School
Principal – Adult Education
Principal – Orangeview Junior High School

TECHNOLOGY STRATEGIC PLAN 2011 - 2014

TECHNOLOGY STRATEGIC PLANNING PROCESS (*EETT Rubric 2*)

In January 2002, the Technology Action Group (TAG) was established to serve as a strategic planning committee for technology. The overall work of this committee has been to gather and evaluate information on the current status and needs for technology and to develop strategic priorities to address those needs. In the tradition of the 1998, 2002, 2003, 2005 and 2008 Revisions of the AUHSD Technology Plan, the plan components have been organized and updated in this revision to meet the California State Board of Education adopted document, "Educational Technology Planning: A Guide for School Districts".

As one action group within the overall AUHSD strategic planning process, the focus of our group is to address issues specific to technology, as well as to consider how technology can serve as a tool or vehicle to meet the needs identified by the other district strategic action groups.

The TAG is a representative committee of district stakeholders, including parents, students, teachers, and site administrators from each division and various district departments. Activities the group has undertaken include:

1. Evaluating the status of the current technology plan;
2. Examining the status of current AUHSD technology projects;
3. Brainstorming and researching how emerging technologies affect AUHSD;
4. Gaining synergies by networking with other local school districts and educational entities;
5. Gathering input from parents, teachers, administrators, technology staff, and other stakeholders;
6. Examining federal, state and county technology plans, goals and requirements;
7. Reading various technology plans, planning resources and rubrics, from federal, regional and state level resource sites;
8. Gathering and evaluating district technology data with regard to hardware, wiring, resources, and professional development projects;
9. Collecting and examining survey data from teachers and principals; and
10. Examining the work of other AUHSD strategic action groups and technology committees with AUHSD.

From these types of activities, the committee identifies continuing common needs and issues with regard to technology. These issues provide a framework for the identification of five strategic goals for technology and implementation strategies, as well as a foundation for further planning.

TECHNOLOGY STRATEGIC PLAN 2011 - 2014

AUHSD CURRICULAR GOALS

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

There are 22 school sites in the district including eight junior high schools, eight high schools, one magnet school for grades 7 through 12, three alternative schools, and an adult education program. All administrators, teachers, and instructional support personnel have email accounts. All classrooms have one or more network connected computers and a telephone. The overall student to computer ratio is 3.55:1. School sites use more than 1,700 laptops. All school sites have at least one computer lab.

Fifteen school sites have one or more rolling laptop carts. Every school site and most classrooms have Internet access, projectors, document cameras, and printers. School libraries have computers available for students to access school collections, the Internet, and electronic resources. School computers are available to students before school, during lunch, and after school. Public access exists through specific school site parent centers, the adult education center, and all community libraries throughout the communities that Anaheim Union High School District serves. The overall goal of Anaheim Union High School District is to ensure that each classroom has an adequate number of computers for 21st Century engaging and effective subject matter instruction, and that parents and students have sufficient access to technology outside of the school day in ways that improve overall student achievement.

3b. Description of the district's current use of hardware and software to support teaching and learning.

Teachers use technology such as Zangle, Teleparent, Naviance and Data Director to document student academic progress, design instruction, provide supplementary instruction, develop assessments (e.g. teacher tests, benchmarks, common assessments), review student assessment data, collaborate with other educators, and communicate with parents regarding student learning and progress in school. Students use technology to do basic word processing, complete assignments, conduct research, learn, and practice skills taught in class. Examples of technology used in these ways include the availability of computers for word processing and web-based resource materials such as encyclopedias on-line and Read 180, which is used to improve reading skills. In the case of students with special learning needs, technology is used to make instruction more accessible (e.g. laptops, headsets, translators, SOLO). The SOLO program has been installed at all school sites, with 20 licenses available per site. This program allows special education students to obtain extra support for reading and writing within the general education or special education classroom. Specific students, as determined by their IEP, also have Assistive Technology devices (e.g., AlphaSmart, laptops, printreaders, etc.) to support their learning in all of their classes, as well as at home. Many special education Special Day Classes are using Solo,

TECHNOLOGY STRATEGIC PLAN 2011-14

Read 180, FastMath, and Accelerated Math as intensive interventions for reading and math deficits.

Technology is used to support English Language Learner (ELD) instruction in several ways. ELD teachers use Data Director for benchmark assessments and information gathering/analysis, various district-developed programs and reports for reclassification, movement through the program analysis, and data dissemination (Zangle-based ELD reports, for example), presentation technology, such as LCD projectors, document cameras, and “smart boards”, Microsoft programs, such as Word, Excel, and PowerPoint for various classroom applications, quizdom/response-oriented technology to support student involvement and progress monitoring. ELD students use Microsoft Word, Excel, and PowerPoint for projects and presentations, “Rosetta Stone” programs for language acquisition, Accelerated Reader and Accelerated Math for content acquisition, Quizdom/response-oriented technology for student involvement and progress monitoring, and CDs/listening posts for listening/reading activities. ELD parents receive “TeleParent” home communication technology to support parent communication and involvement, “Talk Systems, Inc” individual translation units that allow for simultaneous and consecutive translation at parent events in multiple languages, and district and school web sites, with some translation capability (in construction).

Data Director is used at multiple levels to support student learning. Teachers use Data Director to monitor individual student progress, assess the effectiveness of instructional units, and reflect on the organization and pacing of the curriculum as a whole. Teachers use Data Director to view profiles on individual students to develop plans to support individual student needs. The profile includes the student’s course enrollment, grade history, test results, and other relevant information, such as the student’s language fluency or other special needs. Teams of teachers also develop common assessments to measure student learning of the curriculum. Teacher teams then collaborate on the results of the common assessments, along with their instructional methodology, to improve student learning outcomes. Teachers use this information to re-teach concepts to the whole class or to target interventions for specific students. Teachers also use Data Director reports during the annual school planning process to reflect on the pacing of their instructional programs and whether particular curricular units need more instructional time or supplemental instructional materials.

Both site and district level administrators use Data Director reports to monitor the implementation and effectiveness of instructional program. This assures that all students, at all schools sites have access to rigorous instructional programs. It also identifies areas of weakness within the curriculum and areas where professional development may be needed.

All students have access to an online learning environment through the teacher-developed and implemented AUHSD eLearning online program. Students take an online course as part of his or her regular school schedule. The virtual teachers teach one or more online courses as his or her regular teaching schedule. Each virtual course has students from each of the high schools enrolled. Students across the district interact through online activities and discussion forums.

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The online program utilizes Haiku, a learning management system, which provides access to a secure email system and extensive file storage capability, allowing them to communicate and collaborate easily and effectively.

Independent Learning Centers are being developed on each high school campus to retrieve and retain students who have dropped out of school and for students who are at risk of dropping out of school. The learning center is an instructional option for students who need more flexibility in time, instructional support, and prefer a more 21st Century approach to learning. Students will access course curriculum through Apex Learning, an online curriculum provider. Outreach teachers will monitor student progress through the Apex software. Besides the Apex courses, students will have instructional support in math through the math software, ALEXs, and writing support through MyAccess. Learning Center students will also utilize the software programs, Naviance and Kuder, to explore potential career options and post-secondary schooling options for the career of his or her choice.

An online learning environment exists in the format of digital lockers where students, teachers, and administrators all have access to a secure email system and extensive file storage capability, allowing them to communicate and collaborate easily and effectively.

The standard software on all computers include Windows, Microsoft Office, Zangle, and Data Director. Schools access additional software resources such as those recommended from California Learning Resources, ALEK's, Naviance, Accelerated Math, Inside, Edge, and Read 180. Anaheim Union High School District utilizes approximately 35 distinct software titles and versions to support student learning.

3c. Summary of the District's curricular goals that are supported by the technology plan.

Each school site has a *Single Plan for Student Achievement* that follows the federal guidelines of *No Child Left Behind* and the state guidelines for the *Single Plan for Student Achievement*. The plan is updated annually, a thorough a needs assessment, which reflects the analysis of disaggregated academic data for all significant subgroups. Student, parent, and staff surveys, along with other sources of information, such as attendance and suspension rates, are also analyzed annually. Other documents, that are a seamless extension of each school's SPSA and reflect the districts curricular goals, are each high school's WASC reports and the district's corrective action plan. Each plan is written with measurable objectives for continual improvement of students' proficiencies with state content standards as they are measured by the STAR CSTs and the CAHSEE. Technology plays a critical role in assisting school sites to meet *Single Plan for Student Achievement* goals. For example, *Single Plans for Student Achievement* that are reflective of technology use include: using data analysis to identify intervention classes; purchasing computer software to assist the learning of English Language Learners, special education students, and students with deficiencies in reading and mathematics; and using technology to enhance instruction (e.g. PowerPoint presentations, smart boards, FastMath, epath,

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airliners, classroom access to textbooks online, LCD projectors, document cameras, Geometry Sketch pad, Derive program for higher level math, associated hardware for new textbooks, etc.), and to assess student learning (e.g. student response systems, server access to standards instruction and benchmarks, benchmark scanner, etc.).

Not only are teachers and other school staff expected to demonstrate proficiencies with technology use as it relates to teaching and learning, but AUHSD also has in place curricular requirements designed to ensure all graduates have technology use literacy reflective of 21st Century learning and working environments. NCLB requires all students be “technologically-literate” by the end of their eighth grade year. To accomplish this, each student is provided the opportunity to utilize technology not only through a seventh grade computer course, but across the core content areas, both in junior high school and high school. A number of teachers have been INTEL trained, and the district is making the effort to provide all teachers with the INTEL training. The Intel Teach to the Future Program is part of the Intel Education Initiative, a sustained commitment to prepare students with the 21st century skills they need to thrive in the knowledge economy. It is free software which uses a wide variety of Microsoft Office applications and other commonly available WEB 2.0 tools to assist teachers with their lesson designing to assist students in higher-order-thinking activities and inquiry using technology. The Intel Education Initiative is supported by and aligned to the ISTE’s NETS-S. A multi-year plan is being developed to provide Intel Essentials and Intel Elements training to all teachers. A number of teachers received Intel training either during their teacher prep program or during their first few years of teaching under the BTSA support provider workshops. These teachers along with recently Intel certified business teachers on each junior high school campus will form a focus team to develop a specific professional development plan to provide the necessary training.

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3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Strategic Goal # 1 of 7: AUHSD will provide technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.				
Objective One: By June 30, 2014				
All students will complete and showcase cross-curricular technology projects that integrate essential core content standards, 21 st Century Literacy and Academic Literacy Skills that develop higher order cognitive skills.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • Criteria for successful cross-curricular student projects will be planned and delineated by content area teachers. • Exemplary lesson plans that integrate technology that align with the California English Language Arts content standards, 21st Century Literacy and Academic Literacy Skills, and reflect best practices, will be available on the teacher portal. • All students in English classes will complete at least one technology-infused research report reflecting National Education Technology Standards. • The Career Technology Education Advisory Board will plan and develop CTE pathways that align with 21st Century Literacy and Academic Literacy Skills. 				
By June 30, 2013				
<ul style="list-style-type: none"> • All 9th grade students will complete at least one cross-curricular project link English Language Arts and Business and Technology class utilizing technology resources reflecting National Education Technology Standards. • The best practices web space will be populated with lesson plans representing projects from every site. • Career Pathways will be clearly defined, aligned to 21st Century Literacy and Academic Skills, and implemented throughout the high school campuses. • Students and teachers will implement appropriate technologies for teacher and student collaboration (blogs and Wikis) • A collaborative space for teachers will be created for teachers to share technology projects and resources in their content area. 				
By June 30, 2014				
<ul style="list-style-type: none"> • All students will complete and showcase cross-curricular technology projects that integrate essential core content standards, 21st Century Literacy and Academic Literacy Skills that develop higher order cognitive skills. 				
Implementation				
What	Who	When	Measurement	Target Audience
Develop cross-curricular projects with 21 st Century Literacy and Academic Literacy Skills focus	Content area teachers Coordinator of Quality Teacher Program Education Division	Summer 2012 Summer 2013 Summer 2014	<ul style="list-style-type: none"> • Sign in sheets • ERO transcripts • Teacher Unit plans • Samples of student work 	Content-area teachers

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Implementation				
What	Who	When	Measurement	Target Audience
Research emerging technologies and choose acceptable technologies for student and teacher use	Director of Information Systems Coordinator of Quality Teacher Program Intel trainers	Ongoing	<ul style="list-style-type: none"> List of blogs and wikis and their appropriateness in the classroom Acceptable blogs and wikis for classroom list 	Students and content area teachers
Develop teachers' collaborative site	Intel trainers	June 2012	<ul style="list-style-type: none"> Collaborative site Teacher discussions Discussions and sharing of projects 	New teachers and content area teachers
Develop rubric for successful projects	Content area teachers Coordinator of Quality Teacher Program Education Division	June 2012	<ul style="list-style-type: none"> Intel rubric 	Core content teachers
Evaluation and selection of exemplary lesson plans	Team	June 2012	<ul style="list-style-type: none"> Evaluations Exemplary lessons on teacher portal 	Core content teachers
Create technology infused lesson	Students	June 2014	<ul style="list-style-type: none"> Student work 	Students

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(EETT Rubric – 3d continued)

Strategic Goal # 1 of 7: AUHSD will provide technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.				
Objective Two: By June 30, 2014				
All students will have the opportunity to participate in an online course that enhances student learning or credit recovery by requiring completion of research-based instructional strategies that incorporates higher level thinking skills and 21 st Century Literacy skills.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • In addition to existing online courses, fully implement English III, world history, algebra I-credit recovery, AP psychology, economics, and algebra II/trigonometry using the Haiku learning management system. • Provide release time for teachers to share and discuss effectiveness of their class and make changes. • Align all online courses with UC and NCAA criteria. 				
By June 30, 2013				
<ul style="list-style-type: none"> • Develop an asynchronize version of each course to assist with credit recovery needs of students. • Receive online provider status approval from the UC College Board. • Develop an online Financial Algebra II course to satisfy 3rd year math requirement using the Haiku learning management system. 				
By June 30, 2014				
<ul style="list-style-type: none"> • Develop implementation plan for full-time AUHSD eLearning virtual school leveraging the Haiku learning management system. 				
Implementation				
What	Who	When	Measurement	Target Audience
Online Curriculum development	Virtual Team	On-going	<ul style="list-style-type: none"> • Curriculum • Student Work 	Teachers/Administrators
Align all online courses with UC and NCAA criteria	Virtual Team	June 2012	<ul style="list-style-type: none"> • UC approval • NCAA approval 	Counselors and Virtual students
Curriculum development for asynchronized course offerings	Virtual Team	June 2013	<ul style="list-style-type: none"> • Course outlines 	Virtual Teachers and students
Launch azynchronized offerings, and inform students and community	Virtual Team	September 2013	<ul style="list-style-type: none"> • Increased offerings and enrollment 	Counselors/Teachers/Students
Curriculum Development for Financial Algebra II course	Virtual teachers Math Curriculum Specialists	June 2013	<ul style="list-style-type: none"> • Course Outline 	Students
Strategic plan for implementation of a full-time virtual school	Virtual Team Education Division	June 2014	<ul style="list-style-type: none"> • Business plan • HR plan • Education plan 	Virtual students Virtual teachers

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3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Strategic Goal # 2 of 7: All students will graduate college and career ready, equipped with 21st Century skills.				
Objective One: By June 30, 2014				
All students will demonstrate proficiency in using a variety of media formats , information literacy skills, and financial literacy skills emphasized across numerous career pathways.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • Core curriculum courses will be modified to include all required elements of information literacy (NETS). • Curriculum in the 9th grade Business Systems & Technology (BST) course will be modified to incorporate the web-based program, Ever-fi, to assist students in being certified financially- literate. • 20% of business and core teachers will be INTEL trained and develop lessons enriched with utilization of technology for teaching and learning. 				
By June 30, 2013				
<ul style="list-style-type: none"> • 50% of students will demonstrate proficiency in using a variety of media and formats to communicate information and ideas to multiple audiences, using technology to locate, evaluate, and collect information from a variety of sources, and using technology tools to enhance learning, increase productivity, and to promote creativity across all content areas. • Seventy-five percent of all BST students will be certified financially-literate. • 50% of business and core teachers will be INTEL trained and develop lessons enriched with utilization of technology for teaching and learning. 				
By June 30, 2014				
<ul style="list-style-type: none"> • All students will demonstrate proficiency in using a variety of media and formats, and master information literacy skills. • All students will be certified financially-literate. • 75% of business and core teachers will be INTEL trained and develop lessons enriched with utilization of technology for teaching and learning. 				
Implementation				
What	Who	When	Measurement	Target Audience
Modify Business Technology curricula to align with NETS	Business teachers	June 2012	<ul style="list-style-type: none"> • Course outline 	Teachers Administrators
Align web-based Ever-Fi financial literacy standards to BST course	Business teachers	June 2012	<ul style="list-style-type: none"> • Course outline • Percent of students certified financially-literate 	Teachers and students
Develop information literacy units for core content classes	CTE teachers Core content teachers	June 2013	<ul style="list-style-type: none"> • Lesson plans 	Teachers and students
Provide INTEL training for business and core content teachers	CTE teachers Core content teachers	June 2011-14	<ul style="list-style-type: none"> • Sign in sheets • Lesson plans 	Teachers

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Develop cross-curricular content lesson plans infused with media rich lesson plans emphasizing information literacy skills	CTE teachers Core content teachers	June 2014	• Lesson plans	Teachers and students
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(EETT Rubric – 3e continued)

Strategic Goal # 2 of 7: All students will graduate college and career ready, equipped with 21st Century skills.				
Objective Two: By June 30, 2013				
Students will develop college and career readiness through cross-curricular application of technology skills, information skills, and communication skills.				
Benchmark:				
By June 30, 2011,				
<ul style="list-style-type: none"> • Core area teachers and library staff will plan joint research projects that align content area standards with 21st Century Literacy and Academic Literacy skills, and American Library Association (ALA) standards. • Criteria rubrics for successful student projects will be delineated through an information literacy model. • Exemplary lesson plans that integrate information literacy skills that align with the California content standards, and reflect best practices, will be developed. • Core content teachers will align core standards with 21st Century skills implemented in career pathway courses. • All students will be provided an opportunity to utilize Naviance to develop a Four-Year Plan highlighting career preparation goals. 				
By June 30, 2012,				
<ul style="list-style-type: none"> • All students in science or social science will complete at least one technology-infused research report that requires following an information literacy skills model. • The best practices web space will be populated with lesson plans representing projects from every site. • Core content teachers and Career Technical Education (CTE) teachers will collaborate on cross-curricular projects highlighting CTE standards in specific career pathways. 				
By June 30, 2013,				
<ul style="list-style-type: none"> • All students will complete a potential career research project that requires utilization of an information literacy skills, technology skills, and demonstrates the ability to work independently. • Best projects will be showcased on the district’s teacher portal. 				
Implementation				
What	Who	When	Measurement	Target Audience
Align ALA standards, 21 st Century Literacy and Academic Skills.	Content area teachers Library teachers	June 2011	<ul style="list-style-type: none"> • Student projects • Exemplary lessons on teacher portal 	Content area teachers Library teachers
Develop rubric for successful projects.	Content area teachers Library teachers	June 2011	<ul style="list-style-type: none"> • Intel Rubric 	Content area teachers
Create technology infused lessons aligned with standards and best-practices.	Content area teachers Library teachers	June 2011	<ul style="list-style-type: none"> • Student work 	Students
Evaluation and selection of exemplary lesson plans	Content area teachers	June 2012	<ul style="list-style-type: none"> • Evaluations • Exemplary lessons on teacher portal 	Content area teachers

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Align core standards with CTE standards across career pathways.	CTE teachers Core content teachers	June 2010 through June 2013	<ul style="list-style-type: none"> • Cross-walk matrix of core and CTE standards 	Teachers
Utilize NAVIANCE to develop career goals through a Four-Year Plan.	Counselors Students	June 2010 - 2012	<ul style="list-style-type: none"> • Four-Year Plan 	Counselors Students
Develop cross-curricular projects highlighting career preparation.	CTE teachers Core content teachers	June 2011-2013	<ul style="list-style-type: none"> • Lesson Plans 	Teachers/Students
Infuse information literacy skills model into research project protocol.	Content area teachers Library teachers	June 2013	<ul style="list-style-type: none"> • Student projects • Exemplary lessons on teacher portal 	Content area teachers Library teachers
Display student work on the District's teacher portal	Information System Business teachers Technology teachers	June 2013	<ul style="list-style-type: none"> • Exemplary lessons on teacher portal 	Teachers/Students/ Community

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3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism

Strategic Goal # 3 of 7: All AUHSD students will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.

Objective One: By June 30, 2014

All students and parents will sign an acceptable use policy that defines copyright and fair use, plagiarism, social networking and peer-to-peer file sharing, and Business Technology and English classes will include a unit expanding on the uses of copyright and fair use, plagiarism, social networking and peer-to-peer file sharing.

Benchmark:

By June 30, 2012

- Business Technology and English units will be completed for use by teachers; student handbook will be updated with current expectations and consequences for violations of technology use processes, and the acceptable use policy will be highlighted on the district web site.

By June 30, 2013

- Updated Business Technology and English units will be implemented; student handbook will be updated with current expectations and consequences for violations of technology use processes, and the acceptable use policy will be highlighted on the district web site.

By June 30, 2014

- All students and parents will sign an acceptable use policy that defines copyright and fair use, plagiarism, social networking and peer-to-peer file sharing, and Business Technology and English classes will include a unit expanding on the uses of copyright and fair use, plagiarism, social networking and peer-to-peer file sharing.

Implementation

What	Who	When	Measurement	Target Audience
Updated Business Technology and English units	Business and English Department teachers	June 2011 through June 2014	• Completed units	Teachers
Updated Student handbook	Business and English Department teachers Education Division Information Services Department	On-going	• Student handbook	Parents and students
Acceptable use policy will be highlighted on the district web site	Information Services Department	On-going	• District Web site	Parents and students
Updated acceptable use policy	Business and English Department teachers Education Division Information Services Department	Annual revisions as needed	• Updated acceptable use policy	Parents, students, and teachers

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Business Technology and English unit expanding on the uses of copyright and fair use, plagiarism, social networking and peer-to-peer file sharing	Business and English Department teachers	On-going	<ul style="list-style-type: none"> • Unit • Lesson plans • Student work 	Teachers Students
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3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.

Strategic Goal # 4 of 7: All AUHSD students will understand Internet safety, including how to protect online privacy and avoid online predators.				
Objective One: By June 30, 2014				
All students in the 9 th grade Business Technology class will complete a unit on Internet safety that includes how to protect online privacy and avoid online predators.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • Business Technology units on Internet use will be planned and completed by teachers. 				
By June 30, 2013				
<ul style="list-style-type: none"> • Updated Business Technology Internet Safety units will be implemented. 				
By June 30, 2014				
<ul style="list-style-type: none"> • All students in Business and Technology classes will complete a unit on Internet safety and results will be analyzed and monitored by the district Business department. 				
Implementation				
What	Who	When	Measurement	Target Audience
Acceptable use policy will be highlighted on the district web site	District Information Services Department	On-going	<ul style="list-style-type: none"> • District Web site 	Parents and students
Plan and complete Business Technology units on Internet use	Business teachers Technology teachers	June 2012	<ul style="list-style-type: none"> • Completed units 	Teachers
Develop units on Internet safety.	Business teachers Technology teachers	June 2012	<ul style="list-style-type: none"> • Unit • Lesson plans 	Teachers
Integrate Internet use and safety into Business Technology curriculum	Business teachers Technology teachers	2012 – 2014	<ul style="list-style-type: none"> • Unit • Lesson plans • Student work 	Students

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3h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.

Strategic Goal # 5 of 7: All AUHSD students will have equitable access to technology.				
Objective One: By June 30, 2014				
The district will expand the availability of technology to students during and outside of the normal school day. Students will use their technology skills to enrich their academic program, improve their presentation of information and ideas, and prepare themselves for careers in their areas of interest.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> All schools will have at least one Library Research Centers, and general use lab. All students will have increased opportunities to enroll in AUHSD eLearning courses as part of their regular school schedule. 				
By June 30, 2013				
<ul style="list-style-type: none"> 100% of schools will have at least one lab and or Library Research Center opened from 7:00am to 4:00pm All high schools will provide all students with an opportunity to enroll in an AUHSD eLearning courses as part of their regular school schedule. 				
By June 30, 2014				
<ul style="list-style-type: none"> 100% of schools will have at least one lab and or Library Research Center opened from 7:00am to 7:00pm All students will enroll in an AUHSD eLearning course as part of their graduation requirement. 				
Implementation				
What	Who	When	Measurement	Target Audience
Improve Student access to technology	Information Systems Education Division	On-going	<ul style="list-style-type: none"> Aggregate student network account via network audit logs. Learning Centers, Library Research Centers, and tutorial labs operating hours 	All Students
Alignment of computer and business career pathways with CTE standards and core content standards	Education Division Business teachers Technology teachers	On-going	<ul style="list-style-type: none"> New Business Technology curriculum 	Teachers Students
Revision of Business Technology curriculum to focus on project-based skills	Education Division Business teachers Technology teachers	On-going	<ul style="list-style-type: none"> New Busines Technology curriculum 	Teachers Students
Provide Internet access for creative purposes to students	Information Systems	On-going	<ul style="list-style-type: none"> Student work 	Students
Provide all students an opportunity to enroll in an AUHSD eLearning course	Counselors AP in charge of master schedule	On-going	<ul style="list-style-type: none"> eLearning enrollment #'s by course and school 	Students
Develop plan to include online course as a graduation requirement	Education Division Counselors	June 2013	<ul style="list-style-type: none"> Online plan Graduation Requirements 	Students All Stakeholders

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3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

<p>Strategic Goal # 6 of 7: All AUHSD teachers will use technology to develop district-wide curricula that is aligned to California core content standards; to develop benchmark exams; and to develop end-of-course exams to assess student learning and inform instructional practices.</p>				
<p>Objective One: By June 30, 2014</p>				
<p>Technology will be used by teachers to fully implement district-wide pacing guides, benchmarks and end-of-course assessments in core content areas.</p>				
<p>Benchmark:</p>				
<p>By June 30, 2012</p> <ul style="list-style-type: none"> All core content area teachers will use web based technology and data analysis programs such as Data Director to develop a clear understanding of the essential standards of what all students should learn and know. Core content area teachers will begin collaborations that will facilitate the use of technology to develop pacing guides, benchmarks, and common assessments. Core content area teachers will begin collaboration to determine what should happen when students do not proficiently learn standards. Junior high business and science teachers will train in, develop, and implement INTEL lessons, including rubrics for project-based assessments. 				
<p>By June 30, 2013</p> <ul style="list-style-type: none"> Pacing guides will be posted on AUHSD web site for grades 7-11 language arts and mathematics courses. Data Director or a similar program will be used to fully implement benchmarks and end of course exams for language arts and mathematics. All INTEL trained teachers on each campus will develop a cross-curricular professional development plan to infuse INTEL lesson design, including rubrics for project-based assessments. 				
<p>By June 30, 2014</p> <ul style="list-style-type: none"> District-wide pacing guides will be posted on AUHSD web site for grades 7-11 science and social science courses. Data Director or a similar program will be used to fully implement benchmarks and end of course exams for science and social science courses. All core content teachers and business teachers will utilize INTEL lesson design strategies to assist with formative and summative assessments. 				
<p>Implementation</p>				
<p>What</p>	<p>Who</p>	<p>When</p>	<p>Measurement</p>	<p>Target Audience</p>
<p>Use of technology to develop core content area pacing guides, benchmarks, and end of course exams</p>	<p>Students Teachers School administrators District administrators</p>	<p>June 2014</p>	<ul style="list-style-type: none"> Teacher utilization data from Data Director Summary reports of teacher utilization of Data Director List of test answer documents generated via the use of Data Director 	<p>Teachers Students</p>

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Provide INTEL training for lesson design and assessment strategies	Business Teachers Science Teachers	June 2012-13	<ul style="list-style-type: none"> • Lesson Plans • Assessments 	Teachers Students
Develop a professional development plan per site for INTEL training for all core content teachers	INTEL trained staff Administration	June 2013	<ul style="list-style-type: none"> • PD Plan • Sign in Sheets 	Teachers
Provide INTEL training for lesson design and assessment strategies	Core Content Teachers	June 2012-14	<ul style="list-style-type: none"> • Lesson Plans • Assessments 	Teachers Students
Establish regular collaboration opportunities for teachers to analyze and discuss data obtained from Data Director	Education Division Principals Teacher leaders	On-going	<ul style="list-style-type: none"> • Meeting agendas and notes 	Teachers
Establish regular collaboration opportunities for teachers to develop strategies for students who are not proficient	Education Division Principals Teacher leaders	On-going	<ul style="list-style-type: none"> • Meeting agendas and notes 	Teachers
Post pacing guides on AUHSD web site.	Information Systems	June 2012	<ul style="list-style-type: none"> • District web site 	Teachers Students Community

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3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Objective One: By June 30, 2014

The district will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress.

Benchmark:

By June 30, 2012

- School sites will have established and utilized opportunities for parents to receive training that will allow them to effectively view their student(s) academic progress and attendance in school using the new web-based parent portal.
- 30% of AUHSD families accessing Zangle portal and or receiving electronic notifications.

By June 30, 2013

- Increased two-way communication about school programs and students' progress will be demonstrated by increases in parent responses to school communication and documentation of parent monitoring of student academic progress (e.g. Number of parent visits to school sponsored web sites that allow parents to view class assignments and grades for specific courses).
- 40% of AUHSD families accessing Zangle portal and or receiving electronic notifications.

By June 30, 2014

- 50% of AUHSD families accessing Zangle portal and or receiving electronic notifications.

Implementation

What	Who	When	Measurement	Target Audience
Develop school self-study parent surveys to allow parents to provide feedback regarding communication with school officials	Site self-study coordinator Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	<ul style="list-style-type: none"> • Review of Information System call center data • Summary of parent portal activity data • Parent survey summary data 	Parents Teachers Counselors Administrators Other school officials
Implement training opportunities for parents to view students' academic progress electronically via Zangle Parent Portal	Information System Site administrators	June 2012 through June 2014	<ul style="list-style-type: none"> • Training schedules and agendas • Sign-in sheets • Summary of parent portal activity data 	Parents
Increased two-way communication between parent and school regarding student progress	Teachers Counselors Administrators Other school officials	June 2012 through June 2014	<ul style="list-style-type: none"> • Electronic summaries of scheduled meetings and telephone conversations 	Parents Students

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(EET Rubric – 3j continued)

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.				
Objective Two: By June 30, 2014				
The district expand technology resources for parents to build strong, comprehensive parent involvement, and assist parents to become active partners in improving student learning at all grade levels in a variety of roles.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • 25% of AUHSD teachers use the TeleParent system for parent communication • 15% of student body will have email communications sent to one or more parents • 20% of student body will have a Sharepoint Parent Survey response from one or more parents 				
By June 30, 2013				
<ul style="list-style-type: none"> • 35% of AUHSD teachers use the TeleParent system for parent communication • 25% of student body will have email communications sent to one or more parents • 35% of student body will have a Sharepoint Parent Survey response from one or more parents 				
By June 30, 2014				
<ul style="list-style-type: none"> • 50% of AUHSD teachers use the TeleParent system for parent communication • 35% of student body will have email communications sent to one or more parents • 50% of student body will have a Sharepoint Parent Survey response from one or more parents 				
Implementation				
What	Who	When	Measurement	Target Audience
Use of school self-study parent surveys to determine whether technology has been effectively used to increase communication between parents and school.	Site self-study coordinator Site leadership team Site administration District administration	June 2012 through June 2014	<ul style="list-style-type: none"> • Summary reports of individual classroom calls • Summary reports of site broadcast calls 	Parents Teachers Counselors Administrators Other school officials
Train teachers on use of TeleParent	Education Services Information System	June 2012 through June 2014	<ul style="list-style-type: none"> • Teleparent usage statistics 	Teachers
Monitor use of Teleparent	Information System	June 2012 through June 2014	<ul style="list-style-type: none"> • Documentation of frequency and nature of communication 	Information System Administrators
Increased parent involvement	School leadership TeleParent Steering Committee	June 2012 through June 2014	<ul style="list-style-type: none"> • Documentation of parent meetings • Documentation of parent participation in school committees and activities 	Parents Students

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3k. Monitoring and Evaluation

Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the implementation section of each respective curriculum benchmark. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed. Data collection, analysis, the communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent who will report to the superintendent and Board of Trustees.

Data collection will be coordinated by Information Systems staff, and reported to the Education Division. The Technology Action Group will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

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AUHSD PROFESSIONAL DEVELOPMENT

4a. Summary of the teachers' and administrators current technology proficiency and integration skills and needs for professional development.

Since 2004, the district has actively supported the Intel Teach to the Future Essentials Program through the BTSA (Beginning Teacher and Support and Assessment) and through an E2T2 Grant. The goal of the Intel Teach Essentials Course is to help classroom teachers develop student-centered learning through technology integration and project-based approaches. The training consists of 32 hours of hands-on instruction to be delivered via eight curricular modules. Through those modules, teachers develop a standards-based curricular unit that promotes 21st century skills, specifically encouraging student self-direction and higher-order thinking through problem-solving, collaboration, and the use of productivity strategies and tools. In Intel Teach Essentials Course, teachers learn to use the power of computer technology to spark student imagination and ultimately move students toward greater learning. Teachers reflect on questions about how their students can best use computers to enhance learning. Throughout the course and specifically in the showcase, teachers work to answer the Essential Question of the course: How can technology be used most effectively to support and assess student learning? Between 2004 and 2008, nearly 400 new and veteran teachers received Intel training. With the implementation of the Intel Teach to the Future Essentials instructional design model, aligned to rigorous training in all core content academic standards, classroom technology practices support student learning across disciplines. Content appropriate electronic resources and learning opportunities have been identified and made available to all teachers to support content standards and individual needs. English Language Learner and Adaptive Technology specialists are involved as part of the process to provide for specialized and adaptive technology needs of students. Due to budget cuts however, since about 2008, the BTSA program has not required Intel training for beginning teachers.

Fortunately, through a separate grant (Collaborative for Excellence in middle School Science), the district has supported the Intel initiative through the science departments and in the summer of 2010 trained about 50 teachers in the Intel Elements Training which is more advanced than the Essentials training. Additionally, the district trained eight business department chairs who will train and support their respective peers in the business departments.

Since about 2006, results from the Ed Tech Profile Survey indicate an increasing level of technology proficiency of district teachers. Recent needs assessment survey reports that 98 percent of certified teachers and paraprofessionals have varying degrees of confidence in using technology to support and enhance classroom instruction.

With respect to site administrators, 93 percent completed the Ed Tech profile in 2006 and results since have shown that administrators' proficiency level to be at or above proficient with

TECHNOLOGY STRATEGIC PLAN 2011 -14

strengths in word processing, general computer knowledge and skills, and Internet research abilities. Administrators will help to create a workspace for teachers to share best practices in cross-curricular and content area projects that include higher-order thinking skills, 21st Century Skills, National Education Standards, and California content area standards.

In 2010/2011, the district will develop a “virtual” Teaching and Learning Academy (in collaboration with University of California, Irvine) which will launch in October. The initial training module focusing on training administrators and teacher leaders in classroom observation and coaching through the lens of the California Standards for the Teaching Profession (CSTP) will be comprised of four one hour webinars followed by asynchronous “Moodle” online discussion cohorts. The AUHSD will develop other technology based professional development training including a series of modules supporting Sheltered Instruction, Classroom Management, and Common Core Standards and Assessments. UCI’s involvement stems from their request to develop training modules for Master Teachers and teacher leaders. These seminars will be available to all districts in Orange County. AUHSD along with Capistrano Valley USD and Santa Ana USD are lead partners in this unique project that utilizes technology to make professional development accessible and affordable to a wide array of end users.

Finally, with California’s support of the new Common Core Standards, the district believes more training and awareness on performance assessments through Intel and other professional development is vital to stay out in front of the new standards and assessments which are expected to be implemented statewide in 2013/2014.

The professional development designed to meet the expectations, i.e. curriculum and online delivery through the AUHSD eLearning Program described in Section 3, began in the Spring 2010 and continues throughout 2010/2011. A week-long training for 10 eLearning teachers, led by Renee Citlau, the district on-line learning expert has conducted follow-up training throughout the summer and the team continues to meet once a month. A co-hort of core content teachers were trained through a collaborative with Cypress College in the spring of 2010 to integrate CTE standards into curriculum. This group of about 30 teachers met five days throughout the spring to develop integrated CTE lessons. This effort was funded through a CTE Pathways grant obtained through Cypress College. The district is awaiting additional monies and support from Cypress College which has applied for a follow-up and expansion grant. All sites have capacity for integration of district benchmarks/pacing guides in Math/English through Data Director. There is therefore no need for additional training at this time.

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4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.

Strategic Goal # 1 of 7: AUHSD will provide technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.

Objective One: By June 30, 2014

All targeted teachers will be trained to develop technology projects that integrate essential core content standards based on the Intel rubric, 21st Century Literacy, and Academic Literacy Skills that develop higher-order cognitive skills.

Benchmark:

By June 30, 2012

- Administrators, content-area teachers, and Intel trainers will review best practices in curricular projects, performance assessment and develop criteria for implementation.
- Develop plan to recruit at least one teacher from each site in each content-area to participate in Intel Essentials workshop (best practices in project-based learning that incorporates higher-order thinking skills, 21st Century Literacy Skills, content standards, Information Literacy, and National Education Technology Standards).
- Develop a virtual “Teaching and Learning Academy” in 2010/2011. Initial training will support administrators and teacher leaders in observation and coaching teachers in formative assessment in the classroom.
- Develop a team of 10 teachers that have participated in the Intel Essentials workshop and consequently familiar with using emerging technologies (i.e. blogs and Wikis) for student work and teacher collaboration to review the tools, report on the advantages and disadvantages of the tools, and recommend which tools would be appropriate for teacher collaboration and for student work.
- The Career Technology Education Advisory Board will continue to develop and monitor CTE pathways aligned with 21st Century Literacy and incorporate Academic Literacy Skills.

By June 30, 2013

- 50 % of all content-area teachers trained in the Intel Essentials course where they will create collaborative projects that promote 21st century skills and incorporate emerging technologies. Projects will be shared on the collaborative space for teachers so that other content area teachers can incorporate projects into their curriculum.
- Two four-hour workshops for previously trained Intel teachers to analyze student work from their technology projects and compare their projects to best practices criteria. Teachers will plan and revise projects based upon the analysis.
- Have all science and business teachers trained and meeting to review, plan, and revise curricular projects based on student work and a comparison to the best practices criteria.
- During the 2010/2011 school year, all students will complete and showcase cross-curricular projects that integrate essential core content standards, 21st Century Skills, Academic Literacy skills, and develop higher order thinking skills.
- A collaborative space for teachers will be created for teachers to share cross-curricular and content area technology projects

By June 30, 2014

- 60% of content-area teachers trained in Intel’s *Essentials* Course. Teachers develop projects based on state content standards that incorporate 21st Century Skills and develop higher-order thinking skills through technology integration and project-based approaches. Teachers also use emerging technologies to facilitate collaboration, teaching, and learning. Projects will be shared on the collaborative space for teachers.
- With California’s support of the new Common Core Standards, the district believes more emphasis on performance assessment through Intel and other professional development is vital to stay out in front of the new standards and assessments. We therefore expect to be training more teachers and administrators utilizing the Intel (or another) professional development which integrates technology with performance assessments.

TECHNOLOGY STRATEGIC PLAN 2011-14

Implementation				
What	Who	When	Measurement	Target Audience
Develop criteria for best practices in cross-curricular projects	Intel trainers Administrators	June 2012	<ul style="list-style-type: none"> • Best practices criteria for projects • Intel curriculum has research-based criteria for projects that incorporate higher-level thinking skills, 21st Century Skills, technology, content standards, and information literacy. 	Content area teachers
Recruit and train teachers through science grant-Intel Elements	CSUF trainers/ Science teachers	Summer 2012	<ul style="list-style-type: none"> • Recruiting plan • Fliers • Signup sheets 	Science teachers
Train business department teachers in Intel Elements	Intel trainers	Summer 2012 Summer 2013	<ul style="list-style-type: none"> • Sign in sheets • Teacher Unit plans based on best practices criteria • Samples of student work • Workshop evaluations 	Business teachers
Research emerging technologies and choose and implement acceptable technologies for student and teacher use	Director of Information Systems Coordinator of Quality Teacher Program Education Division Intel trainers	June 2012	<ul style="list-style-type: none"> • List of blogs and wikis and their appropriateness in the classroom • Acceptable blogs and Wikis for classroom list • Student work posted online • Teacher cross-curricular and content area collaboration using online tools 	Students Content area teachers
Teachers' collaborative site	Education Division	June 2013	<ul style="list-style-type: none"> • Collaborative site • Teacher discussions • Discussions and sharing of projects 	All teachers
Development of CTE pathways aligned with 21 st Century Skills and Academic Literacy	CTE Committee	June 2012	<ul style="list-style-type: none"> • Agenda • Minutes • CTE pathways 	Business teachers

TECHNOLOGY STRATEGIC PLAN 2011-14

(EETT Rubric – 4b continued)

Strategic Goal # 1 of 7: AUHSD will provide technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.

Objective Two: By June 30, 2014

20% of teachers will be trained in Learning Management System that facilitates both online learning and Information Literacy. Targeted teachers will develop and teach online class(es) implementing research-based instructional strategies and incorporating higher-level thinking skills in order to enhance student-learning opportunities.

By June 30, 2012

- Create an Online Education Task Force.
- Create team to research and compare Learning Management Systems.
- Train 10% of teachers in beginning and advanced Haiku learning management system software

By June 30, 2013

- Train 15% of teachers in beginning and advanced Haiku learning management system software
- Train at least 10 teachers to setup and facilitate online classes that incorporate best practices in online learning and includes research-based instructional strategies, higher-level thinking skills, and 21st Century Literacy Skills.

By June 30, 2014

- Train 20% of teachers in beginning and advanced Haiku learning management system software
- Follow up training and support for online teachers in Learning Management System software and online teaching strategies.

Training to evaluate the effectiveness of online classes and to modify classes based on evaluations. Follow up training for teachers that have completed the Learning Management training. Teachers will develop and teach an online class implementing research-based instructional strategies and incorporating higher-level thinking skills in order to enhance student-learning opportunities.

Implementation

What	Who	When	Measurement	Target Audience
Beginning and Advanced Learning Management System Training	OCDE or District trainers	June 2012 through June 2014	<ul style="list-style-type: none"> • Agenda • Handouts • Evaluations • Sign-in sheets 	Teachers
Online teaching strategies	District trainers	June 2012 through June 2014	<ul style="list-style-type: none"> • Agenda • Handouts • Evaluations • Sign-in sheets 	Teachers
Follow up Learning Management System training and course evaluation	OCDE or District	June 2012 through June 2014	<ul style="list-style-type: none"> • Agenda • Handouts • Evaluations • Sign-in sheets 	Teachers
Follow up training on online teaching strategies	District trainers	June 2012 through June 2014	<ul style="list-style-type: none"> • Agenda • Handouts • Evaluations • Sign-in sheets 	Teachers

TECHNOLOGY STRATEGIC PLAN 2011-14

(EETT Rubric – 4b continued)

Strategic Goal # 2 of 7: All AUHSD students will demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills

Objective One: By June 30, 2014,

All business and computer technology teachers will be trained and then demonstrate mastery of *National Education Technology Standards* student skills in their coursework, and to incorporate lessons that reflect these skills and best practices; these lessons will be made available to all teachers via the teacher portal.

Benchmark:

By June 30, 2012

- High school Business Department Chairpersons will include National Education Technology Standards in Business and Technology district course outlines.

By June 30, 2013

- Business teachers will create lessons that incorporate National Education Technology Standards and reflect best practices according to established district criteria and upload lessons to the teacher portal.

By June 30, 2014

- All teachers will demonstrate mastery of National Education Technology Standards student skills, as measured by successful completion of the required Business Technology class.

Implementation

What	Who	When	Measurement	Target Audience
Re-write Business and Technology Course outlines to include NETS standards	Ed-Division Business Teachers	June 2012 through June 2013	<ul style="list-style-type: none"> • Course outlines 	Business teachers
Lesson plans that incorporate NETS standards uploaded to teacher portal	Business Teachers	June 2012 through June 2013	<ul style="list-style-type: none"> • Lesson plans • Exemplary lessons on teacher portal • Student work 	Business teachers

TECHNOLOGY STRATEGIC PLAN 2011 - 14

(EETT Rubric – 4b continued)

Strategic Goal # 2 of 7: All AUHSD students will demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills

Objective Two: By June 30, 2014,

All Business and Computer teachers will routinely incorporate student projects requiring 21st Century skills and computer literacy skills demonstrating mastery of these skills.

Benchmark:

By June 30, 2012

- Teacher(s) will be trained in writing curriculum for the Business Technology class to modify and include all required elements of information literacy. One or more teachers will pilot a program at Cypress High School that incorporates these skills.

By June 30, 2013

- All 9th grade Business and Technology teachers will be trained to include information literacy curriculum .
- Teachers will showcase lesson plans on information literacy that demonstrate mastery of NETS; these lessons will be banked on the teacher portal.

By June 30, 2014

- All teachers will demonstrate mastery of information literacy skills using a variety of media.
- Teachers will use technology that is integrated into the remaining courses in subsequent years to further improve academic achievement school wide.
- Teachers in Yearbook and Journalism will be trained to incorporate the use of digital cameras for their newspaper publications, allowing students to modify photographs using a graphics-editing program, and use their layouts. The students will use word processing and computer graphics to publish the yearbook and the school newspaper.
- Teachers will be trained to incorporate the use of e-mail to correspond with journalists at the local newspaper, The Orange County Register and the Los Angeles Times, Orange County Edition, and will create a Web site describing the student activities taking place throughout the year.

Implementation

What	Who	When	Measurement	Target Audience
Collaboration and training with teachers on business and technology curriculum modified to incorporate NETS and information literacy skills	Business Department Chairs	June 2012 through June 2013	<ul style="list-style-type: none"> • Revised curriculum • Lesson plans • Student work 	Business teachers
Collaboration and training for teachers to create a bank of lesson plans that incorporate NETS	Business teachers and business department chairs	June 2012	<ul style="list-style-type: none"> • Bank of lesson plans 	Business teachers
Pilot curriculum. Collaboration and training to discuss, monitor, enhance, evaluate effectiveness	Business & Technology class	June 2012	<ul style="list-style-type: none"> • Pilot class • Lesson plans • Student work 	Business teachers
School newspaper and yearbook	Journalism and Yearbook classes	June 2013	<ul style="list-style-type: none"> • School newspaper • Yearbook 	Journalism and Yearbook classes

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Journalism teachers and students communicating via email with <i>The Orange County Register</i> and <i>The Los Angeles Times</i> , <i>Orange County Edition</i>	Journalism teachers and students	June 2013	• Email	Journalism classes
Student activities Web site. Teachers will train students on the the activities web site.	Journalism teachers and students	June 2013	• Web site	Journalism classes

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(EET Rubric – 4b continued)

Strategic Goal # 2 of 7: All AUHSD students will demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills

Objective Three: By June 30, 2014

Teachers will prepare students for careers by entering various career pathways and incorporate technology, reading, and communication skills which will prepare students for careers and post secondary pursuits. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post-secondary course work.

Benchmark:

By June 30, 2012

- Business and Technology teacher(s) will receive training in writing curriculum for the various career pathways that have a coherent sequence of rigorous academic and technical courses which will allow students to apply academics and develop their technical skills.
- Counselors will facilitate and train teachers in how to recruit more high school students into college pathways that result in teaching and related careers through high school career-technical course offerings; recruitment activities, including field trips to the college campuses; and work-based learning opportunities.
- The Principles of Teaching and Learning teachers will participate in Orange County's Project Tomorrow science docent program, which trains high school students to teach science standards to younger students. Participation in Project Tomorrow includes formal articulation of the Principles of Teaching and Learning class with Cal State Fullerton.

By June 30, 2013

- All Business and Technology teachers will be trained to include information literacy curriculum that integrate the two different types of standards in each pathway sector: *foundation* standards and *pathway* standards.
- Teachers will receive training to support the special needs of the district's most at-risk students through the integration of academics into education, and other career pathway courses and through peer and after-school tutoring.
- Teachers will collaborate and showcase lesson plans on these career pathway curriculum; these lessons will be banked on the teacher portal.

By June 30, 2014

- Teachers will collaborate with partner in business, industry, labor, postsecondary education, and the community to provide classroom and work-based learning opportunities that prepare all students for success.
- Joint collaboration meetings and trainings with the North Orange County ROP, Anaheim Union High School District, the North Orange County Community College District, Cypress Community College, and Fullerton Community College.

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Implementation				
What	Who	When	Measurement	Target Audience
A-G approved curriculum in various career pathways, including, but not limited to Education, Child Development, and Family Services, Industry Sector, Engineering and Design Industry Sector, Health Science and Medical Technology Industry Sector, Information Technology Industry Sector, and Transportation Industry Sector	District and partners in business, post-secondary education, ROP, and the community	June 2012 through June 2013	<ul style="list-style-type: none"> • Curriculum • Enrollment data in classes • Students entering post-secondary, business, or industry that have been in career pathways 	All teachers
Recruit, chaporone, collaborate with post-secondary college-pathway instructors and business and industry partners	Counselors	June 2012	<ul style="list-style-type: none"> • Student enrollment in career pathway classes • Field trips 	All teachers
Participate in Project Tomorrow	High school students	June 2012	<ul style="list-style-type: none"> • Participation 	Business teachers
Collaboration and training for teachers to design lesson plans that incorporate literacy and two types of different standards in each pathway sector	Business teachers and business department chairs	June 2012	<ul style="list-style-type: none"> • Bank of lesson plans 	All career pathway teachers
Special needs training of the district's most at-risk students	Education Division directors Curriculum specialists Department chairs	June 2013	<ul style="list-style-type: none"> • Agenda • Teacher collaboration and lesson plans • Sign-in sheet 	All career pathway teachers
Collaborate, share lesson plans on career pathway	Career pathway teachers	June 2013	<ul style="list-style-type: none"> • Agenda • Teacher collaboration and lesson plans • Sign-in sheet 	All career pathway teachers
Collaborate with partners to provide classroom and work-based learning opportunities that prepare all students for success.	Career pathway teachers	June 2013	<ul style="list-style-type: none"> • Agenda • Teacher collaboration • Sign-in sheet 	All career pathway teachers

TECHNOLOGY STRATEGIC PLAN 2011 - 14

(EETT Rubric – 4b continued)

Strategic Goal # 3 of 7: All AUHSD staff will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of technology.

Objective One: By June 30, 2014

All business and English teachers will be trained to understand federal, state, and district policies and procedures that ensure the safe and legal use of technology. Business and English teachers will include a lesson unit expanding the uses of copyright and fair use, plagiarism, social networking, and peer-to-peer file sharing in their curriculum.

Benchmark:

By June 30, 2012

- Joint business and English teachers will meet and collaborate, share resources, and lesson plans on copyright, fair use, plagiarism, social networking, and peer-to-peer file sharing.

By June 30, 2013

- Business and English teachers will collect exemplary lesson plans that include copyright, fair use, plagiarism, social networking, and peer-to-peer file sharing that incorporate best practices for the teacher portal.

By June 30, 2014

- All Business and English teaches will train other staff to understand federal, state, and district policies and procedures that ensure the safe and legal use of technology.

Implementation

What	Who	When	Measurement	Target Audience
Workshop to collaborate, share resources, and lesson plans on copyright fair use, plagiarism, social networking, and peer-to-peer file sharing	Science teachers Business teachers	June 2012	<ul style="list-style-type: none"> • Agenda • Teacher resources • Sign-in sheet • Lesson plans 	Business teachers Science teachers
Collection of exemplary lesson plans	District staff	June 2013 through June 2014	<ul style="list-style-type: none"> • Lesson plans • Student work • Teacher portal 	English teachers Business teachers
Business and Science teaches will train and collaborate with other staff on writing lesson plans that integrate the copyright fair use, plagiarism, social networking, and peer-to-peer file sharing	District staff Science Business teachers	June 2012 through June 2013	<ul style="list-style-type: none"> • Lesson plans • Student work • Teacher portal 	All teachers

TECHNOLOGY STRATEGIC PLAN 2011-14

(EETT Rubric – 4b continued)

Strategic Goal # 4 of 7: All AUHSD teachers will understand Internet safety, including how to protect online privacy and avoid online predators.

Objective One: By June 30, 2014

All Business teachers will be trained on Internet safety and will include relevant information on how to protect online privacy and avoid online predators in units that will be required in all classes.

Benchmark:

By June 30, 2012

- Business Technology units on Internet Safety will be completed by teachers.

By June 30, 2013

- Updated Business Technology Internet Safety units will be implemented.
- Exemplary Internet Safety Lesson plans uploaded to teacher portal.

By June 30, 2014

- All Business teachers will train other core content teachers in writing lessons and units that incorporate Internet safety; these lessons will be analyzed and monitored by the district Business Department.

Implementation

What	Who	When	Measurement	Target Audience
Meeting to collaborate and share Internet Safety lesson plans	Business Department chairs	June 2012	<ul style="list-style-type: none"> • Agenda • Handouts • Lesson plans 	Business teachers
Collection of exemplary Business Technology units on Internet Safety	Business teachers	June 2013	<ul style="list-style-type: none"> • Unit • Lesson plans • Student work • Teacher portal 	Business teachers
Business teachers will train other core content teachers on writing lessons that incorporate Internet safety and other relevant information on how to protect online privacy and avoid online predators	Business Department chairs Business teachers	June 2013	<ul style="list-style-type: none"> • Agenda • Handouts • Lesson plans • Units 	Core content teachers

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(EETT Rubric – 4b continued)

Strategic Goal # 5 of 7: All AUHSD students will have equitable access to technology.				
Objective One: By June 30, 2014				
The district will expand the availability of technology to students during and outside of the normal school day. Students will use their technology skills to enrich their academic program. All core content teachers will be trained to incorporate Information Literacy (based on ALA standards) into business career pathways and required student research reports and projects.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • Core-area teachers and library staff will meet and plan joint research projects that align content area standards with 21st Century Literacy skills and Academic Literacy skills, and American Library Association (ALA) standards to students both during and outside of the normal school day. • Site teachers will revise curriculum to align computer and business career pathways so that more students will have access to these career pathways. • Site teachers will develop project rubrics that incorporates information literacy skills so that all students will have access to 21st Century Standards. • Site teachers will develop a plan in how to collect lesson plans that integrate literacy skills that align with the California content standards and reflect best practices to ensure that all students have access to a rich academic and technological curriculum. • Workshop(s) for core content teachers to develop technology-infused research reports that require information literacy skills so that all students have the ability and access to a rich academic and technological curriculum. 				
By June 30, 2013				
<ul style="list-style-type: none"> • All core content teachers will collect exemplary lesson plans that include information literacy skills and have those lessons uploaded to the teacher portal. • Librarians will provide assistance to all students during and outside of the normal school day in writing technology-infused research reports that embed information literacy skills.. 				
By June 30, 2014				
<ul style="list-style-type: none"> • All core content teachers will have their students complete a research project that requires utilization of an information literacy skills model and demonstrates the ability to work independently. • All core content teachers will upload student projects that incorporate the mastery of information literacy and ALA standards; these will be showcased on the District’s teacher portal. 				

Implementation

What	Who	When	Measurement	Target Audience
Workshop to develop research reports on Information Literacy skills and ALA standards	Core content teachers Library staff	June 2012	<ul style="list-style-type: none"> • Agenda • Sign-in sheets • Handouts • Research report lesson plans • Student work 	Core content teachers Librarians
Exemplary project rubric on Information Literacy	Teachers Administrators	June 2012	<ul style="list-style-type: none"> • Rubric 	Core content teachers
Exemplary lessons uploaded to teacher portal	District staff	June 2013	<ul style="list-style-type: none"> • Lesson plans • Teacher portal 	Core content teachers

TECHNOLOGY STRATEGIC PLAN 2011-14

(EETT Rubric – 4b continued)

Strategic Goal # 6 of 7: All AUHSD teachers will use technology to develop district-wide curriculum that is aligned to California core content standards, to develop benchmarks exams, and to develop end-of-course exams to assess student learning and inform instructional practices.

Objective One: By June 30, 2014

Technology will be used to implement pacing guides, benchmarks, and end-of course assessments in business and health content areas. Teachers will create and integrate multimedia skills in the Business and Health Career pathway classes where students will learn their technology, reading, and communication skills to prepare them for careers and postsecondary pursuits, as measured by the EdTech Profile.

Benchmark:

By June 30, 2012

- Workshop to train health and business teachers on using database and multimedia software and accessing on-line job career and college information along with the development of career exploration lesson plans.

By June 30, 2013

- Advanced workshops on spreadsheet, database, word processing, multimedia software and the use of digital cameras and scanners that are incorporated in daily lesson plan design and implementation.
- Upload exemplary career exploration lesson plans to the teacher portal.

By June 30, 2014

- Business and Health teachers will train other teachers across disciplines that involve the partnership of business partners and higher education and the infusion of essential business skills in all curricular areas.

Implementation

What	Who	When	Measurement	Target Audience
Database, multimedia software and online career tool workshop	District trainers	June 2012	<ul style="list-style-type: none"> • Agenda • Sign-in sheets • Handouts • Lesson plans • Student work 	Business teachers Health teachers
Spreadsheet, database, word processing, multimedia, digital camera, and scanner training	District trainers	June 2012	<ul style="list-style-type: none"> • Agenda • Sign-in sheets • Handouts • Lesson plans • Student work 	Business teachers Health teachers
Exemplary lessons uploaded to teacher portal	District staff	June 2012	<ul style="list-style-type: none"> • Lesson plans • Teacher portal 	Business teachers Health teachers
Partnership of business and higher education to help facilitate the infusion of essential business skills	District staff Business teachers Health teachers	June 2013	<ul style="list-style-type: none"> • Lesson plans • Teacher portal 	All teachers

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(EETT Rubric – 4b continued)

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.				
Objective One: By June 30, 2014				
The district will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> • Appropriate school and district staff will be trained to proficiently use the new student data system, Zangle. 				
By June 30, 2013				
<ul style="list-style-type: none"> • All school sites will have established and utilized opportunities for parents to receive training that will allow them to effectively view their student(s) academic progress and attendance in school using the new web-based parent portal. 				
By June 30, 2014				
<ul style="list-style-type: none"> • Increased two-way communication about school programs and students' progress will be demonstrated by increases in parent responses to school communication and documentation of parent monitoring of student academic progress (e.g. number of parent visits to school sponsored web sites that allow parents to view class assignments and grades for specific courses). 				
Implementation				
What	Who	When	Measurement	Target Audience
Develop school self-study parent surveys to allow parents to provide feedback regarding communication with school officials	Site self-study coordinator Site leadership team Site administration District administration Parents	June 2012 through June 2014	<ul style="list-style-type: none"> • Review of Information System call center data • Summary of parent portal activity data • Parent survey summary data 	Parents Teachers Counselors Administrators Other school officials
Implement training opportunities for parents to view students' academic progress electronically via Zangle Parent Portal	Information System Site administrators	June 2012 through June 2014	<ul style="list-style-type: none"> • Training schedules and agendas • Sign-in sheets • Summary of parent portal activity data 	Parents
Increased two-way communication between parent and school regarding student progress	Teachers Counselors Administrators Other school officials	June 2012 through June 2014	<ul style="list-style-type: none"> • Electronic summaries of scheduled meetings and telephone conversations 	Parents Students

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(EETT Rubric – 4b continued)

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.				
Objective Two: By June 30, 2014				
The district will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress.				
Benchmark:				
By June 30, 2012				
<ul style="list-style-type: none"> School and district staff will be trained to proficiently use the new Community Outreach (CO) TeleParent communication system. TeleParent delivers community messages for the District. The telephone lists may be generated by the District or by TeleParent, as instructed by the District. Messages are administered by web-based and telephone based menu systems. Where a student is to receive both community messages and behavior messages, they may be combined into one phone call through the student data system, Zangle. 				
By June 30, 2013				
<ul style="list-style-type: none"> School and district staff will be trained to effectively use TeleParent to contact approximately 1,000 students each minute during emergency situations. Examples of emergency situations include school lock-down, missing students, or other occurrences that require immediate parental notification. School and district staff will be trained to proficiently use the Smart Attendance Calling service is an automated system that seamlessly integrates with the district's SIS to immediately send messages to parents informing them of student tardiness and absence. 				
By June 30, 2014				
<ul style="list-style-type: none"> Improvement in two-way communication about school programs and students' progress will be demonstrated by increases in parent responses to school communication and documentation of parent monitoring of student academic progress (e.g. number of parent visits to school sponsored web sites that allow parents to view class assignments and grades for specific courses). 				
Implementation				
What	Who	When	Measurement	Target Audience
Create training on Community Outreach (CO) TeleParent communication system. Develop school self-study parent surveys to allow parents to provide feedback regarding communication with school officials.	Site self-study coordinator Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	<ul style="list-style-type: none"> Review of Information System call center data Summary of parent portal activity data Parent survey summary data 	Parents Teachers Counselors Administrators Other school officials
TeleParent's Implementation Specialist will contact District regarding the implementation process and schedule trainings.	Implementation Specialist Site leadership team Site administrators District administrators	June 2012 through June 2014	<ul style="list-style-type: none"> Review of Information System Summary of parent portal activity data 	Parents Teachers Counselors Administrators Other school officials

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Implementation				
What	Who	When	Measurement	Target Audience
Orientation Package. One orientation package will be sent to each school containing materials contained on one DVD.	Teachers Counselors Administrators Other school officials	June 2012 through June 2014	<ul style="list-style-type: none"> • Electronic orientation packages along with hard copies given to parents • DVD 	Parents Students
Parental Consent. It is the sole responsibility of the District to obtain necessary consent, including but not limited to parental consent, for students to receive telephone messages from TeleParent. TeleParent will administrate alternate phone numbers and Do Not Call lists.	Implementation Specialist Site leadership team Site administrators District administrators	June 2012 through June 2014	<ul style="list-style-type: none"> • Review of Information System • Summary of parent portal activity data • Parent concent 	Parents Teachers Counselors Administrators Other school officials
SIS Information. TeleParent will require student and teacher information from the District's information system. It is the sole responsibility of the District to obtain necessary consent, including but not limited to parental consent, to release Student information to TeleParent. By providing Student information to TeleParent, District represents that the necessary consent has been obtained.	Site self-study coordinator Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	<ul style="list-style-type: none"> • Review of Information System call center data • Parental consent 	Parents Teachers Counselors Administrators Other school officials
Login Information. TeleParent will provide the designated contact person at District with the login identifications and pass codes for both teachers and administrators	Implementation Specialist Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	<ul style="list-style-type: none"> • Review of Log in information • Summary of staff and parent portal activity data 	Parents Teachers Counselors Administrators Other school officials
TeleParent to conduct one (1) onsite training for a large group of school and district personnel Additional onsite school training available	Implementation Specialist	June 2012 through June 2014	<ul style="list-style-type: none"> • Attendance sheets 	Parents Teachers Counselors Administrators Other school officials

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4c. Monitoring and Evaluation

Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Ongoing evaluation of professional development opportunities by the coordinator of Quality Teacher Program, assistant superintendent of Education Division, directors of Education Division, and the director of Information Systems will assist trainers and lead teachers in monitoring and adjusting to better meet participant(s) needs. Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the implementation section of each respective professional development benchmark. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed. Data collection, analysis, the communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent who will report to the superintendent and Board of Trustees. Findings will be reported out on a quarterly basis to the Technology Action Group (TAG) for feedback purposes.

Administrators will create time whereby teachers can meet to collaborate, share, and build upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Most school sites have time built into the master schedule for a collaborative period for sharing information, data, testing, and sharing of other student information. Administrators and teachers can share in the collection of exemplary student work, classroom observational data, and reflective data. Other data that can be shared are curriculum units, lesson plans, student work, IIP(s), classroom observations, and reflective analysis. With the implementation of more online training options, downloads, and access statistics which will serve as an initial method of evaluating usefulness.

Teacher professional development will be guided by a common set of expectations with the learning experiences, such as workshops or seminars. These will be designed, presented, and reinforced with follow-up activities so that teachers will find the learning experiences to be helpful and relevant to their individual needs, by providing a variety of professional development experiences that are effective in promoting the growth of teachers. Technology Proficiency progress will be monitored by data provided by the Ed Tech Profile online assessment and AUHSD Annual Survey. This data will be evaluated by the coordinator of Quality Teacher Program, assistant superintendent of Education Division, directors of Education Division and director of Information Systems quarterly to guide planning of future training options. The Technology Action Group (TAG) will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the Superintendent and Board of Trustees on an annual basis. The Ed Tech Profile Survey data and professional development participation will form the basis of the data. To measure the impact of professional development on teacher attitudes and classroom practice, the Professional Development Needs Assessment will be evaluated along with the AUHSD Annual Survey by the

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Quality Teacher Program. Electronic Registration Online reports, a service of Quality Teach Program, will provide the data on program participation and implementation.

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INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Overview

The components and systems addressed in this section have been identified as essential to support the goals and objectives identified in the Curriculum and Instruction and Professional Development plans. As with these previous sections, evaluation of district needs and strategic planning for infrastructure, hardware, software and technical support has been guided by a vision of implementing technology, which will either directly or indirectly, facilitate the meeting of academic standards and desired learning outcomes throughout the district.

The intent of this plan is to provide all students, staff, and parents in Anaheim Union High School District with access to technology tools and electronic resources. **Our goal is to provide every site and classroom in the district with access to Internet, video and voice applications, minimum standards hardware, and identified software tools.**

Existing Infrastructure

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.

Connectivity

More than ninety five percent of AUHSD classrooms have network connectivity. One of the goals in this plan is to change that number to 100 percent. Most of the classrooms without connectivity are either due to site moves or modular classroom implementation.

Another goal of the district is to increase the capacity of the district's multiprotocol label switching (MPLS) network to facilitate the increasing presence of online curricular resources. The net effect will be a bandwidth increase from 20 mbps to 100 mbps to all sites. It is feasible to scale to 100 mbps with no further equipment at the school sites.

Hardware

Our 2009-2010 California Technology Survey shows 10,264 computers at the district's 21 school sites. There are also servers situated at each site for file services, domain administration, active directory, and application hosting.

All schools have one high-speed scanner for the Data Director assessment system. Approximately 70 percent of classrooms have projectors and 10 percent have smart boards. The Math Curriculum Specialist at the district office has spearheaded a project to deploy multiple

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Quizdom classroom response sets at all school sites.

Telecommunications

The district is in the process of transitioning phone systems to voice over internet protocol (VoIP) based systems. Hope Education Center's phone system was changed to Shoretel in December 2009. The district plans to transition Anaheim High School to the same system with E-Rate, Year 13 funding. Other schools will be converted as funds become available.

Cellular phones play a critical role in the Anaheim Union High School District. Transportation and Food Services uses cell phones in lieu of a radio system. Management, athletic directors, trainers and other staff are assigned phones with various features including, but not limited to, phone service, text messaging, internet connectivity, email synchronization, and geo-applications.

Software and Learning Resources

The district currently utilizes a number of software packages in its operations in the classroom and administratively. The following is an overview of the major systems implemented within the district. Projects listed in this plan may augment or replace some of the systems listed below.

Operating Systems

Servers – Windows 2003 and 2008 running on primarily Pentium IV and V Servers

Workstations –

PC – Windows XP, Vista and 7 running on Pentium IV and V computers

Apple – Various hardware and Mac OS X specs

Business Applications

The district is standardized on the Microsoft Office Professional product

Student system

C-Innovation – Zangle Student Information System

C-Innovation – Student and Parent information portals

Assessment System

Data Director – Application Service Provider (ASP) based assessment system

Intel-Assess – Standards-Aligned, formative assessment ASP

IntaGrade – Hosted early assessment system

Financial System

Bi-Tech – ASP hosted legacy system for accounting and finance

Human Resources System

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Bi-Tech – ASP hosted legacy system

SEMS – locally hosted, web-based substitute teacher system

Electronic Learning Resources

READ 180 – locally hosted comprehensive reading system

Inside – Hosted comprehensive reading system for junior high school

Edge – Hosted comprehensive reading system for high school

Accelerated Math – locally hosted mathematics learning and assessment system

Accelerated Reading – locally hosted reading learning and assessment system

Microsoft Office – business application suite

Adobe Creative Suite – development application suite

Quizdom – classroom response system

Naviance – career guidance system

FastMath – locally hosted comprehensive math system

Aleks – math learning and assessment system

Apex Learning – online curriculum provider

SOLO – locally hosted reading and writing program for special education students

School-to-Home Communications

TeleParent – ASP hosted attendance calling system

Library Packages

Follett – locally hosted library programs (Alliance Plus, TextLink, etc)

Alexandria – locally hosted library programs (Gale, Ebsco, Worldbook)

Zangle – textbook management module of the student information system

Support

The district currently employs fourteen, 10-12 month employees to provide support to the 10,264 computers at the district's 21 physical school sites. Three additional employees provide second level support to said school sites.

Internet Safety

The district currently utilizes a two-layer approach to protecting students from objectionable materials on the Internet. The first layer is the enterprise content blocking program Smoothwall hosted at the district office and ten of the district's sites. The district uses blacklisting on its two Fortiguard 1000a firewalls as a second level of protection. Proactive monitoring measures are also employed via Vericept monitoring tools. The district currently prohibits social networking sites such as MySpace through policy, Parent Handbook and Internet User Agreements, and the aforementioned content blocking tools.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the

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Curriculum and Professional Development Components of the plan.

Implementation Timeline

In order to ensure that resources are maximized to support teaching and learning, timelines for implementation of Curriculum and Instruction and Professional Development Objectives will be coordinated with budget and funding availability for the acquisition of hardware, software, technology support, and infrastructure resources. The timeline below indicates our start date, projected completion date, activity/benchmark, target audience, and area of responsibility.

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5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

<p>Strategic Goal # 1 of 4: AUHSD will provide infrastructure to attain curriculum and professional development goals/objectives.</p>
<p>Objective One: By June 30, 2014 The Anaheim Union High School District will provide needed infrastructure upgrades to school sites to facilitate the use of hardware, software and Internet.</p>
<p>Benchmark:</p> <p>By June 30, 2012</p> <ul style="list-style-type: none"> • Implement Active Directory 8 Districtwide • Upgrade Cypress High School MDF • Complete Anaheim High School data networking • Complete Western High School data networking • Upgrade 30% of AUHSD schools’ bandwidth to 100mbps • Provide 30% of AUHSD schools’ with network access control <p>By June 30, 2013</p> <ul style="list-style-type: none"> • Assess generator backup capability for all sites • Upgrade 60% of AUHSD schools’ bandwidth to 100mbps • Provide 60% of AUHSD schools’ with network access control <p>By June 30, 2014</p> <ul style="list-style-type: none"> • Assess district hot site for redundancy • Upgrade 100% of AUHSD schools’ bandwidth to 100mbps • Provide 100% of AUHSD schools’ with network access control

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.

Implementation				
What	Who	When	Measurement	Target Audience
Upgrade district infrastructure	Information Systems Selected vendors	June 2012	<ul style="list-style-type: none"> • Project completion • Active accounts 	All district
Upgrade district infrastructure	Information Systems Selected vendors	June 2013	<ul style="list-style-type: none"> • Project completion 	All district
Upgrade district infrastructure	Information Systems Selected vendors	June 2014	<ul style="list-style-type: none"> • Project completion 	All district

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5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Strategic Goal # 2 of 4: AUHSD will provide hardware to attain curriculum and professional development goals/objectives.
Objective One: By June 30, 2014 The Anaheim Union High School District will provide needed hardware to facilitate the curriculum and professional development objects herein.
Benchmark: By June 30, 2012 <ul style="list-style-type: none"> • Provide necessary switching, routing , and wireless access points Anaheim, Katella, Magnolia, Savanna, and Western High Schools • Provide necessary switching, routing , and wireless access points Ball, Brookhurst, Dale, Orangeview, South and Sycamore Junior High Schools • Provide appropriate staff computers through hardware refresh program • Upgrade / augment student computers as site funding permits By June 30, 2013 <ul style="list-style-type: none"> • Repurpose switching, routing , and wireless access points to Cypress, Gilbert and Kennedy High Schools • Repurpose switching, routing , and wireless access points to Oxford Academy • Repurpose switching, routing , and wireless access points to Lexington and Walker Junior High Schools • Provide appropriate staff computers through hardware refresh program • Upgrade / augment student computers as site funding permits By June 30, 2014 <ul style="list-style-type: none"> • Provide appropriate staff computers through hardware refresh program • Upgrade / augment student computers as site funding permits

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.

Implementation				
What	Who	When	Measurement	Target Audience
Augment / upgrade district hardware	Information Systems Selected vendors	June 2002	<ul style="list-style-type: none"> • Project completion • Computer count 	All district
Augment / upgrade district hardware	Information Systems Selected vendors	June 2013	<ul style="list-style-type: none"> • Project completion • Computer count 	All district
Augment / upgrade district hardware	Information Systems Selected vendors	June 2014	<ul style="list-style-type: none"> • Project completion • Computer count 	All district

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5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

<p>Strategic Goal # 3 of 4: AUHSD will provide software and learning resources to attain curriculum and professional development goals/objectives.</p>
<p>Objective One: By June 30, 2014 The Anaheim Union High School District will provide needed software to facilitate the curriculum and professional development objects herein.</p>
<p>Benchmark:</p> <p>By June 30, 2012</p> <ul style="list-style-type: none"> • 10% Implementation of learning management system - Haiku • 20% Implementation of digital locker solution • Assess existing assessment solution – Data Director • Assess existing school-to-home communication solution – TeleParent <p>By June 30, 2013</p> <ul style="list-style-type: none"> • 15% Implementation of learning management system - Haiku • 60% Implementation of digital locker solution • Assess existing assessment solution – Data Director • Assess existing school-to-home communication solution – TeleParent <p>By June 30, 2014</p> <ul style="list-style-type: none"> • 20% Implementation of learning management system - Haiku • 100% Implementation of digital locker solution • Assess existing assessment solution – Data Director • Assess existing school-to-home communication solution – TeleParent

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.

Implementation				
What	Who	When	Measurement	Target Audience
Augment / upgrade district software	Information Systems Selected vendors	June 2012	<ul style="list-style-type: none"> • Surveys • Node counts 	All district
Augment / upgrade district software	Information Systems Selected vendors	June 2013	<ul style="list-style-type: none"> • Surveys • Node counts 	All district
Augment / upgrade district software	Information Systems Selected vendors	June 2014	<ul style="list-style-type: none"> • Surveys • Node counts 	All district

5d. Monitoring and Evaluation

Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.

The AUHSD Information Systems Department is currently in the process of monitoring and evaluating the capability of the district's infrastructure. An updated disaster recovery plan is anticipated to be in place by fiscal year 2011/2012. In addition, the district has implemented SpiceWorks at four sites as a means of node reporting. An updated asset management system will assist the district in managing and evaluating its hardware inventory. Other measures are already in place and serving a monitoring function such as anti-virus software, line conditioning hardware, content filtering hardware and software, and other network tools. The Director of Information Systems, Erik Greenwood, will continue to monitor the technology needs of the district and report these findings to the assistant superintendent of Education Division. Modifications will be made as required, and financially feasible to support curriculum goals. Findings will be reported out on a quarterly basis to the Technology Action Group (TAG) for feedback purposes.

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Funding and Budget

OVERVIEW

The following considerations have served as a foundation in developing and prioritizing the funding and budget components of this plan.

- Instructional impact
- Coordination of implementation timelines to maximize impact, (i.e., needed hardware and software will be in place prior to professional development)
- “Total Cost of Ownership” and replacement considerations
- Distinctions between ongoing and one time costs
- Identification of multiple funding sources at district and site levels

6a. *Established and Potential Funding Sources*

Funding for implementation of district and site technology initiatives is available through numerous sources, including:

- New TLC funding
- Enhancing Education Through Technology (EETT) Formula and Competitive Grants
- E-Rate
- General Fund
- State Technology funding
- Block Grants
- SIP funds
- Titles I, IID, III funding
- ARRA

To ensure adequate funding to implement and maintain existing and new district technology initiatives, all potential funding sources will be evaluated and coordinated. Furthermore, during this current budget development process significant budget constraints have necessitated a close examination of one time or new costs versus the essential recurring costs of maintaining district services and infrastructure.

In the current year, technology funding from a variety of local, state, and categorical sources have been allocated to personnel, materials and equipment, and telecommunications services.

Funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

In addition to maintaining existing enterprise hardware, software, and ongoing network and telecommunications costs, the following priorities have been identified through this plan development process. As funding sources are identified, these priorities will guide allocations.

6b. *Estimated annual implementation costs for the term of the plan.*

Cost Impact Analysis

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Major Object of Expenditure Categories	School Year 11-12	School Year 12-13	School Year 13-14
1000-1999 Certificated Personnel Salaries	\$175,100	\$115,100	\$115,100
2000-2999 Classified Personnel Salaries	\$1,955,817	\$1,975,399	\$1,993,166
3000-3999 Employee Benefits	\$446,545	\$450,170	\$453,213
4000-4999 Books and Supplies	\$538,056	\$580,056	\$535,056
5000-5999 Services and Other Operating Expenditures	\$1,271,023	\$1,272,163	\$1,302,882
Indirect Costs at An Established Rate (excluding The 6000-6999 Category)	\$136,421	\$136,619	\$136,822
6000-6999 Capital Outlay	\$675,158	\$265,484	\$265,484
Total Funds	\$5,198,120	\$4,794,991	\$4,801,723

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6c. Equipment Replacement Cycle

The district instituted a five-year replacement cycle for all staff desktop computers in fiscal year 2006/2007. The Information Systems Department cycles its server equipment every four to five years. All other equipment including, but not limited to, computers, laptops, printers, servers, routers, switches, and storage devices are replaced when they cease to be functional – provided funding is available. This policy is subject to budget availability.

6d. Monitoring and Evaluation

Each identified objective and the budget will be reviewed, evaluated, and revised every year with many components examined more frequently by the Director of Information Systems, Erik Greenwood. Data collection, analysis, the communication among stakeholders, and the implementation of changes, as a result of the analysis, will be overseen by the Education Division assistant superintendent who will report to the superintendent and Board of Trustees.

Data collection will be coordinated by Information Systems staff with reports to the Education Division.

Hardware standards will be reviewed and revised on a quarterly basis by Technology Action Group (TAG). The TAG will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

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MONITORING AND EVALUATION

7a. Process for evaluating the plan's overall progress and impact on teaching and learning.

The process used for evaluating overall progress is a blend of report and survey reviews by the Technology Action Group (TAG), meeting quarterly, and an analysis of benchmark standings. Each objective from sections three and four will be monitored, evaluated and revised at the close of every year with many components examined more frequently by the Education Division. Data collection, analysis, the communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent. Hardware standards are also reviewed and revised by the TAG. Data collection will be coordinated by Information Systems with reports to the Education Division via the Director, Information Systems.

The TAG's annual review and any suggested revisions to the plan, along with recommendations, will be presented to the superintendent and Board of Trustees. Each site will be expected to present relevant information related to the following primary goals:

1. Access for all students and parents during and beyond school hours to technology tools and resources
2. Technology support status and needs
3. Technology integration status by content
4. Student achievement in core content areas as related to increased technology proficiency
5. Staff and student technology proficiencies
6. Professional development needs

This annual technology assessment will provide the information needed to complete the annual state required Educational Technology Survey online each spring and will inform the site decision-making and budget planning processes.

This annual report will also include specific recommendations arising from site-based decisions and activities that have occurred outside the scope of the plan and that have promise for other locations.

The AUHSD Technology Plan is a dynamic document. The primary purpose in developing this strategic plan is to provide a guide for district and site technology and budget decision-making processes.

7b. Schedule for evaluating the effect of plan implementation

The table below outlines the timetable for the review of data needed to determine plan effectiveness. Individual components of the study will include the measurements defined in sections three and four. These include, but are not limited to the following data elements:

1. The development and population of the Best Practices Web site
2. Training and utilization of the Intel rubric as included in the Intel Essential course for teachers
3. Minutes and Agendas of the Online Education Task Force
4. Online registration and course completion rates
5. EdTech Profile Data
6. Parent and Staff Surveys

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7. Enrollment and evaluation reports from Staff Trainings and conference attendance, including specific trainings in Intel Essential, NETS and ALA standards, and online teaching
8. Annual technology inventory and standards changes
9. Updated Acceptable Use Policy and revised Student Handbook
10. NETS standards mastery as measured by Bus/Tech class pass rates
11. Hours expansion for tech access as measured by site reports
12. Student academic growth monitoring through of Data Director as measured by teacher utilization reports and summary reports by site
13. Parent portal use as measured by hit counters, parent survey and anecdotal records

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Anaheim Union High School District Technology Plan Timeline					
Monitoring and Evaluation					
Start Date	Methodology	Activity or Benchmark	Target Audience	Person Responsible	Division Responsible
09/11	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
12/11	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
01/12	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
03/12	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/12	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/12	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
06/12	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Fred Navarro Erik Greenwood	Education Facilities
07/12	Approved technology plan with modifications	Technology plan revisited and recommendations and adjustments submitted to superintendent and Board of Trustees	TAG Cabinet Board of Trustees	TAG Erik Greenwood	Facilities
09/12	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
12/12	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
01/13	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
03/13	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program

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Anaheim Union High School District Technology Plan Timeline					
Monitoring and Evaluation					
06/13	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/13	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
06/13	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Fred Navarro Erik Greenwood	Education Facilities
07/13	Approved technology plan with modifications	Technology plan revisited and recommendations and adjustments submitted to superintendent and Board of Trustees	TAG Cabinet Board of Trustees	TAG Erik Greenwood	Facilities
09/13	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
12/13	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
01/14	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
03/14	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/14	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/14	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
06/14	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Fred Navarro Erik Greenwood	Education Facilities

7c. The Process And Frequency Of Communicating Evaluation Results To Tech Plan Stakeholders.

Reports and data required for quarterly meetings noted above will be distributed to TAG members, and discussed at administrative meetings where relevant and needed. Minutes of the TAG meetings will be posted to the AUHSD intranet for review online and anywhere/any time, and copies will be available to all employees and any parent or student requesting them. Related information will be shared at professional development sessions scheduled throughout the year so staff will have a continuing focus on the current expectations,

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challenges and best practices in use or under development.

The annual report to the Board of Trustees to be prepared by the Education Services division will be widely disseminated to all sites, and a version will be posted to the parent portal for review by all parents and residents who are interested. A press release on progress will be issued annually and sent to business supporters and other District partners.

The annual results report will also be shared at parent council meetings, teacher advisory meetings, administrative council, and classified leadership meetings. Necessary revisions or adjustments to the plan will be presented to the superintendent and the Board of Trustees at a regularly scheduled board meeting. The Information Systems department will work with the various departments and school sites to survey the progress of the departments, school sites, teachers and administrators. This will allow the district to make mid-course corrections to the direction of the plan if needed. Through this means of communication, the Education Services division in collaboration with Information Systems department will also share the strategies, activities, and software/hardware that have had a positive effect on teaching and learning. This should also help with the replication of such strategies.

ADULT LITERACY

8. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology Criterion

According to ProLiteracy, an international organization, adult literacy is essential to adults raising children with strong literacy skills, to being good employees, to staying healthy, and to contributing to their communities. Information from City-Data.com indicates that 30% of Anaheim residents 25 years old or older do not have high school diplomas. Less than 20% of the city's population have bachelor's degrees or higher. Anaheim's foreign-born population is significantly higher than the state average. Nearly 60% of residents speak languages other than English. The median age of residents is 30.3 years, and per capita annual income is \$22,583. This data confirms the need for the Anaheim Union High School District (AUHSD) to provide educational programs that will improve adult literacy in the community.

Current Adult Literacy Providers:

The Anaheim Union High School District's mission is to provide each student with a high quality educational program in a safe, motivating learning environment that promotes high academic achievement based on a strong foundation of knowledge and skills, development of habits and attitudes for a lifetime of learning, and exploration and preparation in a broad range of career and interest areas, and commitment to responsible citizenship. Within the boundaries of the AUHSD adult literacy needs are served through a variety of agencies: Anaheim Adult Education, Anaheim Public Library, North Orange County Regional Occupational Program, North Orange County Community College District, and The California Sate University, Fullerton.

Anaheim Adult Education currently provides literacy training to 2,500 adults in English as a Second Language (ESL), English, and reading at adult education sites. Other classes include Adult Basic Education, Adult Secondary Education, California High School Exit Examination Preparation, Citizenship, Computer Literacy/Applications, Concurrent Education, and General Education Development (GED) for a total student population of more than 3,500 students. Students have access to Internet-based ESL programs as well as CDs, videos, and DVDs for use at school and at home. They also have access to computers during both day and evening hours in classrooms and computer labs. Classes are held at Anaheim Adult Education's main campus and at four additional locations throughout the community, down from 17 sites due to budget constraints. Adult students have equitable access to technology. They learn and understand internet safety. Students can enroll in Microsoft Office Skills via an online service which issues certificates upon program completion. The focus on 21st Century Skills prepares students for careers or post-secondary education. Also, articulated classes leading smoothly from ESL and Literacy into transitional academic and high school diploma classes are offered by Anaheim Adult Education. Communication with both students and staff has been enhanced through email, internet, and the TeleParent Community Outreach system, all supported by district-level AUHSD technology. Staff members receive ongoing training in technology necessary to incorporate information literacy into the academic curriculum and maintain essential registration, attendance, and academic records. .

Anaheim Adult Education has access to a bus which has been converted to a mobile classroom. This bus is designed to provide instruction to parents and other community adults who need to learn English and/or computer skills. The Mobile Classroom is a wireless environment equipped with 20 laptop computers containing numerous software programs ranging from practice in English skills to typing along with various Internet-based resources. Although current funding does not support the use of this technology, it is an

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Anaheim Adult Education priority to restore this service to the community when funding becomes available.

The Orange County Regional Occupational Program in Anaheim offers year-round career/technical training as part of the public school system in California. Classes include computer applications, Microsoft Office (Word, Excel, Access, and Power Point), Desktop Publishing, and keyboarding as well as vocational courses utilizing technology, such as Computer-Assisted Design and Computer-Assisted Drafting. Adult students needing literacy skills are referred to Anaheim Adult Education to prepare students to meet pre-requisite language skills.

The Anaheim Public Library offers adult literacy services throughout the city; these services are provided by Read/Orange County, which includes tutoring in basic literacy skills; individualized, goal-oriented lessons; volunteer training; ongoing support services to learners and tutors; and workplace literacy programs for local businesses. Anaheim Public Library also offers free computer classes at the main site and some branch locations. Anaheim Libraries have wireless access to the Internet for those who have wireless-enabled laptop computers.

Adult learners also take advantage of local higher education opportunities. The North Orange County Community College District School of Continuing Education offers ESL at the Anaheim campus and at several other sites in the city. Computer classes range from beginning to advanced skill levels, Internet, Adobe Photoshop, Microsoft Office, and Desktop Publishing. Additional specialized courses—conversation, grammar, ESL and computers, writing, and ESL and the arts—are also available. Students may enroll in the high school diploma program to graduate from high school, prepare to take the GED tests, and improve a variety of individual academic skills at the Anaheim Center.

The nearby Fullerton campus of The California State University offers adult extension courses that include ESL, Specially-Designed Academic Instruction in English (SDAIE), and GED preparation programs for adults. Technology-based tools are integrated into the instruction of these classes.

Collaboration:

The AUHSD has shown commitment to the literacy of adults in the community by offering programs and collaborating with other organizations to ensure their success. Many facilities and computer labs are used by K-12 students during the traditional school day and by adult programs after school hours.

Anaheim Adult Education students use technology at designated adult education sites, each of which receives upgraded computer equipment when funding becomes available. ESL classes are held at the main campus and four other locations in the community. Computer classes for adults are also taught at the main campus; additional sites will be added when funding is restored.

District staff members may refer both younger and older adults to adult literacy programs within north Orange County, such as the Anaheim Public Library, North Orange County Community College system, and The California State University at Fullerton, all funded through resources other than district funds.

As a component of the ongoing evaluation and modification procedures, a collaborative partnership will be maintained with the principal of Anaheim Adult Education, the Coordinator of the Regional Occupational Program, and the Director of Information Systems.

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Funding:

Even in this time of budgetary challenges, the AUHSD is committed to expanding funding opportunities such as federal funding for the Workforce Investment Act and CalWorks, which will enable us to optimize resources and retain our ability to serve the adults in our community in so far as is possible in the current financial environment.

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EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

Students inhabiting the desks in our classrooms today are known as the “Net Generation” according to author, Don Tapscott. Tapscott has studied this generation that is dramatically transforming every institution of modern life. From the workplace to the marketplace, from politics to education to the basic unit of any society, the family, they are replacing a culture of control with a culture of enablement. In his book, Grown Up Digital, Tapscott identified eight characteristics that describe the typical “Net Gener” (Tapscott, 2009):

- They prize freedom and freedom of choice.
- They want to customize things, make them their own.
- They're natural collaborators, who enjoy a conversation, not a lecture.
- They'll scrutinize you and your organization.
- They insist on integrity.
- They want to have fun, even at work and at school.
- Speed is normal.
- Innovation is part of life.

To succeed at our goals to harness technology as a teaching tool and a learning tool, we must understand the role technology plays in our students' lives and the impact it will have on their success in a 21st century world. The International Society for Technology in Education (ISTE) updated the NETS (National Educational Technology Standards) to NETS-S (National Educational Technology Standards for Students). NETS-S represents the most recent international thinking about the wide range of skills required to learn and live in an increasingly digital world. Specifically, NETS-S addresses: (Curriculum & Instruction, Goal 1: Obj. 1; Goal 2: Obj. 1 & 2)

- Creativity and Innovation (*creative thinking, constructing knowledge, and developing innovative processes and products*).
- Communication and Collaboration (*using digital media and environments to support individual learning and the learning of others*).
- Research and Information Fluency (*applying digital tools to gather, evaluate, and use information*).
- Digital Citizenship (*understanding human issues relating to technology and practicing ethical behavior*).
- Technology Operations and Concepts (*understanding technology concepts, systems, and operations*).

There is an incredible opportunity for Americans who are prepared for the challenges of a dynamic, digital world. Historically, nations that foster knowledge, innovation and creativity, have embraced technological advances and led the world in prosperity. These qualities of excellence, agility, and openness continue to drive the wealth of nations and reward individuals. It is the role of every educator to prepare all students with a 21st century education that will position them with the knowledge and skills they need to survive, and thrive, in a technological world, whether they continue their formal education or enter the workforce after high school. “If the American education system is to prepare its students to meet the demands of an increasingly technological world, indeed if it is to be effective at all, it must integrate technology into the academic curriculum (Daggett, 2010). This will require schools to provide a much more rigorous and *relevant* education than many students

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presently receive. Many Federal, state and businesses, such as the State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE), and the Partnership for 21st Century Skills have come together to create a unified vision, agenda and action plan on a building principle: to synchronize their efforts to leverage technology to achieve results for every student and, ultimately, for the nation, states and communities as well. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

In the global digital economy, technology has changed how people live and work. Now, we need to harness technology to benefit our nation's schools, communities, and most importantly, students. To ensure that all students receive equitable access to technology, educators must try to ensure that technology is embedded in all core content subjects and made available in all schools. Jones, Valdez, Nowakowski, and Rasmussen (1994) define equity as "the goal of universal participation". They note the meaning of technological equity in schools:

"Technology is a tool that gives everyone an equal chance to learn....Universal participation, as a policy goal, means that all students in all schools have access to and are active on the information highway in ways that support engaged learning."

Expanding hours of service to all students will support students need to access of technology. School libraries and their research centers will expand their hours of operation to ensure students can access the technology needed to complete assignments, including assignments in an online course. (Curriculum & Instruction, Goal 5: Obj. 1)

Along with equity of technology usage, Daggett (2010) redefined for educators the purpose of using technology for teaching and student learning:

"The challenge for educators is not to dismiss or keep up with students' latest technological know-how, but to create meaningful learning experiences in which students are taught how to *apply* their knowledge to solve real-world problems. In reaching out to students who are so intertwined with the latest technology, we need to ask ourselves, 'How can we use the Internet or the computer to enhance instruction and engage students?'"

Willard Daggett, CEO of the International Center for Leadership in Education, has done extensive research on the changing role of teachers and education. He believes teachers, more than ever, have a vital role to play in helping students realize their futures by providing them with instruction that gives direction and allows them to hone their new cognitive and technological skills (Daggett, 2010):

"In a nutshell, students need facilitated content to be fully capable citizens, whether its blogging on a social network site or solving a math problem. They may have limitless technology and information at their disposal, but can they access that information efficiently and effectively? Can they evaluate it critically and competently and identify objective facts from propaganda? Do they understand the real ethical, legal, and moral issues concerning access to and use of information? Can they create meaning from data? In essence, do they know the value of information, aside from what is needed to pass a test?"

(Curriculum & Instruction, Goal 1: Obj. 1; Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

In their book *Technology to Support Student Achievement: What do we know about student learning and how can technology help*, Eva La Mar and Dani Pfeiffer found that many of their software programs incorporated the application of Marzano's Nine Strategies for Improving Student Achievement, which they felt supported student achievement, instruction, and mastery of content. Instead of focusing on one strategy or another, they found that the technology facilitated the use of two or more of Marzano's Nine Strategies. They listed each

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strategy and then listed the software programs that best supported the strategy. In their studies, they found that teachers were more confident in teaching the content standards and meeting the needs of their students to gain mastery of the content with the use of the technology and software they provided.

(Curriculum & Instruction, Goal 1: Obj. 1 & 2; Goal 6: Obj. 1)

To assist teachers with citizenship programs that balance diversity and unity, the College's Center for Multicultural Education, directed by Professor James A. Banks, assembled a distinguished panel that conducted a four-year study delineating the essential principles for educating students in a diverse society. The product was a handbook for practitioners, *Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society*. Research also indicates that students become more engaged and active learners when teachers incorporate information about their cultures, histories, and experiences into the curriculum. Banks and the UW Center for Multicultural Education partner with researchers around the globe to develop best practices for culturally responsive teaching. They use online networking and partner with MicroSoft to engage other reserachers to collaborate and share strategies that enable teachers and researchers across the globe to share ideas and best practices on how to integrate technology and culture to best bring about global cultural awareness (Banks, 2003). (Curriculum & Instruction, Goal 1: Obj. 2; Goal 2: Obj. 1 &2)

A virtually unanimous 99 percent of voters say that teaching students a wide range of 21st century skills that include critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction skills, is critical to our country's future economic success in the global economy of today and the future. This consensus, which cuts across all socioeconomic classes, age groups and political affiliations, indicates that there is nearly universal agreement among Americans about the connection between 21st century skills and economics (Partnership for 21 Century Skills, 2007). (Curriculum & Instruction, Goal 2: Obj. 1 & 2)

“Schools cannot possibly prepare students to participate in a global economy without making intensive use of technology,” said Ken Kay, President of the Partnership for 21st Century Skills. “Schools are doing a good job of teaching technology proficiency to students. But technology also must be used routinely for learning core subjects and 21st Century skills, such as critical thinking and problem solving, innovation and creativity, and life and career skills. And technology must be a fundamental building block for strengthening teaching and learning and for modernizing education support systems.”

A similar study *Are They Really Ready to Work?* (2006), employers by The Conference Board, the Partnership for 21st Century Skills, Corporate Voices for Working Families and the Society for Human Resource Management said that the future U.S. workforce is “woefully ill-prepared for the demands of today's (and tomorrow's) workforce” and they cited 21st century skills as “very important” to success at work. Schools need to focus on preparing students for college and a demanding wokforce, rather than trying to do a better job of teaching what they have always been teaching.

“Schools are missing a key ingredient that ties education to careers and lifelong success. This ingredient is the application of the skills and knowledge needed to be successful not just in college, but also in chosen careers as well. While we must continue to prepare our young people to be good citizens and ready them for higher education, we must also acknowledge a fundamental purpose to education – *learning to apply academic skills needed for the increasingly sophisticated workplace and society*” (Daggett, 2010). (Curriculum & Instruction, Goal 2: Obj. 1 & 2)

Twenty-first century skills must be an integral part of teaching and learning of all academic subjects, not just

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merely add-ons to the curriculum or just in the Business Information classes. To allow this to occur, transforming classroom practice and providing professional development to teachers to understand, accept, and adapt these changes in their instructional practices, will enable students to learn to apply critical thinking skills in the context of learning math, or work in collaborative teams on a geography project, or use scientific technology to explore the environment. It must be that the basics of curriculum and instruction, along with 21st century skills, come, not at cross-purposes but that they are complimentary and embedded so that seamless learning takes place (Daggett, 2010). (Curriculum & Instruction, Goal 2: Obj. 2; Goal 6: Obj. 1)

For all students to acquire 21st century skills, the education system must create learning environments, both for students and for educators that mirror those of high-performance, knowledge-driven organizations. In these organizations, leaders motivate everyone to contribute, expect people to meet high standards and model effective strategies. They cultivate a culture of knowledge-sharing and collaboration that extends beyond their organizations, engage people in interesting work, challenge them to recognize and solve problems, give them opportunities to learn and grow, and reward them for creative solutions. They also provide people with the technology tools and support they need to succeed. Technology can be a compelling hook that engages and motivates students to succeed as well. Already, students are among the most enthusiastic and able technology users. They embrace technology as a tool for learning, communicating, sharing, creating—and even for schoolwork (Christiansen, C., Horn, M. & Johnson, C. 2008). (Curriculum & Instruction, Goal 2: Obj. 2; Goal 7: Obj. 1)

Cisco systems has captured the trend of education and communicated the paradigm shift that must occur in order for education to address the needs of the 21st century learner. This shift is described as moving from Education 1.0 to Education 3.0.

“Education 1.0 refers to the traditional education system. Education 2.0 is the next phase, in which the focus is on curriculum, teachers, accountability and leadership. Education 3.0 is more complex. It is based on achieving holistic information, 21st century pedagogy and skills, all of which are enabled through technology and supported through an adapted reform agenda. The reality is that no education leaders have yet accomplished the goals set in Education 3.0.” (Cisco, 2008).

One area that educators will need to focus on in order to make this shift to Education 3.0 is reading. Studies by the International Center and other organizations have shown that employability and career success in an increasingly competitive global economy depends on reading to a far greater extent than in the past. Reading requirements for entry-level jobs were much higher than was ever expected. The analysis revealed, among other findings, that a large number of entry-level jobs have a higher reading requirement than most high school texts and tests. Moreover, the reading requirements in entry-level jobs are higher than is required for many intermediate- and advanced-level jobs. “Perhaps even more surprising, entry-level job reading requirements exceed the reading requirements of all but the most technical college coursework” (Daggett, 2010). (Curriculum & Instruction, Goal 1: Obj. 1; Goal 2, Obj. 1 & 2)

Another area of growth in K-12 education is online learning. Research has shown that online courses are a way for students to enhance their learning and/or credit recovery. Online education schools or programs provide many different types of opportunities for students who are unable to attend in a brick and mortar classroom for a myriad of reasons, such as pregnancy, health or medical, and social or emotional reasons. Online courses also provide students with flexible access to particular classes that fit the student's schedule, circumstances, interests or needs, and opportunities not otherwise available. Other opportunities for participation in online courses allow

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a student to enhance, enrich, remediate, and provide credit retrieval not otherwise available or possible. Students also have more time to reflect on their academic goals and activities; can set the pace of their own learning; engage in more one on one dialogue with their teachers and receive more timely feedback. Online courses also provide students with opportunities that transcend geographical and time boundaries. Another benefit is that teachers can more easily individualize instruction to meet unique student needs and learning styles. United States Department of Education. (2000). (Curriculum & Instruction, Goal 1: Obj. 2)

Kozma (2001) argues that the particular attributes of the computer are needed to bring real-life models and simulations to the learner; thus the medium does influence learning. However, he states that it is not merely the computer that allows the students to learn, but the design of the real-life models and simulations, and the students' interaction with those models and simulations. The computer is merely the vehicle that provides the processing capability and delivers the instruction to learners (Clark, 2001). According to Rossett (2002), online learning has many promises, but it takes commitment and resources, and it must be done right. "Doing it right" means that online learning materials must be designed properly, with the learners and learning in focus, and that adequate support must be provided. Ring and Mathieux (2002) suggest that online learning should have high authenticity (i.e., students should learn in the context of the workplace), high interactivity, and high collaboration. (Curriculum & Instruction, Goal 1: Obj. 2; Goal 2: Obj. 1)

To help design online courses, a web-course criteria (WCC) was developed by Cradler & Cradler (2000) during a four-year formal evaluation of the development and implementation of web-based high school courses for the Hawaii E-School. A partial list of WCC criteria includes:

- Pedagogy: There are opportunities for collaboration, self-paced study, exploration, and self-assessment. (Curriculum & Instruction, Goal 1: Obj. 2; Goal 6: Obj. 1)
- Content: Course content is standards-based, accurate and up-to-date, and has appropriate depth and breadth for the course objectives. (Curriculum & Instruction, Goal 6: Obj. 1)
- Engaged learning: Assignments support multiple learning styles, the course challenges students and encourages creative solutions, and there is continuous dialog between and among teachers and learners. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 7: Obj. 1)
- Technology integration: Technology is used to support collaboration, problem solving, presentations, instruction, assessment, and extension of learning opportunities beyond the traditional classroom. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 6, Obj. 1)
- Assessment strategies: Instructors assess students' prior knowledge and skills, use multiple approaches to assessment, and embed performance assessments into the learning experiences. (Curriculum & Instruction, Goal 6: Obj. 1; Goal 7: Obj. 1)
- Resources needed by students: Besides ensuring access to all online and print materials, well-designed courses include technical support, on-site facilitation, and regular online "office hours" for access to instructors. (Curriculum & Instruction, Goal 5: Obj. 1)
- Course structure: Online courses need to have objectives, units, assignments, and time expectations well defined for students, with assessments to help students determine when they are ready to move on to new material. (Curriculum & Instruction, Goal 1: Obj. 2)
- Course web site: The online environment should follow good web design criteria, be easy to navigate, conserve bandwidth, and follow copyright principles. (Curriculum & Instruction, Goal 1: Obj. 2)

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Cybermentoring—a form of online coaching—is another effective strategy for increasing student learning through online interaction. A study by Boxie and Maring (2001) found that preservice-teachers who had been trained as cybermentors were able to provide the scaffolding (individualized guidance specific to learning objectives) that enabled elementary and secondary students to perform reading, writing, learning, and technology tasks. Qualitative and quantitative assessments of student performance indicated that the students became aware of, and used, a wider variety of literacy strategies because of the cybermentoring. In today’s technology-rich classrooms, it is possible now to offer a “vehicle for enriching language through web-site communities and multiple perspective on content topics” (Bean, 2000). It is now available for teachers to provide effective mentoring for students when the mentoring occurs in “cyberspace,” meaning that it is mediated through Internet technologies such as Web sites and e-mail.

(Curriculum & Instruction, Goal 2: Obj. 2; Goal 6: Obj. 1)

In another case study, baseline measures were not used, instead the writing performance of the students, as measured by pre-established performance rubrics, indicated that cybermentoring had a positive influence on student learning and literacy processes. Qualitative data also support this finding. The students in this study were able to perform their reading, writing, learning, and technology tasks because they were coached through the process by their cybermentors, and online interaction became a central dynamic in the learning environment. Despite their remote location, the cybermentors provided the scaffolding students needed to support learning within their zone of proximal development (Bonk, Malikowski, Angeli, & Supplee, 1998). The nature of the projects designed by the preservice teachers required the students to contextualize literacy strategies within each online activity as they worked to achieve success. As they made choices about writing topics, they took ownership of those topics and their self-confidence increased as they experienced success.

(Curriculum & Instruction, Goal 1: Obj. 2; Goal 6: Obj. 1)

The literacy strategies employed in the online projects helped students understand the actions they took to develop their knowledge and understandings and to assess their learning. As the students worked closely with their cybermentors, they became more aware of the literacy strategies they used to construct meaning and the greater their metacognitive awareness, the more likely they were to use effective literacy strategies to meet classroom and content goals. Strategy use should be both specific and flexible (International Reading Association & National Council of Teachers of English, 1996; Paris, Wasik, & Turner, 1991). In this study, the participating students had access to a variety of strategies as they sorted through large amounts of information. If one literacy strategy did not work, they used alternatives. The data indicate that students were enthusiastic about interacting in cyberspace and receiving feedback from the preservice teachers. As the preservice teachers helped students carry out the various literacy strategies, changes in the students’ writing came about because of the process of inquiry in which they were engaged. E-mail feedback from the preservice teachers included advice on how best to begin an essay, how to organize ideas before writing, and how to use stronger vocabulary. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

The need for controls for Internet activity varies, of course, with the age of the Web surfer. Teaching a kindergartener the ABCs of the Internet poses different challenges than preventing a teenager from posting his home address on a MySpace page. It is a teacher’s responsibility to use filtering tools and teach students the need to abide by the federal, state, and district Internet laws, regulations, policies, and procedures that ensure safe and legal use of all technology. However, there can be a thin line between chaperoning a student’s Internet usage and spying on every keystroke. Many Internet activity-monitoring programs allow a parent or system administrator to snoop unfettered. Critics of these services call them impractical and intrusive. After all, how many teachers have the time or the will to read every word a child types and scrutinize every button clicked?

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Search engines and software that filter out potential adult content can also be problematic. Some are simply ineffective, while others aren't appropriately selective. A 2002 Kaiser Family Foundation study found some control software eliminated Web sites containing legitimate medical information and even controversial politics, which educators often use in their classrooms. Although this may be an inconvenience to some, keeping students safe while using the Internet is critical. (Curriculum & Instruction, Goal 3: Obj. 1; Goal 4: Obj. 1)

Considering all the research conducted in the area of education in a technologically driven world, one thing seems clear: What needs to be learned is secondary to how to use the vast amount of information that is so readily available. Problem-solving, information processing, working collaboratively, and knowing what to do when you are not sure what to do, are essential skills necessary to succeed in college and career, as well as to manage the dynamic setting of the 21st century. Today, the expectation is for every student to graduate from high school and be prepared for higher education and the workforce. Moreover, students today use technology constantly. These digital natives do not respond well to the textbook-driven lesson plans of previous eras. Our goal is to effectively promote highly rigorous and relevant learning in which students have opportunities to tackle challenging problems, the kind they are likely to encounter in life.

Teachers must embrace the uniqueness of the 21st century learners seated in their classrooms. As Tapscott identified in his research on the the NET Generation, there are seven strategies recommended for teachers to better instructors for the new digital age (Tapscott, 2009):
(Curriculum & Instruction, Goal 1: Obj. 1 & 2; Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

- 1) Don't throw technology into the classroom and hope for good things. *Focus on the change in pedagogy, not the technology.*
- 2) Cut back on lecturing. *Start asking questions, let students discover the answer.*
- 3) Empower students to collaborate. *Give them access to the world of subject-matter experts.*
- 4) Focus on life-long learning, not teaching to the test. *Focus on teaching them how to learn – not what to know.*
- 5) Use technology to get to know each student. *Customize their learning.*
- 6) Design educational programs according to the eight norms. *There should be choice, customization, transparency, integrity, collaboration, fun, speed, and innovation in their learning experiences.*
- 7) Reinvent yourself as a teacher, professor, or educator.

Intel Teach to the Future is free software to assist teachers with the professional development they need to incorporate technology into their lesson design. Using a trainer-of-trainer model, the innovative curriculum uses a wide variety of Microsoft Office applications and other commonly available WEB 2.0 tools to assist students in higher-order-thinking activities and inquiry using technology. According to a study by Culp (2002), 97% of teachers participating in *Intel Teach to the Future* trainings reported that the ideas and skills they learned through the program helped them to successfully integrate technology into their students' activities. Additionally, 80% felt very strongly that their unit had been effective in helping them meet their learning goals for their students, "Student projects showed more in-depth understanding, than other comparable work" (Culp, 2002). (Curriculum & Instruction, Goal 1: Obj. 1 & 2; Goal 3: Obj. 1; Goal 4: Obj. 1; Goal 6: Obj.1)

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Anaheim Union High School District's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies. (EETT Rubric – 9B)

Anaheim Union High School District (AUHSD) uses technology to extend or supplement curriculum with rigorous academic courses and curricula via 1) the integration of technology into content instruction and assessment and 2) the use of technology applications to facilitate student collaboration. The availability on-line databases such as Thomson Gale, Facts on File News Services and EBSCO Publishing to teachers, students, and parents is demonstrative of how technology is integrated into rigorous academic courses to extend or supplement curriculum. These databases extend curriculum by providing content specific resources such as full-text news articles, historical documents, editorials, photographs, maps, novel reviews, literary criticisms, literary genres, periodical articles, video clips, biographical information, practice examinations, and other test preparation materials. In addition to data bases, all newly adopted core content textbooks are standards based and include on-line instructional materials such as electronic textbooks, electronic test banks (e.g. Exam View), teacher and student web links (e.g. scilinks.org and go.hrw.com), DVDs (e.g. BioDetectives, Animated Biological Concepts), CD-ROMs (e.g. textbooks, lab simulations, PresentationExpress, Voices from the Past). In addition, some school sites use databases such as United Streaming, which integrates seamlessly into any curriculum with 4,000 full-length videos segmented into 40,000 content-specific clips. Such technology expand learning by using new multimedia content; providing creative assignment building tools for teachers; and enhancing the capacity to customize lessons to different subjects, grades, and learning styles.

AUHSD is shifting its computer literacy focus from basic computer skills to 21st Century Skills, as outlined in the NETS-S. This shift prepares students to become “technologically literate”, as early as grade 8, so they can demonstrate more proficient technology skills when developing projects for core content area classes. Twenty-first century technology skills training coupled with electronic data bases and assigned group projects create opportunities for students to learn collaboratively in ways that are rigorous, relevant, and expand learning to levels of advance proficiencies.

The Intel Teach Program is part of the Intel Education Initiative, a sustained commitment to prepare students with the 21st century skills they need to thrive in the knowledge economy. The Intel Education Initiative is supported by and aligned to the ISTE's NETS-S. To address the need for all teachers to shift their instructional practices to incorporate the use of appropriate and engaging technology in their lesson designing, a multi-year plan is being developed to provide Intel Essentials and Intel Elements training to all teachers. A number of teachers received Intel training either during their teacher prep program or during their first few years of teaching under the BTSA support provider workshops. These teachers along with recently Intel certified business teachers on each junior high school campus will form a focus team to develop a specific professional development plan to provide the necessary training.

Online learning offers the advantage of personalization, allowing individualized attention and support when students need it most. It provides the very best educational opportunities to all students, regardless of their zip code, with highly qualified teachers delivering instruction using the Internet and a vast array of digital resources and content. (NACOL, 2008)

The Anaheim Union High School District has implemented a district-wide eLearning program. The AUHSD eLearning brought together a team of virtual teachers who went through a very rigorous selection process. The virtual teachers are traditional teachers with a modified teaching schedule that includes 1 to 5 periods of an online course. The virtual teachers are content area experts who spent over a year developing their online

TECHNOLOGY STRATEGIC PLAN 2011-14

course to ensure the course met the NACOL (North American Council for Online Learning) teaching and online program standards. As outlined by NACOL, the national standards for online learning was followed which include:

- Content Standards
- Instructional Design
- Student Assessment
- Technology
- Course Evaluation & Management
- 21st Century skills

All eLearning courses are offered to all AUHSD students as part of his or her regular school schedule. Access is provided by each school to those students wishing to participate, but do not have access at home or encounter technical difficulties while enrolled in an eLearning course. The overall vision for providing online learning is to provide access to an online, collaborative, and self-paced learning environment that facilitates 21st century skills development to ensure students evolve as competent, 21st century citizens and workers. Online learning is available to students in need of acceleration, enrichment (AP/IB), credit recovery, or simply an alternative educational option.

Professional Development for all virtual, online learning staff is conducted monthly to support the staff's acquisition of the 21st century technology skills and tools, appropriate pedagogy for online learning, interactive and engaging learning activities, and best practices for online instruction.

Online learning has expanded in AUHSD to support the at-risk students, those needing credit recovery, and those simply preferring a non-traditional instructional option. An Independent Learning Center (ILC) has been implemented at one of the district's high schools. The ILC will provide a 21st century independent study approach to educate and graduate at-risk and disengaged students. Staff will identify and recover students that have dropped out of school, have poor attendance, are struggling academically, and are at-risk of not earning their high school and career readiness skills, enabling students to make positive social and economic contributions to their community. An appropriate educational program placement, goals, and support services will be articulated in a personalized learning plan for each individual student. Emphasis will be on the development of the academic and personal skills that lead to high school graduation and post-secondary connection (i.e.: college and /or career placement).

In conclusion, the 21st century student and their teachers are living in a world that is vastly different than any that has preceded it. Today's children, or digital natives, can easily be listening to their iPod, while instant messaging a friend, researching on the Internet, and doing their homework on Microsoft Word. Catherine Gewertz, in her article Outside Interests, states, "Most teachers are really not taking advantage of all the things they could be doing . . . It is the rare classroom that turns blogs, MP3 players, podcasting, video games, or cell phones into learning tools. By falling behind the technology cure, they argue, schools risk alienating students and miss prime opportunities to teach them how to analyze and understand their increasingly complex world" (Gewertz, 2007). Anaheim Union High School District is committed to ensuring our students and our teachers are prepared for the world they live in.

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APPENDICES:

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3-5	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2009-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	5-6	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

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3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	8	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	8-9	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	9-10	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	11-13	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	14-16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

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<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>17</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>18</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>19</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record</p>	<p>20-21</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to</p>

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keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.			accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	22-25	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	11-26	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	27-28	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing	29-48	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing	The plan speaks only generally of professional development and is not specific enough

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<p>professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</p>		<p>professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>29-49</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>50-52</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and</p>	<p>52-53, 55, 57, 59</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between</p>

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<p>administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>			<p>the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</p>	<p>54, 56, 58-59</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>54, 56, 58-60</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

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6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	61-62	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	62-69	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	70	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	70	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	71	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	71-72	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	74-75	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers	76-78	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service

TECHNOLOGY STRATEGIC PLAN 2011-14

are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	providers, to maximize the use of technology.
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9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	79-84	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	85-89	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Anaheim Union High School District
Education Division

APPLICATION FOR CURRICULUM-RELATED STUDENT ORGANIZATION

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

Name of Organization:

Academic Decathlon Team

School:

Oxford Academy

Name(s) of student(s) making application:

Kunal Chaudhary

Staff Sponsor(s):

Nathan Taylor

List purposes, objectives, and activities of organization (attach copy of Constitution and By-Laws)

The purpose of the OA Academic Decathlon Team is to give some of the most talented and ambitious students at Oxford Academy an opportunity to excel academically. The team's primary objective is to do exceptionally well at the regional tournament; ideally, well enough to qualify for the state tournament. Another objective is to enhance the studying skills of the students that join (increasing focus and motivation). The team's activities will include simply two to four tournaments per year, depending on whether we qualify to continue beyond the first two. The first tournament, a non-scoring scrimmage, is typically held in November. The regional tournament is then held on the first Saturday in February. The state and national tournaments, if we qualify to attend them, are held in mid-March and late April, respectively.

Proposed meetings:

Day(s): Wednesday	Time(s): 3:00pm-4:30pm	Location: Sponsor's Room
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Special equipment? No Yes – Describe:

No special equipment.

Qualifications for membership, if any:

Members must have the correct GPA for the bracket that the team requires and must be a committed student. All prospective members will be asked to submit an application form. Besides filling out the basic information on the application, they will also need to include a copy of their transcript. Each prospective member will then be interviewed by the executive board. Once all the interviews have been completed, the executive officers will select the members. An advisor is likely to oversee this interview process. To have an Academic Decathlon team a school must submit 9 members to tournaments. These nine members are broken up into 3 teams based on their GPA. The GPA brackets are 2.5-3.0, 3.0-3.7, and 3.7+. Normally, because the Juniors at Oxford are required to sustain a 3.0 GPA this would be a problem, but the coordinator for the Academic Decathlon in Orange County said that it would be permissible to include underclassmen on the team. Underclassmen are ideal because their GPA requirements to stay at Oxford are 2.5-3.0, making them perfect for the third bracket of competition.

How are officers elected?

All officers will be selected by the existing executive board and the advisors. The advisor will pick the new president and vice president when needed.

Term?

The term for secretary and treasurer will be one full Academic Decathlon season. The term for the executive officers, however, will last until their graduation – unless there is serious cause to end their term prematurely. The advisors will be responsible for making that decision.

State relationship to curriculum and/or instructional program of the district, and describe how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

The competition includes tests in seven areas: Economics, Art, Music, Language and Literature, Mathematics, Science, and Social Science. Besides these tests, it also involves an essay, an interview, a prepared speech, and an impromptu speech. Because the subject matter is so varied, it will give students a chance to not only bolster their knowledge of the four "core class" areas (English, Math, Science, and Social Science), but also to be exposed to new information in the subjects of Economics, Art, and Music. In this way, the members of the team will be both reinforcing and expanding their curricular knowledge base, not to mention improving their interview and speaking skills.

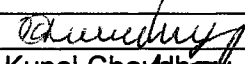
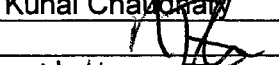
Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:

The advisors' primary responsibilities will be to oversee meetings, provide guidance to the executive board, and offer expertise in their respective subject areas.


Will this organization be raising funds for any purpose? No Yes – Describe how funds will be raised and for what purpose:

This organization will be raising funds for transportation and study materials. The main way this will be done is by selling school approved products at the allowed time on campus.

The undersigned agree to comply with all applicable district policies, school guidelines, and rules, as adopted and amended:

Signature of student making application:	
Printed name of student making application:	Kunal Chaudhary
Signature of faculty sponsor:	
Printed name of faculty sponsor:	Nathan Taylor

Faculty sponsor: I have reviewed this application and
 the application is complete the Constitution/By-Laws are attached
 the application is not complete (explain):

	Date: 5-13-11
Signature of School Principal:	Date:

Signature of Assistant Superintendent of Education:	Date:

Education Office Use Only:

Board of Trustees action:	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Date:
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Submit completed form to the Assistant Superintendent of Education (mail location #15).

Anaheim Union High School District
 Education Division
**APPLICATION FOR STUDENT-INITIATED,
 NON-CURRICULUM RELATED ORGANIZATION**
 CLICK AND ENTER DATA

School:	Walker Jr. High	Date of Application:	5/25/2011
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Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Builders Club (Kiwanis)

Purpose of the group (Please describe thoroughly):

To participate in community services projects within the school and larger community.

Frequency of group meetings:

1 x weekly

Proposed meeting day, time and location:

Day:	Tuesday	Time:	Lunch	Location:	Room 28
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Applicant's Signature:	<i>Erin McCown</i>	Date:	5/25/2011
Printed Name:	Erin McCown		

Advisor's Signature:	<i>Erin McCown</i>	Date:	5/25/2011
Printed Name:	Erin McCown		

Principal's Signature:	<i>Daphne Hammer</i>	Date:	5/25/2011
Printed Name:	Daphne Hammer		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	
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Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District
Education Division

**APPLICATION FOR STUDENT-INITIATED,
NON-CURRICULUM RELATED ORGANIZATION**

School:	Western High School	Date of Application:	May 18, 2011
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Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Chinese Club

Purpose of the group (Please describe thoroughly):

The purpose of the Chinese Club is to share with the school a celebration of the Chinese culture. Chinese Club members will meet regularly to discuss features of the Chinese culture like its language, traditions, popular culture, and history. During International Week, the club will put on a performance featuring tradition Chinese dance or culture.


Frequency of group meetings:

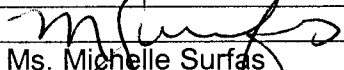
Every other Friday

Proposed meeting day, time and location:

Day:	Fridays	Time:	12 p.m.	Location:	Room 27
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Applicant's Signature:		Date:	5/18/11
Printed Name:	Nina Tran		

Advisor's Signature:		Date:	5/18/11
Printed Name:	Ms. Charlene Leang		

Principal's Signature:		Date:	5/18/11
Printed Name:	Ms. Michelle Surfas		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	
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Following approval, the completed application will be returned to the school principal.

**APPLICATION FOR STUDENT-INITIATED,
NON-CURRICULUM RELATED ORGANIZATION**

CLICK AND ENTER DATA

School:	Kennedy High School	Date of Application:	5/27/2011
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Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Compassion

Purpose of the group (Please describe thoroughly):

To support children and teens in third world countries and to provide a better life for them. To create awareness among students at Kennedy High School about the conditions of those living in less fortunate environments. To show compassion and generosity by doing what we can and using our resources to reach out and show that we care, via pen-pals and sending of supplies.

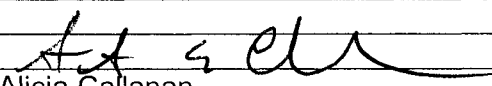
Frequency of group meetings:

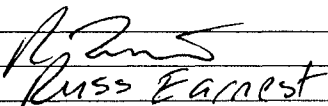
Monthly or as needed

Proposed meeting day, time and location:

Day:	Wed	Time:	Lunch	Location:	Room 313
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Applicant's Signature:		Date:	5/27/2011
Printed Name:	Lois Chyun, Su Lim Ryoo, Susie Park, Irene Kim		

Advisor's Signature:		Date:	5/27/2011
Printed Name:	Alicia Callanan		

Principal's Signature:		Date:	6/6/11
Printed Name:	Russ Earnest		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	
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Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District
 Education Division
**APPLICATION FOR STUDENT-INITIATED,
 NON-CURRICULUM RELATED ORGANIZATION**
 CLICK AND ENTER DATA

School:	Katella	Date of Application:	5/25/2011
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Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

Red Cross Club

Purpose of the group:

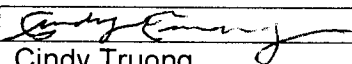
Raising money to help the Red Cross

Frequency of group meetings:

Once a week

Proposed meeting day, time and location:

Day:	Tuesdays	Time:	Lunch	Location:	Katella High School
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Applicant's Signature:		Date:	5-25-11
Printed Name:	Cindy Truong		

Advisor's Signature:		Date:	5-25-11
Printed Name:	Charry Fleischman		

Principal's Signature:		Date:	6-7-11
Printed Name:	Dr. Jason Allemann		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	
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Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District
 Education Division
APPLICATION FOR CURRICULUM-RELATED STUDENT ORGANIZATION

EXHIBIT 0

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

Name of Organization:

School:

South Junior High School Club of Mathematics

South Junior High School

Name(s) of student(s) making application:

Kevin Salgado, Vilian Luong, Stephanie Lent, Robert Wolfgang Estavillo, Ingrid Mundo, Ashley Barkis, Fatima Vega, Gilda Angel.

Staff Sponsor(s):

Carolyn Balmages

List purposes, objectives, and activities of organization (attach copy of Constitution and By-Laws)

Purpose: To discuss and practice exciting math problems, to organize and attend math field trips, to create a mathematics community on campus for the purpose of fostering a love and enthusiasm for math.

Proposed meetings:

Day(s): 1 st and 3 rd Monday (or as needed)	Time(s): Lunch (or after school as needed)	Location: Room 206
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Special equipment? No Yes – Describe:

Qualifications for membership, if any:

Members must have a love for math or a desire to love math.

How are officers elected?

Term?

See attached paper work. At the spring of each year, students vote for new officers

1 year

State relationship to curriculum and/or instructional program of the district, and describe

how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

The club will help foster an interest and an excitement surrounding the math curriculum.

Activities, t-shirts, and regular meetings will help to create a community of math enthusiasts.

Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:

Staff adviser will act as the facilitator during club meetings and handle the necessary paperwork for approvals with administration and ASB.

Will this organization be raising funds for any purpose? No Yes – Describe how funds will be raised and for what purpose:

Students will sell math t-shirts and potentially other math equipment to supplement the cost of field trips, materials for signs, snacks, and t-shirts.

The undersigned agree to comply with all applicable district policies, school guidelines, and rules, as adopted and amended:

Signature of student making application:

Signature of faculty sponsor:

Faculty sponsor: I have reviewed this application and

- the application is complete the Constitution/By-Laws are attached
 the application is not complete (explain):

Signature of School Principal: 

Date: 4/18/11

Signature of Assistant Superintendent of Education:

Date:

Education Office Use Only:

Board of Trustees action: Approved Denied **Date:**

Submit completed form to the Assistant Superintendent of Education (mail location #15).

**APPLICATION FOR STUDENT-INITIATED,
NON-CURRICULUM RELATED ORGANIZATION**

CLICK AND ENTER DATA

School:	South JHS	Date of Application:	05/23/2011
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Policy permits student-initiated non-curriculum related school groups to conduct voluntary meetings on school grounds regardless of the size of the group or the religious, political or philosophical purpose of the students' meetings, under the following conditions:

1. The meetings may not interfere with the orderly operation of the school.
2. The meetings must be open to all students without regard to gender, ethnicity, religion or national origin.
3. School employees may not promote, lead or participate in the meetings.
4. Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student groups.
5. No school system funds may be spent on behalf of the student groups, except for the cost of providing space for the group meetings.

To apply for status as a student-initiated, non-curriculum group, complete the following:

Name of proposed group:

South Junior High Remote Control Club

Purpose of the group (Please describe thoroughly):


The South RC club promotes teamwork and service learning through activities related to the remote control hobby. Stakeholders participate in track building, car maintenance, teamwork, and remote control racing. Students learn the basics of automotive engineering, electronics, and construction techniques while participating in the club. The South RC club currently has over 50 students interested and participating during lunch time. The South RC club provides students with a positive connection to the school, staff and community while learning valuable skills and responsibility.

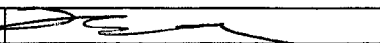
Frequency of group meetings:

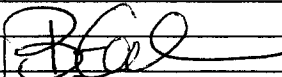
Wednesday, Thursday, and Friday during lunch from 12:10 to 12:40 After school once weekly 2:20 to 3:30
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Proposed meeting day, time and location:

Day:	Wed	Time:	12:10	Location:	South RC track
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Applicant's Signature:		Date:	5/24/2011
Printed Name:	Matthew Bidwell		

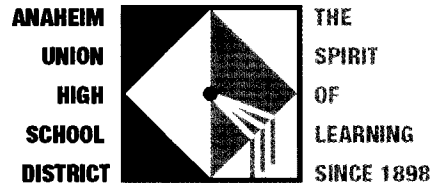
Advisor's Signature:		Date:	5/24/2011
Printed Name:	Matthew Bidwell		

Principal's Signature:		Date:	5/24/11
Printed Name:	Brian J. Carlson		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	
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Following approval, the completed application will be returned to the school principal.



MEMORANDUM OF UNDERSTANDING
BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)
AND
ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

WORKDAY START TIME

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that when a site modifies the students' normal instructional day to an earlier start time with the purpose of using the accrued minutes to provide for staff development time, that bargaining unit members' work day start time will remain at the time that existed prior to the change in the students' start day.

For example, if the old bell schedule had the students starting at 8:00am, the teachers' workday began at 7:30am. If the new bell schedule has the students starting at 7:50am, then the teachers' workday still begins at 7:30am.

This agreement is dated: June 23, 2011

Russell Lee-Sung
Assistant Superintendent
Human Resources

Joanne Fawley
President
ASTA

SETTLEMENT AGREEMENT AND GENERAL RELEASE

This Settlement Agreement and General Release ("Agreement") is entered into this ____ day of June, 2011, by and between the Anaheim Union High School District, 501 Crescent Way, Anaheim, California 92803 ("District"), and Los Angeles SMSA Limited Partnership, dba Verizon Wireless ("Verizon Wireless"), One Verizon Way, Mailstop 4AW100, Basking Ridge, New Jersey 07920.

WHEREAS, on or about September 26, 1985, District and PacTel Mobile Access Corporation ("PacTel") entered into a Letter of Intent to grant to PacTel the use of a portion of District's land ("Subject Property") at Western High School, 501 South Western Avenue, Anaheim, California, to place and operate a mobile cellular transceiver facility ("Letter of Intent").

WHEREAS, pursuant to the Letter of Intent, District thereafter executed that certain Grant of Easement in favor of PacTel dated October 2, 1985, and recorded February 10, 1986, in the Official Records of the Orange County Recorder's Office as Instrument Number 86-054527 ("Easement"). The Easement is referenced by Verizon Wireless as Contract #NG34587.

WHEREAS, Verizon Wireless represents and warrants that it is the sole successor in interest to the Easement.

WHEREAS, District represents and warrants that it is the sole owner of the Subject Property.

WHEREAS, the Easement allowed for the proposed use of the Subject Property for twenty (20) years from the date of recordation.

WHEREAS, Verizon Wireless has continued the use of the Subject Property beyond the twenty (20) year term of the Easement.

WHEREAS, District and Verizon Wireless desire to terminate Verizon Wireless' use of the Subject Property.

WHEREAS, District and Verizon Wireless desire to avoid the cost of litigation and to resolve this matter without undue expense.

NOW, THEREFORE, in consideration of the facts set forth above, and the terms, covenants and conditions, and in reliance on the various representations set forth below, District and Verizon Wireless hereby agree as follows:

1. Within thirty (30) days after this Agreement is fully executed, Verizon Wireless shall pay District the sum of Twenty-Five Thousand and No/100 Dollars (\$25,000.00) as full and final payment for use of the Subject Property and in satisfaction of the dispute.

2. Within sixty (60) days after this Agreement is fully executed, Verizon Wireless shall: (i) remove its mobile cellular transceiver facility including all above ground structures and foundations or other structures to a depth of two (2) feet below grade including, but not limited

to, Verizon Wireless' monopole antenna, equipment building, transformer, generator, and fencing; (ii) remove any and all environmental contamination, if applicable; (iii) provide certification that the Subject Property complies with all environmental remediation requirements, if applicable; and (iv) if applicable, backfill and compact clean soils to 95% compaction to the level of the adjacent grade. In connection with the foregoing, District and Verizon Wireless acknowledge and agree that Verizon Wireless shall not be required to remove its existing underground conduit ("Conduit") and that District shall take possession of the same in its current "as is" condition and that Verizon Wireless makes no representations or warranties as to the Conduit's fitness for any particular purpose. District and Verizon Wireless further acknowledge and agree that upon full execution of this Agreement, Verizon Wireless shall have no further liability for the Conduit.

3. Within ninety (90) days after this Agreement is fully executed, Verizon Wireless shall duly execute, record, and cause to be delivered to District, a Quitclaim Deed releasing and quitclaiming any and all interests it may have in the Subject Property.

4. District hereby warrants and represents to Verizon Wireless that no portion of any claim, cause of action, or any other matter released by District, has been assigned or transferred to any person or entity, either directly or by way of subrogation or operation of law. Verizon Wireless hereby warrants and represents to District that no portion of any claim, cause of action, or any other matter released by District, has been assigned or transferred to any person or entity, either directly or by way of subrogation or operation of law.

5. Each party acknowledges that it may hereafter discover facts different from or in addition to those it now knows or believes to be true with respect to the claims, demands, causes of action, obligations, damages, attorneys' fees, costs and liabilities of any nature whatsoever that are the subject of this Agreement. Each party agrees to assume the risk of the possible discovery of additional or different facts and agrees that this Agreement shall be and remain effective in all respects regardless of such additional or different facts.

6. This Agreement is the result of a compromise by the parties and is not and shall not be construed as an admission by either District or Verizon Wireless of any liability of any kind to the other party.

7. In consideration of the terms set forth above and other than the obligations arising hereunder, the parties on behalf of themselves, and their respective heirs, executors, administrators, successors, assigns, employees, agents, representatives, and affiliates, hereby fully release and forever discharge the other and their respective governing boards, officers, employees, agents and representatives from and waive any and all debts, claims, demands, causes of action, obligations, damages, attorneys' fees, costs and liabilities of any nature whatsoever which may have arisen or may arise, whether they are now known or unknown, whether based on real property, contract, tort, statute or other legal or equitable theory of recovery and which each of them now owns or holds, has at any time heretofore owned or held by reason of any act, omission, matter, cause or thing whatsoever done or omitted relating to or arising out of the Letter of Intent, Easement and the use of Subject Property by Verizon Wireless (collectively, the "Claim").

As further consideration for this release, District and Verizon Wireless hereby agree, represent and warrant that the matters released herein are not limited to matters which are known or disclosed, and the undersigned, and each of them, hereby waive any and all rights and benefits which they, or either of them, now has, or in the future may have, conferred upon them, by virtue of the provisions of Section 1542 of the Civil Code of the State of California which provides as follows:

A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM OR HER MUST HAVE MATERIALLY AFFECTED HIS SETTLEMENT WITH THE DEBTOR.

Each party hereto understands and acknowledges the significance and the consequence of the waiver of Section 1542 of the California Civil Code. Except as otherwise expressly provided for herein, District and Verizon Wireless agree, represent and warrant that they, and each of them, realize and acknowledge that the factual matters now unknown to them may have given or may hereafter give rise to causes of action, claims, demands, debts, controversies, damages, costs, losses and expenses which are presently unknown, unanticipated and unsuspected, and the undersigned further agree, represent and warrant that this release has been negotiated and agreed upon in light of that realization and that they nevertheless hereby intend to release, discharge and acquit each other from any such unknown causes of action, claims, demands, debts, controversies, damages, costs, losses and expenses which in any way arise by virtue of the Claim.

District Initials

Verizon Wireless Initial



8. Each party acknowledges that it has consulted with independent legal counsel, that it has carefully read and fully understands all of the provisions of this Agreement and that it is voluntarily entering into this Agreement.

9. If either party to this Agreement commences an action against the other party to this Agreement, either legal, administrative or otherwise, arising out of or in connection with this Agreement, the prevailing party in such litigation shall be entitled to have and recover from the losing party reasonable attorney's fees, expert fees and all other costs of such action.

10. This instrument, including exhibits, and referenced in either, contains the entire agreement between the parties relating to the rights herein granted and the obligations herein assumed. Any oral representations or modifications concerning this instrument shall be of no force and effect excepting a subsequent modification in writing, signed by the party to be charged.

11. The parties hereto acknowledge that no promises, representations, or warranties whatsoever, express or implied, not contained herein concerning the subject matter hereof, have

been made by any party to any other party to induce such other party to execute this Agreement. The parties hereto further acknowledge and warrant that they are not executing this Agreement in reliance on any promise, representation or warranty not contained herein, or under duress or coercion, whether economic or otherwise.

12. This Agreement shall bind and insure to the benefit of the respective heirs, personal representatives, successors, and assigns of the parties hereto. Each individual signing this Agreement warrants and represents that he or she has the full authority to execute this Agreement on behalf of the party on whose behalf he or she is signing, and that he or she is acting within the scope of such authority.

14. This Agreement shall in all respects be interpreted, enforced and governed by the laws of the State of California.

15. District and Verizon Wireless agree to keep this Agreement confidential and not to discuss the terms of the settlement or the negotiations arising out of the Claim with anyone except as required by law or except as may be appropriate in the ordinary course of District's or Verizon Wireless' business or as may be necessary or appropriate to enforce the terms and benefits of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

District:

Anaheim Union High School District

By: _____

Signature

Print Name

Title

Date: _____

Verizon Wireless:

Los Angeles SMSA Limited Partnership,
dba Verizon Wireless

By: AirTouch Cellular, its General Partner

By:  _____

Name: Walter L. Jones, Jr.

Title: Area Vice President Network

Date: 6/14/11 _____

ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this:

23 rd	day of	June	2011
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by and between

Justin Boudreau

Independent Contractor hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Justin Boudreau, consultant, will be a keynote speaker for a one hour scheduled assembly and three break-out sessions for approximately 235 Anaheim Union High School District (AUHSD) students, who will be attending the 2011 Associated Student Body (ASB) retreat. Justin motivates people with gratitude. With years of experience and multiple presentations before students, teachers, and parents, he convinces and motivates participants to make positive changes.
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Site/School:	AUHSD 2011 ASB Retreat, San Diego	Funds (Cost Center):	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be available to assist, as needed.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 08, 2011
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and shall diligently perform as specified and complete performance by:

Date:	August 09, 2011
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Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of planned activities.

5. District shall pay Consultant the maximum amount of

\$1,000
for services rendered

to # of people:	235 AUHSD students	# hours per day:	5	# of days:	2
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

The presentation and workshop are based on goal setting and overcoming obstacles in one's life. This presentation is interactive and creative where kids participate in the assembly as a whole.

- 12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Justin is a speaker who has shared "Gratitude" with students around the nation. He is an expert in his field, and is recognized by the California Association of Directors of Activities (CADA), for his outstanding presentations and breakout sessions.

List any technical support that will need to be supplied by District:

No technical support will be required.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:	DISTRICT:
--------------------	------------------

Typed Name of consultant (same as page 1):

Justin Boudreau	Anaheim Union High School District
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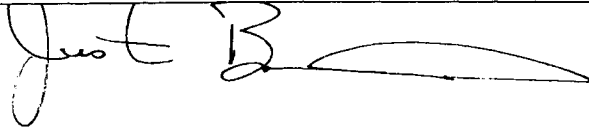
Typed Name/Title of Authorized Signatory:

Typed Name of Assistant Superintendent:

Justin Boudreau, Independent Consultant	Paul Sevillano, Ed.D
---	----------------------

Authorized Signature:

Signature of Assistant Superintendent:

	
---	--

Street Address:

Street Address:

2240 Encinitas Blvd, Suite D 550	501 Crescent Way, P.O. Box 3520
----------------------------------	--

City, State, Zip Code

City, State, Zip Code

Encinitas, CA 92024	Anaheim, CA 92803-3520
---------------------	-------------------------------

Date:

Date:

April 4, 2011	
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Mark Appropriately:

Independent/Sole Proprietor:	<input checked="" type="checkbox"/>
Corporation:	<input type="checkbox"/>
Partnership:	<input type="checkbox"/>
Other/Specify:	<input type="checkbox"/>

Social Security Number*

or

Federal Identification Number*

	57-1227443
--	------------

*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	---

Telephone Number:

E-mail Address:

877.441.8903	<u>leadwithjustin@gmail.com</u>
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature: 	Date: 6-3-11
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Visit Justin's Student Website
MORETHANASPEAKER.com

Teaching Life

Justin Boudreau known by students as the “Dude Who Changed My Life” is ready to take your event to the next level. Justin brings his insightful “There YOU Are” vision and his expertise in HUM-ERGY (Humor & Energy) to his mission of empowering students to be their best.

At the age of 22, Justin fulfilled his childhood dream by qualifying to compete in a professional beach volleyball tournament. He proudly states: “Even though we lost (big time), I know the value of having goals, and now I want to coach students on how to reach their dreams.”

This former high school teacher, coach of the year, world traveler, author, and musician, exudes a realness that students don’t question. On stage, his heart (not his ego) will inspire your students to worry less about being cool and focus more on their future. Justin’s words will resonate with the entire audience and motivate students to start accepting themselves and understanding others.

Justin is the Founder & Executive Director of Gear UP for Excellence, offering high quality, cost effective leadership retreats and summer institutes for non-profit organizations and student associations across the country. Justin is the co-author of the book for teens “Gearing Up: Inside & Out for a Great Life”.

On February 14th, 2007, Justin created and launched “Calling for Gratitude”, a campaign that is based on paying gratitude forward. Since its inception, thousands of people from all over the world have called the toll free gratitude hotline number 1800-501-5029 or posted a comment directly on the website www.callingforgratitude.com. Despite being an organic, word of mouth campaign, it has drawn attention from newspapers and magazines in Canada and the US, even attracting the attention of a Producer from “The Ellen Degeneres Show.”

Justin is committed to finding new ways to separate himself from other speakers by simply giving more. After his keynote, Justin will share his website www.Morethanaspeaker.com which will provide your students with hours of audioclips that can be downloaded directly to their ipods or computers. www.Morethanaspeaker.com is a resource that will provide your students with success interviews, stories that Justin doesn’t have time to share from the stage, and access to proven leadership activities that will give your students that extra edge.

Justin is living his dream life with his “hot” wife Santana and their “cool” 6 year old son, Kai.

ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

23 rd	day of	June	2011
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by and between

Feet First/Dave Cloutier

Independent Contractor hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Feet First/Dave Cloutier, consultant, will provide music for two dances and serve as announcer/DJ for approximately 235 Anaheim Union High School District (AUHSD) students, who will be attending the 2011 Associated Student Body (ASB) retreat. He will also present several team building workshops, conduct the closing ceremonies, and provide all required audio-visual equipment.

Site/School:	AUHSD 2011 ASB Retreat, San Diego	Funds (Cost Center):	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be on site to assist, as needed.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 08, 2011
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and shall diligently perform as specified and complete performance by:

Date:	August 10, 2011
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Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of planned activities.

5. District shall pay Consultant the maximum amount of

\$3,500

for services rendered

to # of people:	235 AUHSD students	# hours per day:	6	# of days:	3
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
 - a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

Feet First/Dave Cloutier will provide music for two dance events, and serve as the announcer for the duration of the retreat. This will make the event an enjoyable learning experience for all Anaheim Union High School District student leaders, and also model appropriate activities for future school events.

- 12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Feet First/Dave Cloutier is a professional announcer, and is a 2008 recipient of the California Association of Directors of Activities (CADA) Lifetime Achievement award. He is well known and highly regarded in California, for his presentations and expertise.

List any technical support that will need to be supplied by District:

No technical support will be necessary.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:	DISTRICT:
Typed Name of consultant (same as page 1):	
Feet First/Dave Cloutier	Anaheim Union High School District
Typed Name/Title of Authorized Signatory:	
Dave Cloutier/Feet First, owner,	Paul Sevillano, Ed.D
Authorized Signature:	
Signature of Assistant Superintendent:	
Street Address:	
2625 Alcatraz Ave. #345	501 Crescent Way, P.O. Box 3520
City, State, Zip Code	
Berkeley, CA 94705	Anaheim, CA 92803-3520
Date:	
5/23/2011	

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	X
Partnership:	
Other/Specify:	

Social Security Number* or Federal Identification Number*

	043590586
--	-----------

*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	---

Telephone Number:

E-mail Address:

(408) 410-4088	Dave@FeetFirstEvents.com
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	6-3-11
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ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

23 rd	day of	June	2011
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by and between

Tyler Durman

Independent Contractor hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Tyler Durman, consultant, will be a keynote speaker for a one-hour scheduled assembly and three break-out sessions for approximately 235 Anaheim Union High School District (AUHSD) students, who will be attending the 2011 Associated Student Body (ASB) retreat. He motivates people to change their lives. With more than 22 years of experience and 6,700 presentations before students, teachers, and parents, he convinces and motivates participants to make positive changes. He is also the author of <i>Bite-Sized Wisdom for Parents of Teenagers</i> , and is renowned for delivering insightful and humorous keynote addresses.

Site/School:	AUHSD 2011 ASB Retreat, San Diego	Funds (Cost Center):	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be available to assist, as needed.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 08, 2011
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and shall diligently perform as specified and complete performance by:

Date:	August 09, 2011
-------	-----------------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of planned activities.

5. District shall pay Consultant the maximum amount of

\$1,950

for services rendered

to # of people:	235 AUHSD students	# hours per day:	4	# of days:	2
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

8. This AGREEMENT is not assignable without written consent of the parties hereto.
9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

As a result of Tyler Durman's ability to convey to student leaders how to follow through, support each other, and look beyond themselves, AUHSD ASB students will gain an understanding of what it takes to be effective ASB student leaders at their schools.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Tyler Durman is a nationally recognized author and motivational speaker, who inspires audiences of all ages. He is a former high school teacher, and a parent of two teenagers. He has delivered his motivational keynote addresses at more than 6,700 school assemblies and conferences, to a variety of audiences, including business and educational leaders, teachers, parents, and students.

List any technical support that will need to be supplied by District:

No technical support is needed.

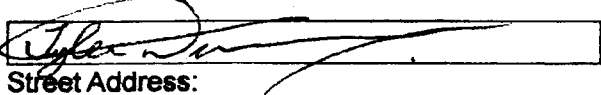
COMMON-LAW FACTORS

(IRS Revenue Rule 87-41)

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Tyler Durman Inc.		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Tyler Durman		Paul Sevillano, Ed.D	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
342 Flora St.		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Laguna Beach, CA 92651		Anaheim, CA 92803-3520	
Date:		Date:	
6/2/11			

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	X
Partnership:	
Other/Specify:	

Social Security Number* or Federal Identification Number*

	41-2048756
--	------------

*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	--

Telephone Number:

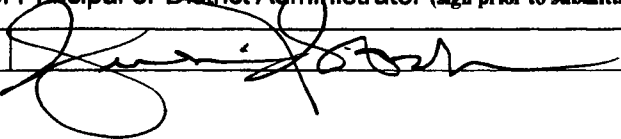
E-mail Address:

	tylerstuff@mac.com
--	--------------------

If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	6-3-11
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Stuff 4 Your Life

tyler durman

Biographical Information Tyler Durman

Tyler Durman lives in Southern California and travels extensively, speaking to over 250,000 students, teachers and parents each year. He has spoken at over 7800 schools, conferences and events. He is so entertaining that he has been featured at Universal Studios in Hollywood many times and on CBS television. He has been the keynote speaker at both of the past two Canadian Student Leadership Conferences, and most of the major student leadership conferences across the United States.

At heart he is a storyteller who will make you laugh and encourage you to think. He was born in Africa, has lived much of his life in Hawaii, has two sons, loves to surf, is the author of "Ten Stories", and is a really bad dancer.

He has a Masters Degree with an emphasis in Counseling, loves life, and will help you look honestly into your own heart.

All of this will make him one of the important people in your life. His 24 years experience in speaking to and counseling young people and their families, along with his love for students and his ability to captivate, make this a unique opportunity.

ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

23 rd	day of	June	2011
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by and between

Jeremy Hersch

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;
 and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Jeremy Hersch, consultant, will conduct a workshop for approximately 235 Anaheim Union High School District (AUHSD) students, who will be attending the 2011 Associated Student Body (ASB) retreat. The workshop is based on effective methods for planning appropriate high school events. Students will be participating in workshops entitled "Technological Strategies for the 21 st Century." The workshops include a variety of engaging activities, to help students develop tools for successful ASB high school programs. Students will learn how to use the technology to run student activities, and how to market ASB events.
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Site/School:	AUHSD 2011 ASB Retreat, San Diego	Funds (Cost Center):	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be available to assist, as needed.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 09, 2011
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and shall diligently perform as specified and complete performance by:

Date:	August 09, 2011
-------	-----------------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of planned activities.

5. District shall pay Consultant the maximum amount of

\$250

for services rendered

to # of people:	235 AUHSD students	# hours per day:	3	# of days:	1
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
 - a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

The workshop is based on effective methods for planning appropriate high school events. Students will learn how to use the most current tools and technology to run student activities and to market ASB events.

- 12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Jeremy Hersch is very involved with the California Association of Directors of Activities (CADA), belongs to the Area Council in San Diego, and is highly regarded in California as an expert on student activities. He has been a presenter at schools and school campuses across California and Nevada.

List any technical support that will need to be supplied by District:

No technical support will be required.

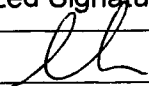
COMMON-LAW FACTORS

(IRS Revenue Rule 87-41)

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (presenter) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Jeremy Hersch		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Jeremy Hersch, Private Consultant		Paul Sevillano, Ed.D	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
664 Blackthorne Ave		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
El Cajon, Ca 92020		Anaheim, CA 92803-3520	
Date:		Date:	
3/31/11			

Mark Appropriately:

Independent/Sole Proprietor:	<input checked="" type="checkbox"/>
Corporation:	<input type="checkbox"/>
Partnership:	<input type="checkbox"/>
Other/Specify:	<input type="checkbox"/>

Social Security Number* or Federal Identification Number*

548-75-5153	or	none
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*Or, initial below:

<input type="checkbox"/>	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--------------------------	--

Telephone Number:

E-mail Address:

(619) 246-1519	jeremyhersch@gmail.com
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	6-3-11
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ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

23 rd	day of	June	2011
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by and between

Matthew McKinney

Independent Contractor hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Matthew McKinney, consultant, will present balloon decorating techniques to approximately 235 Anaheim Union High School District students, who will be attending the 2011 Associated Student Body (ASB) retreat. His presentation format is based on ideas, skits, noon-time activities, competitions, and spirit week ideas, which utilize balloons. He will hold three workshops on communication skills, and how to work effectively with members of ASB faculty, and staff. He will also provide information on how students can serve the community through student government activities.

Site/School:	AUHSD 2011 ASB Retreat, San Diego, CA	Funds (Cost Center)	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be available to assist, as needed.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 09, 2011
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and shall diligently perform as specified and complete performance by:

Date:	August 09, 2011
-------	-----------------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of planned activities.

5. District shall pay Consultant the maximum amount of

\$350

for services rendered

to # of people:	225 AUHSD students	# hours per day:	3	# of days:	1
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
 - a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

Mr. McKinney will demonstrate and teach balloon décor techniques, including proper helium safety equipment and procedures, which are used to create decorations for assemblies, dances and school events. Students will learn fast and efficient systems to assemble arches, columns and garland with balloons, using different themes.

- 12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Matthew McKinney is a certified balloon artist, and an expert in his field.

List any technical support that will need to be supplied by District:

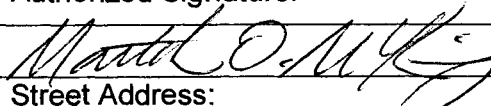
No technical support will be required.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Matthew McKinney		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Matthew McKinney, Sole Proprietor		Paul Sevillano, Ed.D	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
34536 Via Espinoza Unit A		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Capistrano Beach, CA 92624		Anaheim, CA 92803-3520	
Date:		Date:	

Mark Appropriately:

Independent/Sole Proprietor:	<input checked="" type="checkbox"/>
Corporation:	<input type="checkbox"/>
Partnership:	<input type="checkbox"/>
Other/Specify:	<input type="checkbox"/>

Social Security Number* or Federal Identification Number*

567-41-6651	
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*Or, initial below:

<input type="checkbox"/>	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
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Telephone Number:

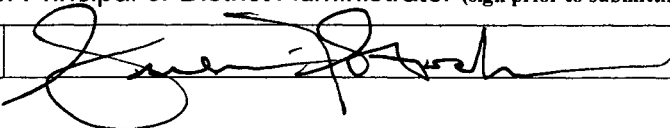
E-mail Address:

(949) 310-6220 or (949) 636-4433	mattmcms@cox.net/celini@cox.net
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	6-3-12
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**ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520**

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

23 rd	day of	June	2011
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by and between

Janet Roberts

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Janet Roberts, consultant, will provide workshops on poster making, publicity techniques, and advertisement marketing for approximately 235 Anaheim Union High School District students, who will be attending the 2011 Associated Student Body (ASB) retreat. Her expertise will enable students to construct and design both effective and eye-catching posters for school events. Her workshops will allow students first-hand experience on the proper language and use of marketing techniques. Ms. Roberts is a California Association of Directors of Activities (CADA) award winner, and an experienced presenter at local, state and national conferences. The ASB Retreat is a means of providing training for the specific tasks, required by students participating in ASB leadership roles.

Site/School:	AUHSD 2011 ASB Retreat, San Diego	Funds (Cost Center):	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be available to assist, as needed

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 09, 2011
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and shall diligently perform as specified and complete performance by:

Date:	August 09, 2011
-------	-----------------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of the planned activities.

5. District shall pay Consultant the maximum amount of

\$100

for services rendered

to # of people:	235 AUHSD students	# hours per day:	3	# of days:	1
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

Janet Roberts will present workshops to help students promote ASB activities. She will guide, train, encourage, and motivate students with her expertise on how to effectively use marketing skills. As a result, students will be able to effectively promote school events on their respective campuses.

- 12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Janet Roberts is a critically acclaimed advertising and marketing expert in Southern California. She has been an active member of CADA since 1992, and is currently Director of Student Activities at Chino Hills High School.

List any technical support that will need to be supplied by District:


No technical support will be required.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) Speaks at CADA Events and secondary schools (middle & high schools) throughout California
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Janet Roberts		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Janet Roberts, Private Consultant		Paul Sevillano, Ed.D	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
48 61 st Place		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Long Beach, CA 90803		Anaheim, CA 92803-3520	
Date:		Date:	
5/23/11			

Mark Appropriately:

Independent/Sole Proprietor:	X
Corporation:	
Partnership:	
Other/Specify:	

Social Security Number* or Federal Identification Number*

552-15-3141	
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*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	---

Telephone Number: E-mail Address:

(909)548-6042 (W) (657) 464-0506 (C)	Janet_Roberts@chino.k12.ca.us
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	6-3-11
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ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

23 rd	day of	June	2011
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by and between

Stuart R. Shaffer

Independent Contractor hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;
 and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Stuart R. Shaffer, consultant, will provide a general-session assembly for approximately 235 Anaheim Union High School students, who will be attending the 2011 Associated Student Body (ASB) retreat. The seminar includes ideas for skits, noon-time activities, competitions, and spirit week. Additionally, he will provide three workshops on communication skills, how to work effectively with members of ASB, faculty/staff, and information on ways to serve the community through student government activities.
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Site/School:	AUHSD 2011 ASB Retreat, San Diego	Funds (Cost Center):	ASB (9150)
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2. List of Other Supportive Staff or Consultants:

AUHSD Activity Directors will be available to assist, as needed.
--

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 09, 2011
-------	-----------------

and shall diligently perform as specified and complete performance by:

Date:	August 09, 2011
-------	-----------------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Mr. Paul Chylinski, teacher at Loara High School and director of the AUHSD summer leadership retreat, will provide the consultant with a full agenda of planned activities.

5. District shall pay Consultant the maximum amount of

\$1,150

for services rendered

to # of people:	235 AUHSD students	# hours per day:	4.5	# of days:	1
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

8. This AGREEMENT is not assignable without written consent of the parties hereto.
9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

Stuart R. Shaffer will provide ideas for activities and assemblies, including lessons in leadership for high school students. AUHSD ASB students will learn interactive group activities, role playing, hypothetical solutions for problems, and to resolve conflicts when working with diverse populations. Additionally, discussions will include ideas for working effectively with administrators and school staff, to guarantee an effective and productive ASB activity program.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Stuart R. Shaffer is an outstanding presenter, and nationally recognized for his leadership training of young people. He is a national award winner in the area of student activities, and past president of the California Association of Directors of Activities (CADA).

List any technical support that will need to be supplied by district.

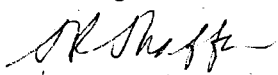
No technical support will be necessary.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Stuart R. Shaffer		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Stuart R. Shaffer, Private Consultant		Paul Sevillano, Ed.D	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
P.O. Box 6156		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
San Diego, CA 92166		Anaheim, CA 92803-3520	
Date:		Date:	

Mark Appropriately:

Independent/Sole Proprietor:	<input checked="" type="checkbox"/>
Corporation:	<input type="checkbox"/>
Partnership:	<input type="checkbox"/>
Other/Specify:	<input type="checkbox"/>

Social Security Number* or Federal Identification Number*

547-66-8519	
-------------	--

*Or, initial below:

<input type="checkbox"/>	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--------------------------	---

Telephone Number:

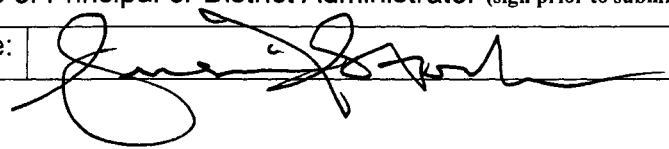
E-mail Address:

(619)787-4683	stugio@earthlink.net
---------------	----------------------

If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	6-3-11
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ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 Crescent Way – P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this:

23 rd	day of	June	2011
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by and between

GEMAS Consulting

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

GEMAS Consulting, educational consultant, will continue to provide comprehensive lesson design training and coaching to site lesson design specialists, administrators, program specialists, and curriculum specialists, utilizing the Sheltered Instruction Observation Protocol (SIOP). GEMAS Consulting will coordinate with district staff to customize the multiple district and site-level trainings. The SIOP training-coaching model maximizes the district's investment of time and resources by incorporating a trainer-of-trainers model. Under the consultant's leadership, participants will learn to implement a blend of best instructional practices, collaborative group interactivity, and a capacity-building coaching model.
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Site/School:	Various AUHSD School Sites	Funds (Cost Center):	Title III (3790)
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2. List of Other Supportive Staff or Consultants:

The consultant does not require any additional staff.

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	July 1, 2011
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and shall diligently perform as specified and complete performance by:

Date: June 30, 2012

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

- 4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

The consultant does not require any additional information.

- 5. District shall pay Consultant the maximum amount of

\$49,750

for services rendered

total # of people:	65-100 AUHSD teachers and administrators	# hours per day:	8/4	# of days:	62
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

- 6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
- 7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
 - a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

As a result of this comprehensive lesson design training and coaching, classroom teachers will implement, and site administrators will supervise implementation of, the eight elements and thirty features of the SIOP lesson planning model, which have been research-proven to significantly improve the academic achievement of English learner students, as well as under-achieving students.

- 12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

The consultant is a nationally-recognized expert in the instruction of English learners, and a certified trainer in the Sheltered Instruction Observation Protocol (SIOP).

List any technical support that will need to be supplied by District:

The consultant will require an LCD projector and document camera for large-group trainings.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

GEMAS Consulting

Educational Consulting and Advocacy

To: Cheryl Quadrelli-Jones, Michael Matsuda

From: Elizabeth Jiménez (909) 489 4466

Date: May 16, 2011

Subject: Proposed Cost Projection Year Three – Lesson Design Initiative

I have attached a proposed budget for my final year's work on the Lesson Design Initiative. The proposal focuses most on site level work with teachers both in the classroom and training. It includes three major tasks:

1. Planning and collaboration on complete dissemination of the Lesson Design Initiative.
2. Continuing Capacity Building in the remaining areas of SIOP
3. Site presentations and observations (3 half-days each site) focused especially on teachers of grades 7 and 9.

One third of the total year one payment on September 30, 2011

One third of the total year one payment on December 15, 2011

One third of the total year one payment on April 15, 2012

Please don't hesitate to contact me with any questions or recommendations. Thank you for the opportunity to complete the work with AUHSD and both of you.

Proposed item	Daily Rate	# of Days	Total
A. Collaborative planning days for 2011 – 2012 These two days can be split into 4 halves as needed.	\$1500	2 days	\$3000
B. Cohort meetings and classroom observations which can be divided as follows visits: One half-day beginning with an all-staff presentation then classroom visits with LDS to provide co-coaching observations of teachers with 7 th graders or 9 th graders. Two half-day presentations to cohort members – one on how to coach effectively and the other on the remaining SIOP elements.	\$750	3 half-days per site (x19)	\$42,750
C. Preparing and Delivering Capacity Building Training for Instructional Leaders; Going deeper into the Lesson Design, review all four current components of the Lesson Design Initiative (Lesson Preparation, Building Background, Comprehensible Input, and Review and Assessment) and introduce all four remaining components focusing on what evidence administrators should look for when visiting classrooms. Fall 2011	\$2,500	1 day	\$2,500
D. Participate in two of the regular meetings with LDS coaches for ongoing skill building, problem solving, feedback	\$750	2 half days	\$1500
TOTAL			\$49,750

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this

23 rd	day of	June	2011
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by and between

Language Network, Inc.

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Language Network, Inc., provides written translation and oral interpretation services to students and parents in languages beyond the district's current capacity to support. There are many families who require periodic translation services in 98 languages, to assist with health, safety, and mandated educational issues. Contracting with Language Network will facilitate meeting the needs of students and parents who speak languages that are not available through the district translators.

Site/School:	District-wide (English Learner Program)	Funds (Cost Center):	EIA/LEP (4560)
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2. List of Other Supportive Staff or Consultants:

Consultant does not require additional staff.

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	August 1, 2011
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and shall diligently perform as specified and complete performance by:

Date:	July 31, 2012
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Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

The district will provide the name of school or department, language required, nature of the service required, location and person to report to, and date and time of each individual assignment.

5. District shall pay Consultant the maximum amount of

\$40,000

for services rendered

to # of people:	100 or more students/parents, dependent upon the type of service required in each instance	# hours per day:	Dependent upon the amount of time required for each assignment	# of days:	Appointments will be arranged on an as-needed basis
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.
 - b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district

property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

8. This AGREEMENT is not assignable without written consent of the parties hereto.
9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

Language Network will provide oral interpretation and written translation services to non-English-speaking students and their parents, to facilitate accurate communication at critical meetings or phone calls, and regarding important information relative to the student's placement, progress, health, activities, and other concerns as they occur.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

To support required parent involvement and communication for all languages represented in the district, it is most cost-effective to outsource translation and interpretation needs beyond the district's capacity. Additionally, ad hoc situations arise where parents must be notified in an emergency situation and district bilingual personnel are not available. The Language Network will support any site or district request of this type 24 hours-a-day.

List any technical support that will need to be supplied by District:

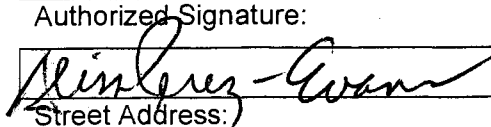
Some of these services will be performed on site and in person, so no technical support will need to be provided by the District. Written documents requiring translation will be sent by fax or email, so only routine office equipment would be required.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) website - www.LanguageNetworkUSA.com
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Language Network, Inc.		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Alisa Perez-Evans/President & Founder		Dr. Paul Sevillano	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
55 Valley Terrace		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Irvine, CA 92630		Anaheim, CA 92803-3520	
Date:		Date:	
May 11, 2011			

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	X
Partnership:	
Other/Specify:	

Social Security Number* or Federal Identification Number*

	94-3440775
--	------------

*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	---

Telephone Number:

E-mail Address:

949-733-2446	alisa@languagenetworkusa.com
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	
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ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT AMENDMENT

THIS AGREEMENT AMENDMENT is made and entered into this:

23 rd	day of	June	2011
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in reference to the Consulting Agreement by and between

Parent Institute for Quality Education

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District" dated and Board approved:

June 24, 2010

and amends said Consulting Agreement as follows:

The Board of Trustees is requested to amend the agreement with Parent Institute for Quality Education (PIQE). The original agreement was at a cost not to exceed \$5,000, for services provided September 14, 2010, through November 9, 2010, to 62 parent participants.

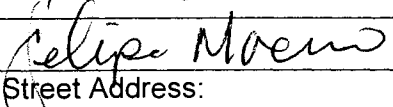
The services consist of nine weekly training sessions for South Junior High School parents. The sessions are taught by credentialed teachers and professionals trained by PIQE. PIQE contacts parents and invites them to attend the sessions, which focus on: (1) supporting the academic achievement of adolescents through their changes; (2) connecting academic success and positive self-esteem; (3) overcoming obstacles to school success; (4) motivating teenagers to read; (5) understanding the importance of middle school as a bridge to high school; (6) preparing to meet the university requirements; and (7) an opportunity to dialog with the principal. The course culminates with a graduation ceremony, hosted by South Junior High School, where parents receive a certificate of program completion. The sessions promote a partnership between parents and the school. PIQE also provides curriculum for the nine parent seminars, and materials required for the course, such as binders and lesson plans.

A decision was made to include 44 additional parents in the training, which occurred September 14, 2010, through November 9, 2010, at an additional cost of \$3,520.

PIQE is requesting payment for the additional parents who completed the program. The total amended cost does not exceed \$8,520.

All other terms and conditions of the original agreement will remain in force.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Parent Institute for Quality Education		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Felipe Moreno /Executive Director		Paul Sevillano	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
902 N. Grand Avenue Suite 200		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Santa Ana, California 92701		Anaheim, CA 92803-3520	
Date:		Date:	
February 10, 2011			

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	
Partnership:	
Other/Specify:	501 (c) 3

Social Security Number* or Federal Identification Number*

	33-0259359
--	------------

*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	---

Telephone Number:

E-mail Address:

(714) 540-9920	www.piqe.org
----------------	--

If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator:

Signature:		Date:	6-3-11
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Cooperative Agreement No. 11-PUENTE-HS-01
Between
Anaheim Union High School District
And
The Regents of the University of California/Puente Project
Fiscal Year 2011-2012

EXHIBIT DD

This Agreement is between Anaheim Union High School District (hereinafter called Recipient) and The Regents of the University of California (hereinafter called The Regents), on behalf of the Puente Project (hereinafter called Puente).

WITNESSETH

WHEREAS, The Regents administer the Puente Project which has established guidelines for Puente high school programs; and

WHEREAS, The Regents possess the capability to provide staff support and training for Recipient personnel who are implementing these programs at their own high school(s);

WHEREAS, the mission of the Puente Project is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations; and

WHEREAS, Recipient has been selected as a Puente High School site;

NOW, THEREFORE, in carrying out their respective responsibilities, the parties agree to comply with the following terms, including Exhibits A and B, attached and incorporated herein:

I. PERIOD OF PERFORMANCE

This Agreement shall be in effect from July 1, 2011 through June 30, 2012.

II. STATEMENT OF WORK

A. Recipient and Puente shall work together to provide a program for educationally disadvantaged students at the following school(s):

1. Anaheim High School
2. Katella High School
3. Magnolia High School
4. Savanna High School

During the ninth and tenth grades, students will participate in a class that will satisfy the Recipient requirements for college preparatory English, taught by a teacher specially trained by Puente. The students will be supported from grades 9-12 by a Puente Counselor, who is trained by Puente and employed by the Recipient, and assigned half time to the Puente program. Puente, in collaboration with site teams, will identify community resources to provide students with opportunities for participation in leadership and community activities.

B. The current ***Puente High School Program Implementation Guidelines*** (hereinafter called Puente Guidelines) is incorporated into this Agreement by reference as though set forth in full, and outlines program responsibilities, roles, and expectations for Puente, Recipient, and their staffs in detail. Puente and Recipient agree to follow these Guidelines and the provisions set forth herein in conducting a Puente program. In case of inconsistencies between this Agreement and the Guidelines, this Agreement takes precedence.

- C. The Recipient agrees to make no changes in the Puente model without written agreement by the Puente Executive Director.
- D. Additional programmatic responsibilities for each party are included in Exhibits A and B.

III. BUDGET EXPENDITURES AND FINANCIAL REPORTS

A. *BUDGET EXPENDITURES:*

The Regents will provide \$5,600 per site for the current fiscal year, for a total of **\$22,400**. Funds may be used for functions associated with implementing Puente at the site as detailed below, subject to Puente Guidelines. High School site teams and site administrators must collaborate with the designated Puente Coordinator to request changes to this budget.

a.	Books	\$ 800
b.	Field Trips	\$2,900
c.	Orientations, workshops, receptions for parents, mentors, and/or students (includes food, awards, entertainment & decorations	\$1,500
d.	Office supplies & instructional materials	<u>\$ 400</u>
	TOTAL	\$5,600

Approved/**allowed** Puente program expenses include the following: student recruitment activities, field trips, mentor activities, and clerical/student assistance. Recipient is to prioritize resources for the Puente field trips, orientations, workshops and receptions for parents, mentors, and /or students.

Expenses which are **not allowed** include: substitute teacher costs, indirect costs (i.e. overhead), office furniture (e.g., file cabinets, desks, tables, and chairs), office renovations or constructions, and equipment (e.g., computers and printers).

Payment of the amount stated above will be provided upon execution of this Agreement by both parties and submission of the **Certificate of Insurance**, as required by Article XII. No invoice is required.

If sufficient funds are not appropriated by the State of California for this program, or if funding for any fiscal year is reduced or deleted, this Agreement shall either be cancelled pursuant to the applicable Agreement termination provisions or amended to reflect a reduction in funds.

B. **FINANCIAL REPORTING REQUIREMENTS:**

1. Recipient will monitor budget implementation on a regular basis and communicate results of this monitoring to site teams, and site administration. Additional financial reports may be periodically requested by Puente.
2. Recipient shall maintain accounts, records and other evidence pertaining to costs incurred.
3. This Agreement shall be subject to the examination and audit by The Regents for a period of three years after expiration or termination. The examination and audit shall be confined to those matters connected with the performance of this Agreement.
4. Should there be an unexpended balance of Agreement funds, the Puente Executive Director may approve a no cost time extension request. Absent this approval, any un-obligated or unexpended funds left under this Agreement must be returned to The Regents by August 31, 2012.

IV. PROGRAMMATIC REPORTING REQUIREMENTS

Recipient will provide access to student and school data necessary to evaluate the program. Such data include but are not limited to: statistics regarding the school's ethnic breakdown, retention/graduation rates, college acceptance rates, and percentage of English language learners. Data should be compiled and submitted to the Puente State Office.

Reports are to include data on students in the program and comparison groups, including but not limited to: GPAs, progress through school, credits attempted/earned, "a-g" courses completed, transcripts, and scores on standardized and College Board tests. Students will also participate in interviews, complete questionnaires, and/or complete other assessment instruments necessary to evaluate the Puente program. In no case will data be collected which identifies individual students without a release form signed by the student and student's parent or guardian.

Recipient will compile the following categories of data and submit the information to the Puente State Office.

- Final transcripts of June 2012 graduates
- Tracking form with results for Puente students, consisting of CSIS (California Student Identification System), CAHSEE (California High School Exit Exam), PSAT/SAT testing, and EAP (California State University Early Assessment Program); 9th grade and 10th grade (only if student is joining program); Puente student bubble/enrollment forms, **accompanied by parent consent forms**. Without parent consent, Puente staff cannot collect student data, provide directory information (name, address) to college recruiters, scholarship programs, or financial aid offices.
- 9th, 10th, 11th grade enrollment rosters; 10th grade student survey; individual senior information updates; 12th grade roster-graduation verification forms (likelihood of graduation); college acceptance data; 12th grade counselor report.

V. COLLECTION OF INFORMATION

In cases where the Recipient collects information by interview or by questionnaire from students, parents, or the public in connection with the Puente statewide program, the Recipient may not, without prior written approval from The Regents, represent in any way that information is being collected by or for The Regents and the Puente State Office.

VI. PUBLICATION AND ACKNOWLEDGMENT OF PARTICIPATION

The Recipient may publish results of its local Puente site activity provided that such publications (printed, visual, or sound) contain an acknowledgment of participation in Puente, administered by The Regents, and a statement that findings, conclusions, and recommendations are those of the author or Recipient personnel only and do not necessarily represent the view of The Regents and the Puente State Office. Two copies of all such publications must be furnished to the Puente Executive Director following publication. Such publications include sections of larger reports that describe Recipient activities.

VII. USE OF PUENTE NAME

It is hereby recognized that the use of the term "Puente Project" is to apply only to programs that have been authorized by the Puente Executive Director. The Recipient must advise the Executive Director or his designee of any planned proposals which solicit funds for the Puente program or any program which is modeled on Puente as soon as possible.

Any public announcements using a press release must receive prior authorization from the Puente Executive Director or his designee. Any publication produced by the Recipient, which includes a description of Puente, shall use either of the following descriptions, ad verbatim:

"The Puente project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students enroll in four-year colleges and universities, earn degrees, and return to the community as

leaders and mentors to future generations. Begun in 1981, Puente combines accelerated instruction, intensive academic counseling, and community leadership opportunities.”

“The Puente Project helps to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and opportunities for community leadership. Puente is open to all students.”

If a more-in-depth description (for example, a brief history of the program, numbers of students and sites served, etc.) or if a deviation from this standard description is requested, the Recipient will contact the Puente statewide office (510-987-9548).

VIII. INDEMNIFICATION

Recipient shall defend, indemnify and hold Puente, The Regents, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Recipient, its officers, employees or agents.

The Regents shall defend, indemnify and hold Recipient, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of The Regents, its officers, employees or agents.

IX. INSURANCE

The Recipient at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force and maintain insurance as follows:

1. Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

(a) Each Occurrence	\$1,000,000
(b) Products/Completed Operations Aggregate	\$3,000,000
(c) Personal and Advertising Injury	\$1,000,000
(d) General Aggregate	\$3,000,000

If the above insurance is written on a claims-made form, it shall continue for three (3) years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

2. Business Automobile Liability Insurance for owned, scheduled, non-owned, or hired automobiles with a combined single limit no less than one million (\$1,000,000) per occurrence if using automobiles in conducting research under this Agreement.

3. Workers' Compensation as required under California State law.

4. Commercial Blanket Bond with a limit not less than the amount of grant funds provided by this Agreement in Recipient's possession at any one time covering all employees of Recipient, including coverage to protect money and securities as found in a Comprehensive Crime Policy.

5. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of The Regents and the Recipient against other insurable risks relating to performance of the agreement.

6. The coverages required under this Article shall not in any way limit the liability of the Recipient.

7. The coverages referred to under (1) and (2) of this Article shall name "The Regents of the University of California" as Additionally Insured. Such a provision, however, shall apply only in proportion to and to the extent

of the negligent acts or omissions of Recipient, its officers, employees, and agents. A thirty (30)-day advance written notice (10 days for non-payment of premium) to The Regents of any modification, change or cancellation of any of the above insurance coverages is required. Upon the execution of this Agreement, Recipient shall furnish to the Puente State Office contact listed in Article XIII Certificates of Insurance evidencing Recipient's insurance coverage and Additional Insured Endorsements demonstrating that The Regents are an Additional Insured on the applicable policies.

NOTE: Payment will be withheld until Certificate(s) of Insurance have been received by The Regents.

X. AFFIRMATIVE ACTION/NON-DISCRIMINATION

Recipient agrees that when applicable, the following are incorporated herein as though set forth in full: the non-discrimination and affirmative action clauses contained in Executive Order 11246, as amended, relative to equal employment opportunity for all persons without regard to race, color, religion, sex or national origin, and the implementing rules and regulations contained in Title 41, part 60-1.4 of the Code of Federal Regulations, as amended; the non-discrimination and affirmative action clause contained in Section 503 of the Rehabilitation Act of 1973, as amended, relative to the employment and advancement in employment of qualified individual(s) with a disability without discrimination, and the implementing rules and regulations in Title 41, part 60-741.5 of the Code of Federal Regulations; the non-discrimination and affirmative action clause of the Vietnam Era Veterans Readjustment Assistance Act of 1974 relative to the employment and advancement in employment of qualified disabled veterans, recently separated veterans, Vietnam era veterans, veterans who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, and Armed Forces service medal veterans, without discrimination, and the implementing rules and regulations in Title 41, parts 60-250.5 and 60-300.5 of the Code of Federal Regulations; Title II of the Genetic Information Nondiscrimination Act of 2008 which prohibits employment discrimination based on genetic information (including family medical history); and the nondiscrimination clause required by California Government Code Section 12990(c) relative to equal employment opportunity for all persons without regard to race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related or genetic characteristics), marital status, sex (including but not limited to pregnancy and gender identity), age, or sexual orientation, and the implementing rules and regulations of Title 2, Division 4, Chapter 5, Section 8107 of the California Code of Regulations.

XI. TERMINATION

Either party may terminate this Agreement in whole or in part without cause upon 30 days advance written notice to the other party. Unexpended advance payment balances must be returned to The Regents within 60 days of termination.

Upon Recipient or Puente's decision to terminate program, Recipient will notify Puente parents and students and set in place a transitional plan.

- A. The transitional plan must, at a minimum, designate a counselor who will continue to work with Puente students until their graduation or exit from the school, in order to monitor their individual academic planning towards college enrollment. This will include ensuring that the students are familiar with college requirements and A-G courses, take the requisite tests, and are provided with assistance on the required personal statement and on completing college applications.
- B. The transitional plan must also identify a teacher or counselor who will provide data on the Puente students to the Puente State Office until the students exit the school.
- C. Puente will work with Recipient to establish further transitional plan guidelines specific to the Recipient students and parents.

XII. AMENDMENTS

All amendments or modifications to this Agreement shall be by mutual consent of the parties and shall be in writing.

XIII. PROJECT PERSONNEL AND OTHER INFORMATION

The following staff members are the contacts to resolve any issues arising through activities conducted under this agreement.

The UC Regents Contacts:

Program Matters: **Frank Garcia**
Executive Director, Puente State Office; University of California, Office of the President; 300 Lakeside Drive, 7th Floor; Oakland, CA 94612; (510) 987-0860
Frank.Garcia@ucop.edu

Contractual Matters: **Lourdes DeMattos**
Contracts & Grants Officer, Research Policy Analysis and Coordination; University of California, Office of the President; 1111 Franklin Street, 11th Floor; Oakland, CA 94607; (510) 987-9850
Lourdes.DeMattos@ucop.edu

Recipient shall provide appropriate comparable contacts below:


Program Matters: Name _____
Title _____
Address _____
Phone _____
Email _____

Contractual Matters: Name _____
Title _____
Address _____
Phone _____
Email _____

Fiscal Matters: Name _____
Title _____
Address _____
Phone _____
Email _____

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, OFFICE OF THE PRESIDENT:

By:  _____ Date: 5-2-11 _____
Name: Alan Moloney
Title: Director, Procurement Services

ANAHEIM UNION HIGH SCHOOL DISTRICT:

By: _____ Date: _____
Name:
Title:
Tax ID:

RESPONSIBILITIES OF THE RECIPIENT

Recipient shall be responsible for the following:

A. Puente Class

The Puente college preparatory ninth and tenth grade English classes shall be scheduled **during the morning**. Puente is considered an honors class at some sites.

B. Staffing

Staff Selection and Coordination

Recipient will provide the following staff for each high school program. A program is defined as up to four cohorts of one class of no less than 27 students or two classes of 20:1 students each.

1. Certified English Teacher
Teacher's schedule should enable his/her full team participation over a two-year period (ninth and tenth grade English classes).
2. Counselor
Counselor should be a full time (100%) Pupil Personnel Services (PPS) credentialed counselor, preferably bilingual (English-Spanish), assigned at least 50% time to the Puente Project. This assignment means, for example, if Recipient considers 400 students a full counseling load, then 200 students or (50%) are assigned to the Puente counselor from general counseling and the 50% balance is assigned to the counselor for Puente students, the parent component, and co-coordination of the program. The 50% non-Puente assignment should not be for coordinating or managing another major program e.g., MESA, AVID, etc.
3. Clerical assistance of at least 10 hours a week for the Puente Project.
4. Consultations and Prior Approvals
 - a. Teaching and counseling staff shall be selected in consultation with Puente. High School Site Administrator will contact the designated Puente coordinator who will inform the appropriate Puente staff. This required consultation process may include an on-site interview and/or classroom observation by Puente staff. Recipient maintains final selection discretion.
 - b. Any changes in District's teaching and counseling staff for this Agreement must be discussed in advance with the Puente Executive Director or his designee. Personnel changes made without prior consultation may result in the high school paying for the cost of training the replacement staff. This cost is \$2,500 per person.

C. Office and Administrative Support

1. Recipient is responsible for providing office space in the counseling department area for the counselor, including a personal computer with access to the school scheduling and student record system, for scheduling and counseling students. Office and equipment shall be provided by the first day of instruction of 2011.
2. Recipient agrees to provide office space and a personal computer for the clerical assistance to the program. Office and equipment shall be provided by first day of instruction of 2011.

3. Recipient is responsible for providing access to long distance and FAX telephone services for counselor, teacher, and clerical assistance.

D. Training and Field Trip Days

Recipient agrees to release counselors and teachers, and to cover substitute teacher costs out of Recipient funds, to attend all required Puente training sessions and to take students on field trips to colleges and cultural events. Recipient will provide up to nine (9) substitute days per Puente teacher to participate in these activities.

RESPONSIBILITIES OF PUENTE

Puente shall be responsible for the following:

A. Training

Puente will provide the following staff development trainings and support at no cost to Recipient:

1. Puente Summer Institute (PSI): initial mandatory, weeklong training for new teachers and counselors selected to participate in the Puente program. Training program will include instruction on improving student writing, effective counseling strategies, incorporating concepts of community and leadership into the curriculum, working as a team to establish and implement the program, and program accountability. Teachers and counselors will receive reimbursement/compensation in order to attend the PSI.
2. Ongoing training for teachers and counselors participating in the Puente program. Training will consist of regional or statewide training sessions and area network meetings as needed.
3. Ongoing support provided by Puente coordinators and state office training staff through telephone and email consultations and site visits.
4. Teacher and counselor resource materials and community leadership/mentoring recruitment materials.

B. Exemption from Fingerprinting

Pursuant to California Education Code §§ 45125.1(a) and 45125.1(d), Regents' employees are not required to submit to fingerprints. As such, Regents and its employees will not perform tasks, such as school and classroom janitorial services, school site administrative services, school site grounds and landscape maintenance services, pupil transportation, or school site food-related, that require contact with pupils.

Regents agree that its employees will sign in at the Principal's Office upon arrival at the school site and sign out upon departure. Regents also agree that its employees will attend classes with students only when class is in session and in the presence of an employee of Recipient, and that its employees will meet with individual students or with groups of students only in the presence of an employee of Recipient.

C. Community Leadership/ Mentoring Program

1. Puente Community Leadership/Mentoring Coordinators, in collaboration with site teams, will identify community resources to provide students with opportunities for participation in leadership, volunteer, and community activities.
2. Puente shall provide materials for promoting the Puente program to the local community.

D. Assessment

Puente will provide ongoing assessment of Recipient's program, including: student outcome data analysis; writing portfolio assessment; statewide and local site assessment data collection and reports.



Special Contractual Agreement for Purchase of Consulting Services and Materials

Contract Number: 5776 (will appear on your invoices for these days)

This agreement entered into on 5/17/2011, by and between the Contractor, Thinking Maps Inc., and the Customer:

Anaheim Union High School District

501 Crescent Way

Anaheim, CA 92803

The Contractor shall perform services for and provide materials to the Customer according to the enclosed proposal (if requested as an enclosure). The Customer will submit a purchase order to the Contractor for materials prior to shipment of materials and prior to consultative services being performed.

The Customer agrees to pay the Contractor within 30 (thirty) days upon receipt of an invoice for completion of each day of consultative service in the amount of \$2740.00 per day for a total of 5 day(s). The following dates are scheduled: 8/22/2011, 8/23/2011, 8/24/2011, 10/20/2011, 10/21/2011. Please be aware that should any fraction of a contracted day be performed, the day will be billed as a full day.

The Contractor shall commence performance of this agreement on 8/22/2011. Any changes to dates on this agreement must be performed no later than 5/17/2012.

Cancellation / Date Change Policy

Ten (10) business days advance notice in writing via email (dan@thinkingmaps.com) or fax (919-678-8782) is required for any contract cancellations or date changes. If cancelled or date changed within 10 business days of the contracted date, the school/district will be billed for actual incurred costs.

**Special Contractual Agreement for
Purchase of Consulting Services and Materials**

Contract #: 5776
Consultant Name: Ms. Chris Yeager
Description of Training: Thinking Maps TOT

Anaheim Union High School District

Customer Name (Please print or type name of entity)

Federal Identification Number

501 Crescent Way

Customer Address

Signature

Anaheim, CA 92803

City • State • Zip

Print Name and Title

(714) 999-3566

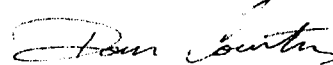
Phone Number

Date

Thinking Maps Inc.

Federal I.D. #: 56-1717372

401 Cascade Pointe Lane



Cary, North Carolina 27513

Signature: Dan Courtney
Office Manager
dan@thinkingmaps.com

5/17/2011

Date

Please mail or fax a signed copy of this contract within 15 business days
from (5/17/2011) to:

Thinking Maps Inc.
401 Cascade Pointe Lane
Cary, NC 27513
Fax: (919) 678-8782

SCHEDULE A

**STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Extended School Year 2011-12**

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS-0708004	03-10-94	12	06-23-11	Alton School	\$3,556.00
SYS-0708102	04-27-96	10	06-23-11	Alton School	\$3,556.00
SYS-0708057	04-21-94	11	06-23-11	Beacon Day School	\$23,326.10
SYS-0708103	02-19-93	12	06-23-11	Beacon Day School	\$30,306.10
SYS-0708106	06-25-99	07	06-23-11	Olive Crest Academy – Canal Elementary	\$6,177.00

*Includes transportation costs, if applicable.

SCHEDULE A

**STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Regular School Year 2011-12**

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS-0708004	03-10-94	12	06-23-11	Alton School	\$28,120.00
SYS-0708102	04-27-96	10	06-23-11	Alton School	\$28,120.00
SYS-0708057	04-21-94	11	06-23-11	Beacon Day School	\$121,595.10
SYS-0708103	02-19-93	12	06-23-11	Beacon Day School	\$159,475.10
SYS-0708106	06-25-99	7	06-23-11	Olive Crest Academy – Canal Elementary	\$38,340.00

*Includes transportation costs, if applicable.

SCHEDULE A

**STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Residential School Year 2011-2012**

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS-0708105	03-14-95	11	06-23-11	Heritage Schools, Inc.	\$24,885.00
SYS-0708086	07-16-96	10	06-23-11	Heritage Schools, Inc.	\$24,885.00

*Includes transportation costs, if applicable.

ANAHEIM UNION HIGH SCHOOL DISTRICT
SPECIAL YOUTH SERVICES
501 CRESCENT WAY/P.O. BOX 3520
ANAHEIM, CALIFORNIA 92803

EXHIBIT G G

TRANSPORTATION AGREEMENT

This is to certify that 0708093 ("Grandparent") agrees to the following method of transportation during the regular school year 2011-2012:

Grandparent will provide transportation from home to New Haven Youth and Family Services located at 213 W. Los Angeles Drive, Vista, California 92083 and will be reimbursed at the rate of 0.51¢ per mile, for a total of 145.32 miles roundtrip, for once a month during the regular school year 2011-2012, not to exceed 12 months beginning July 1, 2011, through June 29, 2012. The maximum amount approved is as follows:

$$.51¢ \text{ mi} \times 145.32 \text{ mi rd trip} = \$74.11 \times 12 \text{ months} = \$889.32$$

Invoicing to the district is required monthly listing dates of monthly trip and verified by the New Haven Youth and Family Services staff.

During the entire term of this agreement, and any extension or modification thereof, Grandparent shall keep in effect a policy or policies of liability insurance, including coverage on owned and non-owned automobiles, of at least \$100,000.00 for each person, and \$300,000.00 for each accident or occurrence for all damages arising out of deaths, bodily injury, sickness or diseases from any one accident or occurrence, and \$25,000.00 for all damages arising out of injury to or destruction of property for each accident or occurrence. Grandparent agrees to provide a copy of their insurance policy to the district prior to transporting student. Grandparent agrees to indemnify and hold district harmless for any act of family in providing said transportation.

The monthly trip is for a face to face counseling with my student, who is attending New Haven Youth and Family Services.

Grandparent Signature: Signature on original Date: _____
0708093

Barbara Moore, Ed.D., Director: *Barbara Moore* Date: 5/26/11
Special Youth Services

Board Approved: _____
Date

Instructional Materials Submitted for Display

June 23, 2011

Display Period June 24, 2011 - July 14, 2011

Curriculum	Basic / Suppl	Course Name/ Number	GR	Title	Publisher
English	Basic	English 7 for Academic Purposes (EAP)/1332	7	<i>Writing Coach-Grade 7 Writing and Grammar for the 21st Century</i> by Jeff Anderson/Kelly Gallagher	Pearson/ Prentice Hall
English	Basic	English 8 for Academic Purposes (EAP)/1352	8	<i>Writing Coach-Grade 8 Writing and Grammar for the 21st Century</i> by Jeff Anderson/Kelly Gallagher	Pearson/ Prentice Hall
English	Basic	English 1 for Academic Purposes (EAP)/1507	9	<i>Writing Coach-Grade 9 Writing and Grammar for the 21st Century</i> by Jeff Anderson/Kelly Gallagher	Pearson/ Prentice Hall
English	Basic	English 2 for Academic Purposes (EAP)/1522	10	<i>Writing Coach-Grade 10 Writing and Grammar for the 21st Century</i> by Jeff Anderson/Kelly Gallagher	Pearson/ Prentice Hall

**Instructional Materials Submitted for Adoption
June 23, 2011**

Display Period May 27, 2011 - June 23, 2011

Curriculum	Basic / Suppl	Course Name/ Number	GR	Title	Publisher
Social Science	Basic	Advanced Placement (AP) World History/2625	9-12	<i>Traditions & Encounters: A Global Perspective on the Past, AP Edition, 5th Edition</i> by Jerry H. Bentley & Herbert F. Ziegler	Mc Graw-Hill

Contract Number: 35540

AMENDMENT #1
ANAHEIM UNION HIGH SCHOOL DISTRICT
SUNGARD BI-TECH SYSTEM
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 22, 2010, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, 501 Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT, is hereby amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Eighty-nine thousand six hundred nineteen dollars (\$89,619.00) for annual software support service fees for fiscal year 2011-2012. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1st of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. SUPERINTENDENT shall evaluate software support service charges annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support SunGard Bi-Tech software. SUPERINTENDENT will provide DISTRICT written notice of the annual software support service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

2011 - 2012 Annual Software Support Service Fees

Basic Financial/Budget	\$62,165.00
School Site Finance	\$10,956.00

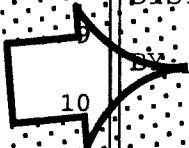
1 Stores Inventory \$ 8,249.00
2 Fixed Assets \$ 8,249.00
3 \$89,619.00

4 2.0 Except as expressly herein amended, said AGREEMENT of April
5 22, 2010, shall in all respects be and remain in full force and
6 effect.

7 IN WITNESS WHEREOF, the Parties hereto set their hands.

8 ANAHEIM UNION HIGH SCHOOL
9 DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS



10 Authorized Signature

BY: Patricia McCaughey
Authorized Signature

11 PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

12 TITLE: _____

TITLE: Coordinator

13 DATE: _____

DATE: May 11, 2011

17 AnaheimUHSD-Sungard(35540)Amend1
18 ZIP4

AMENDMENT #3
ANAHEIM UNION HIGH SCHOOL DISTRICT
BI-TECH HUMAN RESOURCES SYSTEM
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 23, 2008, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, 501 Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT, is hereby amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Seventy-six thousand five hundred twenty-three dollars (\$76,523.00) for annual software support service fees for fiscal year 2011-2012. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1st of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. SUPERINTENDENT shall evaluate software support service charges annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support SunGard Bi-Tech software. SUPERINTENDENT will provide DISTRICT written notice of the annual software service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

2011 - 2012 Annual Software Support Service Fees

Human Resources	<u>\$76,523.00</u>
TOTAL	\$76,523.00

1 2.0 Except as expressly herein amended, said AGREEMENT of April
2 23, 2008, shall in all respects be and remain in full force and
3 effect.

4 IN WITNESS WHEREOF, the Parties hereto have caused this
5 AGREEMENT to be executed.

6 DISTRICT: ANAHEIM UNION HIGH
7 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

8 BY: _____
Authorized Signature

BY: Patricia McCaughey
Authorized Signature

9 PRINT NAME: _____

PRINT NAME: Patricia McCaughey

10 TITLE: _____

TITLE: Coordinator

11 DATE: _____

DATE: May 11, 2011

12
13
14 AnaheimUnionHSD(33113)2010-2011Amend3
ZIP4

ATTORNEY - CLIENT RETAINER AGREEMENT

This document (the "Agreement") is the written fee contract that California law requires lawyers to have with their clients. We, Stutz Artiano Shinoff & Holtz, APC ("Attorneys"), agree to provide legal services to Anaheim Union High School District, (the "District") on the terms set forth below:

1. SCOPE OF SERVICES: The District retains us as its Attorneys for the purposes of providing general legal advice and counsel as the District shall from time to time require. We will represent the District on specific litigation as instructed and we will provide research and advise of specific issues as requested by the Superintendent, or the President of the Board.

We will provide all legal services reasonably requested to represent the District's interest.

2. CLIENT'S DUTIES: The Client is the District and not any individual, Board member or administrator. The District agrees to provide specific instruction where services are requested, to abide by this agreement and to pay our bills on time and to cooperate and require its employees to cooperate with us in any activities we undertake on the District's behalf.

3. LEGAL FEES: The District agrees to pay for legal services as follows:

- a. Paralegal services at \$72.00 per hour;
- b. Associate attorneys' time at \$160.00 per hour; and,
- c. Partner's time at \$170.00 per hour.

No fee will be charged for general clerical or secretarial services.

Bills will be sent monthly, stating clearly the amount, rate, basis for calculation, description and date of service. The District agrees to pay each bill within 30 days. Interest at the rate of 10% may be charged on any unpaid balance.

4. COSTS: All costs, disbursements and litigation expenses are the responsibility of the District. Costs are those expenses which must be paid to third parties or otherwise incurred in the course of the representation. Costs include, but are not limited to, court fees, service or process charges, photocopying services, notary fees, computer assisted legal research, long distance telephone charges, messenger and delivery fees, postage, in-office photocopying at \$.15 per page, facsimile charges, deposition costs, parking fees, mileage at IRS standard business rate, investigation expenses, consultant or expert witnesses and similar items. We agree to obtain written consent before incurring any outside services.

5. **NEGOTIATION OF FEES:** Attorneys' fees are not set by law, but rather are negotiable between the attorney and client.

6. **ARBITRATION CLAUSE:** Client and Law Firm are agreeing to have any and all disputes (except where Client may request arbitration of a fee dispute by the State Bar) that arise out of, or relate to this Agreement, including but not limited to claims of negligence or malpractice arising out of or relating to the legal services provided by Law Firm to Client, decided only by binding arbitration in accordance with the provisions of the Code of Civil Procedure section 1280 *et seq.*, and not by court action, except as provided by California law for judicial review of arbitration proceedings. Judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Law Firm and Client shall each have the right of discovery in connection with any arbitration proceeding in accordance with, and to the full extent allowed by, the California Rules of Civil Procedure section 1283.05. Client, however, may request arbitration of a fee dispute by the State Bar or San Diego County Bar Association as provided by Business and Professions Code Section 6200, *et seq.*

7. **ERROR AND OMISSIONS INSURANCE:** Attorneys maintain errors and omissions insurance coverage applicable to the services to be rendered under this agreement.

8. **DURATION:** This agreement shall be effective for the period of July 1, 2011 through June 30, 2012 and continuing unless terminated by either party.

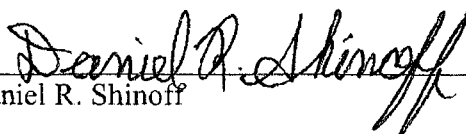
DATED: _____

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: _____
Dr. Elizabeth I. Novack, Superintendent

DATED: 6/13/11

STUTZ ARTIANO SHINOFF & HOLTZ



Daniel R. Shinoff

**THIRD
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
KNOWLAND CONSTRUCTION SERVICES, LLC**

This Amendment Agreement is made and entered into this 24th day of June, 2011 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 ("District"), and **Knowland Construction Services, LLC**, 2872 Mount Curve Ave, Altadena, California 91001 ("Consultant"), for DSA Inspector of Record Services.

WHEREAS, the District and Consultant entered into an agreement on April 26, 2007, setting forth the terms and conditions under which the Consultant would perform professional DSA Inspector of Record Services ("Agreement"), in connection with the District's facilities and maintenance projects requiring inspection services ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on January 21, 2010 & June 24, 2010;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed \$1,625,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

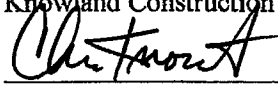
1. The authorized expenditures under this Agreement shall be increased by \$300,000 to not exceed \$1,925,000 in total.
2. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT
Anaheim Union High School District

Timothy D. Holcomb
Deputy Superintendent

CONSULTANT
Knowland Construction Services



Christopher Knowland
Vice President Operations

**AGREEMENT BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT AND THE
NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM
FOR USE OF FACILITIES**

THIS AGREEMENT, made and entered into this 23th day of June, 2011, by and between the Anaheim Union High School District, with principal offices located at 501 Crescent Way, Anaheim, California 92801, hereinafter referred to as the "DISTRICT", and the North Orange County Regional Occupational Program, with principal offices located at 385 N. Muller St., Anaheim, California 92801, hereinafter referred to as the "NOCROP."

W I T N E S S E T H:

WHEREAS, pursuant to NOCROP plans for the creation and establishment of education teaching centers at the various high schools within the DISTRICT for ROP students, NOCROP intends to contract with the DISTRICT for the use of classrooms as described through an application, and agreement for the use of facilities form provided by the DISTRICT, and

WHEREAS, a written agreement is needed:

1. To clarify the contractual relationship between NOCROP, and the DISTRICT, with regard to the use of facilities of the DISTRICT; and
2. To establish the charges for the use of said facilities; and
3. To provide the DISTRICT with necessary information of the facilities to be provided; and
4. To establish procedures for the responsibility of facilities during the time the facilities are being used by NOCROP.

NOW, THEREFORE, the DISTRICT and NOCROP agree as follows:

1.0 RESPONSIBILITIES

- 1.1 The DISTRICT shall be responsible for the normal custodial, and maintenance services for the facilities leased by NOCROP.

- 1.2 NOCROP shall supply all necessary consumable supplies used in the program employed by NOCROP.
- 1.3 NOCROP shall be responsible for any damage, or loss of equipment that takes place, or any damage or loss of equipment that is checked out to NOCROP, during the time NOCROP is using said facilities.
- 1.4 NOCROP shall be responsible for the maintenance of equipment used in the teaching station(s) owned by NOCROP.

2.0 PROCEDURES

- 2.1 NOCROP shall submit an application and agreement for the use of school facilities for each and every facility center that NOCROP desires to use, by DISTRICT campus location.
- 2.2 NOCROP shall submit to the DISTRICT, by DISTRICT campus, the facility centers used each month. This listing will be verified by the DISTRICT campus administrator and submitted to the Deputy Superintendent in charge of Facilities of the DISTRICT for billing. Billings will be based upon the Use of Facilities Rate Schedule as listed on **Exhibit A**.
- 2.3 To the extent of the insurance coverage specified in the following paragraph, NOCROP agrees to, and does hereby indemnify, and hold harmless the DISTRICT, its officers, agents, and employees from every liability, loss, damage, or expense which may be incurred by reason of liability for damages for (1) death or bodily injury to persons, (2) injury to, loss, or theft of property, or (3) any other loss, damage, or expense arising under either (1) or (2) above, sustained by NOCROP, its students participating in laboratory learning experiences, or by any person employed by NOCROP in connection with the facilities which are the subject of this Agreement, except for liability resulting from the

sole negligence or willful misconduct of the DISTRICT, or its officers, employees, agents, or independent contractors who are directly employed by the DISTRICT; and any injury to or death of persons or damage to property caused by any act, neglect, default, or omission of NOCROP, its employees, or students. NOCROP agrees to take out and maintain, during the life of this Agreement, such public liability, and property damage insurance as will protect NOCROP, and the DISTRICT, with respect to those liabilities as to which NOCROP holds the DISTRICT harmless. NOCROP shall provide the DISTRICT with certificates of general liability, and property damage insurance, declaring the DISTRICT as an additional insured. Such insurance shall be single limit bodily injury and property damage coverage in the amount of \$2,000,000.

THIS AGREEMENT is effective for the period beginning July 1, 2011, and ending June 30, 2012.

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: _____ Date _____
Timothy D. Holcomb
Deputy Superintendent

NORTH ORANGE COUNTY REGIONAL
OCCUPATIONAL PROGRAM

By: Howard Burkett Date 5/25/2011
Howard Burkett
Assistant Superintendent, Administrative Services

ANAHEIM UNION HIGH SCHOOL DISTRICT
2011-12
Fee Schedule for Community Use of School Facilities
Effective: July 1, 2011 to June 30, 2012

FACILITY RENTAL COSTS	APPROX. CAPACITY	AVE. SQUARE FOOTAGE	UTILITY RATE (\$/HR/SF)	DIRECT COST FAC. RENTAL RATE/HOUR	FAIR RENT RATE (\$/HR/SF)	ADDITIONAL FAIR RENT CHARGE/HOUR	FAIR VALUE FAC. RENTAL RATE/HOUR
Special Use Auditoriums (Note 1)							
Cook Auditorium (Anaheim)	1200	21000	0.002	42.00	0.009	189.00	231.00
Performing Arts Center (Kennedy)	700	24000	0.002	48.00	0.009	216.00	264.00
The Forum (Western)	300	7500	0.002	15.00	0.009	67.50	82.50
Loara	300	7500	0.002	15.00	0.009	67.50	82.50
General Use Auditoriums							
Cypress, Katella, Savanna	300	7500	0.002	15.00	0.009	67.50	82.50
Small Auditoriums, Large MPR							
Katella, Lexington, Oxford	200	5000	0.002	10.00	0.009	45.00	55.00
Multipurpose Rooms/Cafeterias							
Anaheim, Ball, Hope, South, Sycamore Brookhurst, Cypress, Dale, Kennedy, Loara, Magnolia, Orangeview, Savanna, Walker, Western	150	3500	0.002	7.00	0.009	31.50	38.50
Kitchens (Note 2)							
Average all schools (Non-cooking)	n/a	1500	0.002	3.00	0.009	13.50	16.50
Average all schools (Cooking)	n/a	1500	0.004	6.00	0.018	27.00	33.00
Libraries							
Anaheim, Cypress, Orangeview, Western	150	4000	0.002	8.00	0.009	36.00	44.00
Ball, Brookhurst, Dale, Hope, Katella, Kennedy, Lexington, Sycamore, Walker Loara, Magnolia, Savanna, South	125	3000	0.002	6.00	0.009	27.00	33.00
	100	2000	0.002	4.00	0.009	18.00	22.00

ANAHEIM UNION HIGH SCHOOL DISTRICT
2011-12
Fee Schedule for Community Use of School Facilities
Effective: July 1, 2011 to June 30, 2012

FACILITY RENTAL COSTS	APPROX. CAPACITY	AVE. SQUARE FOOTAGE	UTILITY RATE (\$/HR/SF)	c = (a * b)		FAIR RENT RATE (\$/HR/SF)	e = (a * d)	f = c + e
				DIRECT COST FAC. RENTAL RATE/HOUR	ADDITIONAL FAIR RENT CHARGE/HOUR			
Classrooms (Note 3)	40	1000	0.002	2.00	0.009	9.00	11.00	
Specialty Classrooms (Note 4)								
Art	50	1700	0.002	3.40	0.009	15.30	18.70	
Home Economics	50	1500	0.002	3.00	0.009	13.50	16.50	
Science	50	1300	0.002	2.60	0.009	11.70	14.30	
Computer Labs	50	1200	0.002	2.40	0.009	10.80	13.20	
Industrial Arts	50	2100	0.002	4.20	0.009	18.90	23.10	
Large Gyms (Note 5)								
Anaheim, Cypress, Katella, Kennedy, Loara, Magnolia, Oxford, Savanna, Western	----	12000	0.002	24.00	0.009	108.00	132.00	
Small Gyms (Note 5)								
Ball, Brookhurst, Cypress, Dale, Katella, Kennedy, Lexington, Loara, Orangeview, South, Sycamore, Walker, Western	----	8500	0.002	17.00	0.009	76.50	93.50	
Athletic Fields (Note 6)								
	----			7.20			39.60	
Swimming Pools								
	----	8500	0.002	17.00	0.009	76.50	93.50	
Handel Stadium	7000			50.40			277.20	

ANAHEIM UNION HIGH SCHOOL DISTRICT
2011-12
Fee Schedule for Community Use of School Facilities
Effective: July 1, 2011 to June 30, 2012

Notes:

1. These auditoriums have special usage, security, and staffing requirements. The use of sound systems, light systems, rigging, or other arrangements will require additional specially trained staff. An estimate of total fees will be provided to the user, and approved by the user prior to the approval of the use permit. These fees will be based on the specific use as determined by the district.
2. The kitchens have special usage and staffing requirements. The use of kitchen equipment will require specially trained staff. An estimate of total fees will be provided to the user, and approved by the user, prior to the approval of the use permit. These fees will be based on the specific use as determined by the district.
3. The rates quoted are for standard classrooms only. Unless otherwise listed as available for use, specialty classrooms, administrative areas, and other spaces are not available for use.
4. These specialty classrooms are only permitted to specific users such as, the North Orange County Regional Occupation Program, who provide special programs for AUHSD students within district facilities, pursuant to special use permits, such as joint-use agreements.
5. The rates quoted for the gyms are for the gyms and associated restrooms only. Locker rooms, weight rooms, wrestling rooms, and other ancillary spaces will not be made available to users due to special security, liability, and training requirements of these spaces.
6. The rates are per field.

**SECOND
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
PUBLIC ECONOMICS, INC.**

This Amendment Agreement is made and entered into this 24th day of June, 2011 ("Effective Date"), by and between the Anaheim Union High School District, 501 Crescent Way, Anaheim, California 92803 ("District"), and Public Economics, Inc., 134 S Glassell St, Suite A, Orange, California 92866 ("Consultant"), for special services and advice for financial, economic, facilities and administrative matters such as Redevelopment Area (RDA) pass through entitlements, and update RDA audits.

WHEREAS, the District and Consultant entered into an agreement on July 1, 2009, setting forth the terms and conditions under which the Consultant would perform professional consulting services ("Agreement"), in connection with the District's need for special services and advice for financial, economic, facilities and administrative matters such as Redevelopment Area (RDA) pass through entitlements, and update RDA audits. ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on December 9, 2010;

WHEREAS, the term of the Agreement was extended until June 30, 2011;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until June 30, 2012. Neither District nor Consultant shall have any obligations to the other after June 30, 2012, unless specified in writing between the firms.
2. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

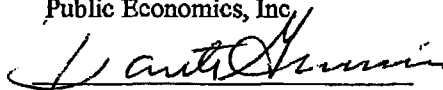
DISTRICT

Anaheim Union High School District

Timothy D. Holcomb
Deputy Superintendent

CONSULTANT

Public Economics, Inc.



Dante Gumucio
Chief Executive Officer

This document represents an agreement between **Anaheim Union High School District**, herein referred to as the Client, and **School Facility Consultants**, herein referred to as the Contractor.

For the remuneration stipulated, the Contractor shall provide the following services:

- Assist Client to determine and maximize eligibility for State funding of new school construction and/or modernization of school facilities under the State School Facility Program.
- Assist Client with preparation and submittal of State applications required for eligible new construction and/or modernization projects.
- Work closely with the Client, architect, and all applicable State Agency staffs to make certain all projects are moving through the approval process in a timely manner.
- Monitor meetings of the State Allocation Board and the Office of Public School Construction and Legislative Committees on issues affecting the District's applications.
- Assist Client with School Facility Program project close-out issues.
- Assist Client with interactions with the Office of Public School Construction, including attending meetings as advisor to the Client.
- Assist Client with planning services, as requested by the Client, and as accepted by the Contractor.

For the services delineated above, the Client shall pay the Contractor according to the hourly rate schedule below. The Contractor will bill the Client in increments of 15 minutes. The fees shall cover all normal business expenses incurred in Sacramento by the Contractor on behalf of the Client. Client agrees that if it becomes necessary for a Consultant from School Facility Consultants to visit the Client, the Client will pay for travel time per the rate schedule below. Client also agrees to reimburse Contractor for all necessary and pre-approved travel expenses.

Hourly Rate Schedule

Principal	\$190 per hour
Director/Senior Consultant	\$150 per hour
Consultant	\$130 per hour
Research Analyst	\$120 per hour

The Client shall be responsible for reviewing and verifying all data included in documents, forms and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for

meeting any certification requirements and shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms and reports.


It is understood that the Contractor shall function as an independent contractor without authority to obligate the Client or District for any indebtedness or other commitments. The Contractor will accurately and fairly represent the Client's position.

During the term of this agreement, the status of those individuals performing the work stipulated in this contract may change. Changes to an individual's status may affect billing rates. The Client agrees to accept these changes. The Contractor agrees that any such changes in status will be reflected on the bill.

The terms of the agreement shall remain in force unless mutually amended. This agreement may be terminated by either party upon 30 days written notice.

School Facility Consultants

Anaheim Union High School District



Alexander R. Murdoch
President

Authorized Signature

Date: 5/27/2011

Date: _____

**AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
CSM CONSULTING, INC.
FOR E-RATE CONSULTING SERVICES**

This Agreement for Professional Services ("Agreement") is made and entered into this 1st day of July, 2011, by and between the **ANAHEIM UNION HIGH SCHOOL DISTRICT** (AUHSD) and **CSM CONSULTING, INC.** (CONSULTANT).

RECITALS

- a. AUHSD is in need of E-Rate consulting (ERATE) services for E-Rate application and process services (PROJECT).
- b. CONSULTANT is duly licensed and/or has the necessary qualifications to provide such ERATE services for the PROJECT.
- c. The parties desire by this Agreement to establish the terms for AUHSD to retain CONSULTANT to provide the ERATE services described herein.

AGREEMENT

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. Services.

CONSULTANT shall provide AUHSD with ERATE services for the PROJECT as described in the Statement of Services attached hereto as **Exhibit "A"** and hereby made a part of this Agreement.

2. Compensation.

- a. Subject to paragraphs 2(b) - (c) below, AUHSD shall pay for the services provided by CONSULTANT in accordance with the Statement of Services set forth in Exhibit "A".
- b. Each month CONSULTANT shall furnish AUHSD with an original invoice per Exhibit "A" of this agreement.
- c. Except as to any charges for work performed or expenses incurred by CONSULTANT which are disputed by AUHSD, AUHSD will use its best efforts to cause CONSULTANT to be paid within thirty (30) days of receipt of CONSULTANT'S invoice. Payment to CONSULTANT for work performed pursuant to this Agreement shall not be deemed to waive any defects in the work performed by CONSULTANT.

3. Additional Work.

CONSULTANT shall not be compensated for any services outside of the Scope of Services, except as provided in this paragraph. If changes in the work seem merited by CONSULTANT or AUHSD, and informal consultations with the other party indicate that a change is warranted, a change in scope of the work shall be processed by AUHSD in the following manner:

- a. A letter outlining the changes shall be forwarded to AUHSD by CONSULTANT with a statement of estimated changes in fee or time schedule; and
- b. A written amendment to this Agreement shall be prepared by AUHSD and executed by both parties before performance of such services or AUHSD will not be required to pay for the changes in the scope of work. Such written amendment shall not render ineffective or invalidate unaffected portions of this Agreement.

4. Maintenance of Records.

Books, documents, papers, accounting records, and other evidence pertaining to work done, and costs incurred pursuant to this Agreement shall be maintained by CONSULTANT and made available for inspection, audit, and copying by AUHSD at all reasonable times during the term of this Agreement and for four (4) years from the date of final payment under the Agreement.

5. Ownership and Use of Work.

All documents and materials prepared pursuant to this Agreement shall be considered the property of AUHSD, and will be turned over to AUHSD upon demand, in any event upon completion of the work. AUHSD reserves the right to publish, disclose, distribute, and otherwise use, in whole or in part, any reports, data or other documents and materials prepared under this Agreement without the permission of CONSULTANT. All documents and materials shall be delivered in a reproducible form. As used herein, "documents and materials" include, but are not limited to, any original maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, and computer files prepared or developed pursuant to this Agreement.

6. Findings Confidential.

Any reports, information, data, or materials given to, or prepared, or assembled by CONSULTANT under this Agreement are confidential and shall not be made available to any individual or organization by CONSULTANT without prior written approval of AUHSD.

7. Conflict of Interest.

CONSULTANT hereby expressly covenants that no interest presently exists, nor shall any interest, direct or indirect, be acquired during the term of this Agreement that would conflict in any manner with the performance of services pursuant to this Agreement.

8. Term of Agreement and Time of Performance.

CONSULTANT shall perform its services hereunder in a prompt and timely manner. Work shall commence upon receipt of a written Notice to Proceed from AUHSD. The Notice to Proceed shall set forth the date of commencement of the work. The term of this Agreement shall be from the date of execution of this Agreement until June 30, 2012. Such term may be extended upon written agreement of both AUHSD and CONSULTANT.

9. Delays in Performance.

Neither AUHSD nor CONSULTANT shall be considered in default of this Agreement for delays in performance caused by circumstances beyond the reasonable control of the non-performing party. For purposes of this Agreement, such circumstances include but are not limited to, abnormal weather conditions: floods, earthquakes, fire, epidemics, war, riots, and other civil disturbances; strikes, lockouts, work slowdowns, and other labor disturbances: sabotage, or judicial restraint.

Should such circumstances occur, the non-performing party shall, within a reasonable time of being prevented from performing, give written notice to the other party describing the circumstances preventing continued performance, and the efforts being made to resume performance of this Agreement.

10. Compliance with Law.

- a. CONSULTANT shall comply with all applicable laws, ordinances, codes and regulations of the federal, state and local government. If CONSULTANT'S failure to comply with applicable laws, ordinances, codes, and regulations results in a claim for damage or liability to AUHSD, CONSULTANT shall be responsible for indemnifying, and holding AUHSD harmless as provided in this Agreement.
- b. CONSULTANT shall assist AUHSD, as requested, in obtaining and maintaining all permits, if any, required of CONSULTANT by federal, state, and local regulatory agencies.

11. Standard of Care.

CONSULTANT'S services will be performed in accordance with generally accepted professional practices and principles, and in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing under similar conditions.

12. Assignment and SUBCONSULTANTS.

CONSULTANT shall not assign, delegate, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the written consent of AUHSD, which may be withheld for any reason. A consent to one assignment shall not be deemed to be consent to any subsequent assignment. Nothing contained herein shall prevent CONSULTANT from employing independent associates, and SUB-CONSULTANTS, as CONSULTANT may deem appropriate to assist in the performance of services hereunder.

13. Independent CONSULTANT.

CONSULTANT is retained as an independent CONSULTANT and is not an agent or employee of AUHSD. No employee or agent of CONSULTANT shall by this Agreement become an agent or employee of AUHSD. The work to be performed shall be in accordance with the Statement of Work described in Exhibit "A", subject to such directions and amendments from AUHSD as herein provided. CONSULTANT shall have no authority, expressed or implied, pursuant to this Agreement to bind AUHSD to any obligation whatsoever, except as specifically provided in writing by AUHSD.

14. Integration.

This Agreement represents the entire understanding of AUHSD and CONSULTANT as to those matters contained herein, and supersedes and cancels any prior oral, or written

understanding, promises or representations with respect to those matters covered hereunder. To the extent that any provision or clause contained in an attachment to this Agreement conflicts with a provision or clause in the Agreement, the provision or clause in this Agreement shall control. This Agreement may not be modified, or altered except in writing, signed by both parties hereto. This is an integrated Agreement.

15. Insurance.

a. Commercial General Liability

- (i). CONSULTANT shall take out and maintain, during the performance of all work under this Agreement, in amounts not less than specified herein, Commercial General Liability Insurance, in a form and with insurance companies acceptable to AUHSD.
- (ii). Coverage for Commercial General Liability insurance shall be at least as broad as the following:
 - (1) Insurance Services Office Commercial General Liability coverage (Occurrence Form CG 0001)
- (iii). Commercial General Liability Insurance must include coverage for the following:
 - (1) Bodily Injury and Property Damage
 - (2) Personal Injury/Advertising Injury
 - (3) Premises/Operations Liability
 - (4) Products/Completed Operations Liability
 - (5) Aggregate Limits that Apply per PROJECT
 - (6) Explosion, Collapse and Underground (UCX) exclusion deleted
 - (7) Contractual Liability with respect to this Contract
 - (8) Broad Form Property Damage
 - (9) Independent CONSULTANT'S Coverage
- (iv). The general liability program may utilize either deductibles or provide coverage excess of a self-insured retention, subject to written approval by AUHSD.

b. Automobile Liability

- (i). At all times during the performance of the work under this Agreement, CONSULTANT shall maintain Automobile Liability Insurance for bodily injury and property damage including coverage for owned, non-owned, and hired vehicles, in a form and with insurance companies acceptable to AUHSD.
- (ii). Coverage for automobile liability insurance shall be at least as broad as Insurance Services Office Form Number CA 0001 (ed. 6/92) covering automobile liability, Code 1 (any auto).
- (iii). The automobile liability program may utilize deductibles, but not a self-insured retention, subject to written approval by AUHSD.

c. Workers' Compensation/Employer's Liability

- (i). At all times during the performance of the work under this Agreement, and for 24 months following the date of PROJECT completion and acceptance by AUHSD, the CONSULTANT shall maintain workers' compensation in compliance with applicable statutory requirements, and Employer's Liability Coverage in amounts indicated herein.
- (ii). Such insurance shall include an insurer's Waiver of Subrogation in favor of AUHSD, and will be in a form and with insurance companies acceptable to AUHSD.
- (iii). If insurance is maintained, the workers' compensation and employer's liability program may utilize either deductibles or provide coverage excess of a self-insured retention, subject to written approval by AUHSD.
- (iv). Before beginning work, CONSULTANT shall furnish to AUHSD satisfactory proof that he/she has taken out for the period covered by the work under this Agreement, full compensation insurance for all persons employed directly by him/her to carry out the work contemplated under this Agreement, all in accordance with the "Workers' Compensation and Insurance Act," Division IV of the Labor Code of the State of California, and any acts amendatory thereof. CONSULTANT shall require all SUB-CONSULTANTS to obtain and maintain, for the period covered by the work under this Agreement, worker's compensation of the same type, and limits as specified in this Section.

d. Professional Liability (Errors and Omissions).

- (i). At all times during the performance of the work under this Agreement, CONSULTANT shall maintain professional liability insurance, in a form and with insurance companies acceptance to AUHSD and in an amount indicated herein.

e. Minimum Policy Limits Required.

- (i). The following insurance limits are required for the Agreement:

	<u>Combined Single Limit</u>
Commercial General Liability	\$1,000,000 per occurrence/\$2,000,000 aggregate for bodily injury, personal injury, and property damage
Automobile Liability	\$1,000,000 per occurrence for bodily injury and property damage
Employer's Liability	\$1,000,000 per occurrence
Professional Liability (errors and omissions)	\$1,000,000 per claim and aggregate

f. Evidence Required.

- (i). Prior to execution of the Agreement, CONSULTANT shall file with AUHSD evidence of insurance from an insurer, or insurers certifying to the coverage of all insurance required herein. Such evidence shall include original copies of the ISO CG 2010 (or insurer's equivalent) signed by the insurer's representative, and Certificate of Insurance (Accord Form 25-S or equivalent). All evidence of insurance shall be signed by a properly authorized officer, agent, or qualified representative of the insurer, and shall certify the names of the insured, any additional primary insureds, where appropriate, the type and amount of the insurance, the location, and operations to which the insurance applies, and the expiration date of such insurance.

g. Policy Provisions Required.

- (i). All policies shall contain a provision for 30 days advance written notice by the insurer(s) to AUHSD of any cancellation. Statements that the carrier "will endeavor," and "that failure to mail such notice shall impose no obligation and liability upon the company, its agents or representatives," will not be acceptable on certificates.
- (ii). All policies shall contain a provision stating that CONSULTANT'S policies are primary insurance, and that the insurance of AUHSD, or any named insureds shall not be called upon to contribute to any loss.

h. Qualifying Insurers.

- (i). All policies required shall be issued by acceptable insurance companies, as determined by AUHSD, which satisfy the following minimum requirements:

Insurance carriers shall be qualified to do business in California and maintain an agent for process within the state. Such insurance carrier shall have not less than an "A-" policyholder's rating and a financial rating of not less than "Class VII" according to the latest Best Key Rating Guide.

I. Additional Insurance Provisions

- (i). The foregoing requirements as to the types, and limits of insurance coverage to be maintained by CONSULTANT, and any approval of said insurance by AUHSD, is not intended to, and shall not in any manner limit, or qualify the liabilities and obligations otherwise assumed by CONSULTANT pursuant to this Agreement, including but not limited to, the provisions concerning indemnification.
- (ii). If at any time during the life of the Agreement, CONSULTANT fails to maintain in full force any insurance required by the Agreement documents, AUHSD may terminate the Agreement.

- (iii). CONSULTANT shall include all SUB-CONSULTANTS as insureds under its policies, or shall furnish separate certificates and endorsements for each SUB-CONSULTANT. All coverages for SUB-CONSULTANTS shall be subject to all of the requirements stated herein.
- (iv). AUHSD may require CONSULTANT to provide complete copies of all insurance policies in effect for the duration of the PROJECT.
- (v). Neither AUHSD, nor its Governing Board, nor any member of thereof, nor any of the directors, officers, employees, agents, or volunteers of AUHSD shall be personally responsible for any liability arising under or by virtue of the Agreement.
- (vi). Evidence of insurance shall be retained by AUHSD as Exhibit "B" attached hereto.

16. Indemnification.

CONSULTANT agrees to indemnify, defend, and hold harmless AUHSD, its Governing Board and each member thereof, its officers, agents, and employees from any and all claims, liabilities, expenses, or damages, including reasonable attorneys' fees, for injury or death of any person, or damage to property, or interference with use of property, to the extent arising out of the negligent acts, errors or omissions or willful misconduct by CONSULTANT, CONSULTANT'S agents, officers, employees, SUB-CONSULTANTS, or independent CONSULTANTS hired by CONSULTANT under this Agreement. The only exception to CONSULTANT'S responsibility to indemnify, defend and hold harmless AUHSD, is where a claim, liability, expense, or damage occurs due to the negligence, willful misconduct, or active negligence of AUHSD. This hold harmless Agreement shall apply to all liability regardless of whether any insurance policies are applicable. The policy limits do not act as a limitation upon the amount of indemnification to be provided by CONSULTANT.

17. Laws, Venue, and Attorneys' Fees.

This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in a state or federal court situated in the County of Orange, State of California. In the event of any such litigation between the parties, the prevailing party shall be entitled to recover all reasonable costs incurred, including reasonable attorney's fees, as determined by the court.

18. Termination or Abandonment.

- a. AUHSD may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to CONSULTANT. In the event such notice is given, CONSULTANT shall cease immediately all work in progress.
- b. If either CONSULTANT or AUHSD fail to perform any material obligation under this Agreement, then, in addition to any other remedies, AUHSD or CONSULTANT may terminate this Agreement immediately upon written notice.
- c. Upon termination of this Agreement, all property belonging to AUHSD which is in CONSULTANT'S possession shall be returned to AUHSD. CONSULTANT shall furnish AUHSD with a final invoice for work performed by CONSULTANT. AUHSD shall have no obligation to pay CONSULTANT for work performed after termination of this Agreement.

19. Organization.

CONSULTANT shall assign Cathy Benham, as project manager. The project manager shall not be removed from the PROJECT, or reassigned without the prior written consent of AUHSD. CONSULTANT shall make every reasonable effort to maintain the stability and continuity of CONSULTANT'S staff assigned to perform the services required under this Agreement.

20. Notice.

Any notice or instrument required to be given, or delivered by this Agreement may be given, or delivered by depositing the same in any United States Post Office, certified mail, return receipt requested, postage prepaid, addressed to:

AUHSD:	CONSULTANT:
Anaheim Union School District	CSM CONSULTING, INC.
501 Crescent Way	3130-C Inland Empire Blvd.
Anaheim, CA 92803	Ontario, CA 91764
Attn: Erik Greenwood	Attn: Cathy Benham
Phone: (714) 999-3765	Phone: (909) 944-7798
Fax: (714) 758-0571	Fax: (909) 481-7410

and shall be effective upon expiration of three (3) business days, or upon actual receipt thereof.

21. Third Party Rights.

Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than AUHSD and the CONSULTANT.

22. Severability and Waiver.

The unenforceability, invalidity, or illegality of any provision(s) of this Agreement shall not render the other provisions unenforceable, invalid, or illegal. Waiver by any party of any portion of this Agreement shall not constitute a waiver of any other portion thereof.

23. Nondiscrimination.

CONSULTANT shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age physical handicap, medical condition, or marital status in connection with or related to the performance of this Agreement.

24. Time of the Essence.

Time is of the essence for each and every provision of this Agreement.

25. AUHSD's Right to Employ Other CONSULTANTS.

AUHSD reserves the right to employ other CONSULTANTS in connection with this PROJECT. However, CONSULTANT shall be the exclusive CONSULTANT for purposes of services provided within this Agreement, unless terminated as provided herein.

26. Successors and Assigns.

This Agreement shall be binding on the successors and assigns of the parties, and shall not be assigned by CONSULTANT without prior written consent of AUHSD.

27. Amendments.

This Agreement shall not be amended, modified, or changed in any way without the written consent of both parties.

28. Interpretation.

The agreements contained herein shall not be construed in favor of or against either party but shall be construed as if both parties prepared this Agreement.

29. Counterparts.

This Agreement may be executed in counterparts, all of which, when taken together, shall constitute a fully executed original.

30. Exhibits and Recitals.

All Exhibits and Recitals contained herein are hereby incorporated into this Agreement.

31. Tobacco and Drug Free Workplace.

CONSULTANT acknowledges that AUHSD operates a tobacco and drug free workplace. CONSULTANT shall be responsible to ensure that tobacco products, drugs, and alcohol will not be used by CONSULTANT'S employees, SUB-CONSULTANTS, contractors, subcontractors, material and equipment suppliers, and their agents, employees, invitees, and other persons at the PROJECT site. AUHSD shall have the right to require the removal of any CONSULTANT, agent, or employee of any of CONSULTANT'S SUB-CONSULTANTS, contractor, subcontractor, material or equipment supplier, and their agents, employees, and invitees from the PROJECT site for use of tobacco products, drugs, or alcohol at the PROJECT site.

32. Fingerprinting Requirements.

Unless exempted, the CONSULTANT shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with AUHSD's pupils. The CONSULTANT shall also ensure that its CONSULTANTS on the PROJECT also comply with the requirements of Section 45125.1. To this end, the CONSULTANT and its CONSULTANTS must provide for the completion of AUHSD's certification form attached hereto as Exhibit "C," and incorporated herein by reference prior to any of the CONSULTANT'S employees, or those of any other CONSULTANTS, coming into contact with AUHSD's pupils.

33. Disabled Veterans Business Enterprise (DVBE).

If required for this PROJECT, CONSULTANT shall provide proof of DVBE compliance, in accordance with any applicable policies of the AUHSD or the State Allocation Board, within thirty (30) days of its execution of this Agreement.

34. Authority of Signatories.

The persons executing this Agreement on behalf of their respective parties represent, and warrant that they have the authority to do so under law, and from their respective parties.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

ON BEHALF OF AUHSD:

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: _____

Title: _____

ON BEHALF OF CONSULTANT:

CSM CONSULTING, INC.

By:  _____

Title: Vice President

Federal Tax Identification No. 73-1713662

EXHIBIT A
STATEMENT OF WORK

35. Funding Year 2012 Form 470 Planning

- a. CSM will schedule a kick-off meeting with stakeholders in the E-Rate process and establish deliverables. At a minimum, we suggest that representatives from the following district departments should attend: Business Services, Information Technology, Purchasing, Facilities, and Food Services. CSM highly recommends that this planning meeting be scheduled as soon as possible in order to allow adequate time for effective planning and execution of the E-Rate process.
- b. At a minimum, the following areas should be discussed at the kick-off and any necessary subsequent meetings:
 - i. Review of any current contracts/obligations for E-Rate funded services.
 - ii. Review and discuss the technology and communications needs of the district, for Funding Year 2012 as well as long term needs.
 - iii. Based on needs determined, define those that are eligible for E-Rate funding (Priority One and Priority Two services).
 - iv. Establish and agree upon a list of equipment/services that will be included on the E-Rate Form(s) 470.
 - v. Discuss any procurement regulations and requirements necessary to meet both E-Rate and local procurement guidelines.
 - vi. Review of 2-in-5 rule and its impact on applications for Priority Two services.
 - vii. Calculate and review E-Rate discounts of school sites and district. Strategize on ways to optimize discounts.
 - viii. Review of budget and availability of district's funding sources to meet its share of E-Rate projects.
 - ix. Discuss document retention requirements and responsibilities.
 - x. Create a timeline of deliverables and assign responsibilities.
- c. These areas of discussion will encompass all possible projects, equipment, and services that have the potential for E-Rate funding, including any new services that may be established during the planning meetings:
 - i. **Priority One Services:** Telecommunications (data), Telecommunications (voice), Internet Access, Long Distance, and Cellular.
 - ii. **Priority Two Services:** to be discussed

36. Master Technology Plan Review

Anaheim Union High School District's three year Master Technology Plan (rev. October 2010) was approved as of 04/07/2011 and will not be up for a complete revision until 06/30/2014.

- a. CSM will review the current plan and determine if it needs to be amended in order to include any planned changes that may be funded by E-Rate.

- b. CSM will make recommendations for any necessary amendments (including budget) as they relate to Funding Year 2012, and will prepare an addendum if requested by the district.

37. Form 470 Posting and Issuing of Request for Bid/Proposal

- a. CSM will prepare for district signature/certification and post E-Rate Form(s) 470 for requested equipment and services in conjunction to the release of any required Request for Bid/Proposal(s) or as part of ongoing tariff/MTM services.
- b. Prior to the posting of the Form(s) 470, CSM will review all Request for Bid/Proposal language with the district's Purchasing department to ensure compliance with E-Rate guidelines.

38. Review of Telecommunications Carrier Services and Contracts

- a. CSM will review all current telecommunications and Internet service providers' bills and contracts. The review will include at a minimum the following components:
 - i. Recurring monthly charges
 - ii. Non-recurring charges
 - iii. Rates
 - iv. Service Level Agreements
 - v. Terms and conditions
 - vi. Time remaining on the contract(s)
 - vii. Basic termination charges
- b. Upon completion of the review CSM will use this information to establish the costs associated with Block 5 of the Form 471 application(s) and make recommendations and assist in negotiating new contracts as needed.
- c. The District will need to include CSM in any communications and Request for Bid/Proposal processes involving carrier services in which CSM may assist the District.

39. Form 471 Planning

CSM will coordinate all necessary steps in order to prepare the Form(s) 471 in order to meet E-Rate guidelines:

- a. **Form 471, Block 4: Calculation of E-Rate discounts.** CSM will work with the district's Food Services department to collect documentation regarding participation in the National School Lunch Program. CSM will calculate the E-Rate discount for all school sites and the district. Additionally, CMS will strategize bundling opportunity for maximum Priority Two application opportunity.
- b. **Form 471, Block 5: Funding Requests**
 - i. **Cost review of current Telecommunications Services (voice).** For existing tariff services, CSM will review the costs for all billed telephone numbers (BTN's) in order to claim all eligible costs for all eligible sites on the Form 471 application. The district must provide access to billing account information during this process.

- ii. **Funding requests for new services.** CSM will prepare funding requests for all newly contracted Priority One and Priority Two services. This will include at a minimum: determining eligible recurring costs, determining eligible non-recurring costs, and preparing cost allocations for any ineligible costs.
- iii. **Form 471, Block 6: Budget documentation.** CSM will collect the necessary budget documentation from Business Services required to complete Block 6 of the Form(s) 471.
- iv. **Contract execution.** CSM will facilitate the execution of all contracts and ATO's (Authorizations to Order) to ensure that they fall within the E-Rate Form 471 filing window (if needed).
- v. **Documentation for Item 21 Attachments.** CSM will collect documentation necessary for all E-Rate Item 21 Attachments.

40. Form(s) 471 Filing

CSM will prepare for district signature/certification and submit all of the district's Form(s) 471 for E-Rate Funding Year 2012. CSM will determine the ultimate number of Form(s) 471 necessary in conjunction with the district as a result of E-Rate planning, process, number and types of funding requests, and best practices.

- a. At a minimum, CSM will file Form(s) 471 for the following services:
 - i. **Priority One Services:** Telecommunications (data), Telecommunications (voice), Internet Access, Long Distance, and Cellular.
 - ii. **Priority Two Services:** to be discussed.
- b. CSM will also prepare and submit all supporting Item 21 Attachments.

41. Program Integrity Review (PIA)

CSM will respond to all requests for further information from USAC's PIA regarding Funding Year 2012 applications. This may include: providing documentation regarding calculation of E-Rate discounts, providing further documentation regarding funding requests beyond the Item 21 Attachments, and answering any questions regarding the funding requests.

42. Item 25 Selective Review

Should the district be selected for an Item 25 Selective Review, CSM will work with the district to collect any additional detailed documentation as required, including detailed budget information, and will prepare the Item 25 response.

43. Filing of Form(s) 486

Upon receipt of the Funding Commitment Decision Letter (FCDL) and start of services, CSM will file all necessary Form(s) 486 for Funding Year 2011 funding requests. Multiple Form(s) 486 may be necessary due to the number of Priority Two projects. CSM will coordinate the filing of the Form(s) 486 with the start of services (projects) to ensure that they are filed at the correct time.

44. Collection of E-Rate Funds

CSM will discuss with the district the various methods available to collect approved E-Rate funding. CSM will then work with the selected service providers to ensure that the district receives its approved E-Rate funds:

- a. **Discounts:** Discounts on bills (required for services where CTF is applied). CSM will complete and submit the documentation service providers require (Grids, Data Gathering Forms) in order for district to receive discounts.
- b. **Billed Entity Applicant Reimbursement (BEAR) Form 472:** CSM will prepare and submit BEAR forms for eligible services. The district will receive E-Rate funds in the form of a reimbursement check.
- c. **Service Certifications:** CSM will assist the district and service providers to complete these forms as required for Priority One and Priority Two projects.

45. Form(s) 500 and Invoice Deadline Extension Request(s)

Should a project funded for Funding Year 2012 not be implemented during the implementation window, CSM, at the district's direction, will file Form(s) 500 to extend the implementation window, or to cancel the funding request. CSM will also file any Invoice Deadline Extension Requests found necessary so that the district receives its approved funding for implemented projects and services for Funding Year 2011.

46. Final Summary

In working with our large client base CSM has found that the above Scope of Work covers the majority of work involved in successful E-Rate applications and recovery of E-Rate funds. CSM has the flexibility to modify the Scope of Work per an individual district's needs. Should the district identify further services required, we are confident that CSM will be able to accommodate the request.

The cost for services rendered regarding the E-Rate application process as referred to in the Scope of Work above shall amount to **\$23,000**.

ADDITIONAL SERVICES

The audit documentation requests of the FCC E-Rate program have increased dramatically to include complete funding year end reconciliation documentation. A condition of participation in the E-Rate process is that the applicant is required to maintain documentation to support the attestations and certifications made throughout the application and receipt of funding processes. In addition to previous requests, auditors are requiring asset system verification and detailed documentation of all eligible costs incurred for telecommunications, internet access and all other priority one services. This increased documentation requirement is beyond the scope of our contract. In order to provide coverage for these new audit requests, the District can opt to request that the Consultant develop and maintain audit documentation regarding the E-Rate program on a current (active year) basis and prepare an audit binder that will serve as the documentation

required to be provided to auditors contracted by the Federal Communications Commission (FCC). The service will include copies of all required forms and applications, certifications, approval letters, complete reconciliation documentation for filing year end (whether SPI (Form 474) or BEAR (Form 472)), asset system verification (if applicable) and all back-up documents required for proof of processes. The service includes monthly verification of costs incurred by the applicant for telecommunications, internet access and all other priority one services along with a year end reconciliation of said costs and applicable discounts and copies of paid warrants. This service will be provided for the Year 13 filing period at a fixed cost of **\$4,600**. The cost of this service is not included in the cost of services amount for Services relating to E-Rate in Appendix A of this agreement.

Please check the appropriate box for designation of service **Yes** **No**

TOTAL COST FOR ALL SERVICES: \$27,600.00

Invoices for services will be provided monthly beginning at final execution (or July 1, 2011 whichever is later) and continuing through June, 2012.

EXHIBIT B
PROOF OF INSURANCE

SEE ATTACHED



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
5/17/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Kessler Alair Ins. Services, Inc. License # OA 91387 2335 W Foothill Blvd., Ste. 1 Upland CA 91786	CONTACT NAME: PHONE (A/C No, Ext): 909.931.1500 FAX (A/C, No): 909.932.2134	
	E-MAIL ADDRESS: PRODUCER CUSTOMER ID #:	
INSURED California School Management Group, Inc. CSM Consulting, Inc. PO Box 4408 El Dorado Hills CA 95762	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Travelers Property Casualty Co	
	INSURER B: Southern Insurance Company	
	INSURER C: Travelers Indemnity Co of CT	
	INSURER D: Philadelphia Indemnity Ins Co	
	INSURER E: INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 10-11 Liab **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY	X	I-680-9286B736-TIL-10	08/13/2010	08/13/2011	EACH OCCURRENCE \$ 2,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000
C	AUTOMOBILE LIABILITY		BA-3175MD45-10-BEL	06/27/2010	06/27/2011	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS					BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DEDUCTIBLE RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	WSI0025591-02	08/13/2010	08/13/2011	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Professional Liability--Claims Made		PHSD549514	08/13/2010	08/13/2011	\$2,000,000 each claim limit \$2,000,000 Aggregate limit

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
RE: Operations of the Named Insured as provided by these specific policies of insurance only. It is agreed that Anaheim Union High School District is named as an Additional Insured as per Travelers Endorsement #CGD1050494 attached. Workers Compensation includes Waiver of Subrogation in favor of Anaheim Union High School District.

CERTIFICATE HOLDER Anaheim Union High School District ATTN: Erik Greenwood 501 Crescent Way Anaheim, CA 92803	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE Judy Mendibles/JUDY <i>Judy Mendibles</i>

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**BLANKET ADDITIONAL INSURED – OWNERS, LESSEES
OR CONTRACTORS**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

PROVISIONS:

1. **WHO IS AN INSURED (SECTION II)** is amended to include as an insured any person or organization (called hereafter "additional insured") whom you have agreed in a written contract, executed prior to loss, to name as additional insured, but only with respect to liability arising out of "your work" or your ongoing operations for that additional insured performed by you or for you.
2. With respect to the insurance afforded to Additional Insureds the following conditions apply:
 - a. **Limits of Insurance** – The following limits of liability apply:
 1. The limits which you agreed to provide; or
 2. The limits shown on the declarations, whichever is less.
 - b. This insurance is excess over any valid and collectible insurance unless you have agreed in a written contract for this insurance to apply on a primary or contributory basis.
3. This insurance does not apply:
 - a. on any basis to any person or organization for whom you have purchased an Owners and Contractors Protective policy.
 - b. to "bodily injury," "property damage," "personal injury," or "advertising injury" arising out of the rendering of or the failure to render any professional services by or for you, including:
 1. The preparing, approving or failing to prepare or approve maps, drawings, opinions, reports, surveys, change orders, designs or specifications; and
 2. Supervisory, inspection or engineering services.

EXHIBIT C

FINGERPRINTING REQUIREMENTS

CONSULTANT CERTIFICATION

With respect to the Professional Services Agreement dated _____, 20____, by and between the AUHSD and CSM CONSULTING, INC. ("CONSULTANT") for the provision of consulting services, CONSULTANT hereby certifies to the AUHSD'S governing boards that it has completed the criminal background check requirements of Education Code section 45125.1 and that none of its employees that may come in contact with AUHSD pupils have been convicted of a violent felony listed in Penal Code section 667.5(c), or a serious felony listed in Penal Code section 1192.7(c).

CONSULTANT'S Representative

Date

CONSULTANT EXEMPTION

Pursuant to Education Code section 45122.1, the AUHSD has determined that CSM CONSULTING, INC. ("CONSULTANT") is exempt from the criminal background check certification requirements for the service Agreement dated July 1 2011, by and between AUHSD and CONSULTANT ("Agreement") because:

The CONSULTANT'S employees will have limited contact with AUHSD students during the course of the Agreement; or

Emergency or exceptional circumstances exist.

AUHSD Official

Date

**Declaring Certain Furniture as Unusable, Obsolete, and/or
Out-of-Date and Ready for Sale, or Destruction**

Quantity	Description
1	Ice Machine

**Equipment as Unusable, Obsolete, and/or
Out-of-Date and Ready for Sale, or Destruction**

Quantity	Type of Equipment
7	Monitors
2	Computers (CPU's)
2	Printers
7	Keyboards

**Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete,
and/or Out-of-Date, Damaged, and Ready for Sale, or Destruction**

Description*	Quantity	Publication Date	General Condition	Reason for Disposition	Compliant with Current Instructional Standards (Yes or No) **
Various Reading and Grammar Books					
AGS New Practice Readers Bk A	37	Outdated	Fair	Obsolete	No To be sold
AGS New Practice Readers Bk B	15	Outdated	Fair	Obsolete	No To be sold
AGS New Practice Readers Bk C	11	Outdated	Fair	Obsolete	No To be sold
Exploring Literature	39	Outdated	Fair	Obsolete	No To be sold
Holt Elements of Literature	16	Outdated	Fair	Obsolete	No To be sold
Various World History Books					
Nystrom Atlas of World History	21	Outdated	Fair	Obsolete	No To be sold
Nystrom Atlas of US History	20	Outdated	Fair	Obsolete	No To be sold
Globe Fearon Pacemaker Preamble	18	Outdated	Fair	Obsolete	No To be sold
Various Library Books					
Library Books	175	Outdated	Fair	Obsolete	No To be sold
*Books have been viewed by the Education Division and deemed unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction.					**If not sold, will be destroyed.

EXHIBIT T T

Donations

<u>Location</u>	<u>Donated by</u>	<u>Item</u>
Community Day School	Del Taco	56 Coupons for burritos and 48 coupons for tacos
	Knott's Berry Farm	2 Theme park tickets
	GNS Development Corporation	4 Miniature golf passes
	Real Mex Restaurants	2 Meals
	IN-N-OUT Burger	20 Hamburger cards
	Hof's Hut	\$25 gift card
	Legoland	6 Coupons for 1 free admission with 1 paid
	Papa John's Pizza	2 Complimentary pizza cards
	Millies Restaurant and Bakery	2 \$10 Gift certificates
	Frantone's Pizza and Spaghetti Villa	2 Pasta combination Dinners
	Children's Museum at La Habra	4 Complimentary passes
	Souplantation and Sweet Tomatoes	2 Complimentary meals
	BJ's Restaurant	\$25 Gift card
Medieval Times	2 Admission tickets	
Carl's Jr.	2 Small drinks 2 Small fries 2 Famous star hamburgers	
Cypress	Furnace Skate Shop	Skateboard deck and t-shirt
District	International Paper	Miscellaneous toner cartridges
Lexington	Larry Garcia from Wells Fargo Foundation Matching Gift Program	\$500
South	CVS Pharmacy Front Runner Award	\$1,000

Field Trips

Board of Trustees

June 23, 2011

- 1. Cypress High School – Science Field Club (87 students); John Karns, adviser; Christine Maguire, Darren Sandvig, Heather Dillard, chaperones

To: Catalina Island, CA
 Dates: September 9, 2011 – September 11, 2011
 Purpose: Study Marine Biology
 Expenses: ASB/Club Fundraisers: Registration, meals, accommodations, substitutes
 Parent/Student: Transportation

Number of school days missed for this trip: 1
 Number of school days missed previously: 0
 Total number of days missed by this group: 1

- 2. Cypress High School – ASB (38 students); Sharlene Cook, adviser; Gerson Montiel, Henry Leang, Rose Chen, chaperones

To: Santa Barbara, CA
 Dates: August 9 , 2011 – August 12, 2011
 Purpose: ASB Leadership Camp
 Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
 Parent/Student:

Number of school days missed for this trip: 0
 Number of school days missed previously: 0
 Total number of days missed by this group: 0

- 3. Cypress High School – Basketball (15 students); Jeff Russell, adviser; Scott McIver, Angelo Karapoliou, chaperones

To: Westmount College
 Dates: July 1, 2011 – July 3, 2011
 Purpose: Tournament
 Expenses: ASB/Club Fundraisers: Registration, meals
 Parent/Student: Transportation, accommodations

Number of school days missed for this trip: 0
 Number of school days missed previously: 0
 Total number of days missed by this group: 0

- 4. Katella High School – Yearbook (4 students); Tom Ricci, adviser; Shannon Ricci, chaperone

To: San Diego, CA
 Dates: August 1, 2011 – August 3, 2011
 Purpose: Yearbook Training
 Expenses: Outside Source (Jostens): Registration, meals, accommodations
 Parent/Student: Transportation

Number of school days missed for this trip: 0
 Number of school days missed previously: 0

Field Trips

Board of Trustees

June 23, 2011

Total number of days missed by this group: 0

5. RATIFICATION: Katella High School – Track & Field (1 student); Jenna Bird, adviser; Cassandra Brothers, chaperone

To: Clovis, CA
Dates: June 2, 2011 – June 5, 2011
Purpose: State track meet
Expenses: ASB/Club Fundraisers: Meals, transportation, accommodations

Number of school days missed for this trip: 2
Number of school days missed previously: 0
Total number of days missed by this group: 2

6. Kennedy High School – Cross Country (14 students); Katrina McNeil, adviser; Matt Tweed, chaperone

To: Mammoth Lake, CA
Dates: August 14, 2011 – August 21, 2011
Purpose: High Altitude Training
Expenses: Parent/Student: Meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

7. Loara High School – DECA (6 student); Millie Gorrie, adviser

To: Phoenix, AZ
Dates: July 6, 2011 – July 9, 2011
Purpose: Western Region Officer Training Camp
Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
Parent/Student: Registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

8. Loara High School – Girls' Volleyball (12 students); Allison Somers, adviser; Christine Awadallah Conner, chaperone

To: Valyermo, CA
Dates: June 25, 2011 – June 28, 2011
Purpose: PAL Camp
Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
Parent/Student: Registration, meals, transportation, accommodations

Field Trips

Board of Trustees

June 23, 2011

Number of school days missed for this trip: 0
Number of school days missed previously: 1
Total number of days missed by this group: 1

9. Loara High School – Band (145 students); Scott Domingues, adviser; Bill Schroeder, Debbie Miller, Bryon Swadewer, chaperones

To: Camp Cedar Crest
Dates: August 24, 2011 – August 28, 2011
Purpose: Band Camp
Expenses: Booster Club: Registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

10. Savanna High School – Cheer (24 students); Pamela Weed, adviser

To: Irvine, CA
Dates: July 28, 2011 – July 31, 2011
Purpose: Cheer Camp
Expenses: Parent/Student: Registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

Board of Trustees
June 23, 2011

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1. Resignations/Retirements, effective as noted:

Decker-Detavermier, Lisa; Resignation, 6/16/11

Luebben, Mary; Retirement, 6/30/11

McEvoy, Michael; Retirement, 6/16/11

Stout, Joe; Retirement, 6/16/11

2. Leaves of Absence:

Jimenez, Jessica for child care, without pay and with health benefits, from 06/15/11 through the end of the working day on 11/30/11 and without pay and without health benefits, from 12/01/11 through the end of the working day on 06/14/12.

Muckey, Richard, military leave, with pay and with health benefits, from 06/02/11, through the end of the working day on 06/03/11.

Taylor, Tracy, tragedy personal necessity leave, with pay and with health benefits, from 04/11/11 through the end of the working day on 04/22/11.

3. Employment:

A. Day-to-Day Substitute Teachers with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Konrad, John	6/6/11
Truong, Tien	5/19/11

B. Temporary Contract Junior ROTC Teachers, granted one-year contract for 2011/12 with pay per military contract:

Guillermo, Edison	Katella High School
Knight, John	Anaheim High School
Linden, Gregory	Magnolia High School
Mabry, Robert	Loara High School
Purkins, Charles III	Anaheim High School
Shaw, Walter Jr.	Kennedy High School
Toscano, Richard	Magnolia High School

4. Extra Service Compensation:

A. Extended School Year (ESY) psychologist, for the Bridges Program, to provide support and coordination of the extended school year program for the 2011 summer session. Salary to be paid at the psychologist hourly rate for the following individuals for 5 days at 8 hours per day:

Bush, Rebecca
Morris, Kathleen

Human Resources Division, Certificated Personnel

Board of Trustees
June 23, 2011

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- B. Orange County Friday Night Live/Club Partnership Stipend, to be paid for the 2010-2011 school year to the following individuals as noted: (Orange County Department of Education Grant Funds)

McMillen, John Magnolia \$400.00 (not to exceed)

- C. TUPE Site Advisor Stipend, for the following individuals as part of the Tobacco Use Prevention Education (TUPE) grant, in the amount of \$1,000, to be paid at the end of the year: (TUPE Grant Funds)

Armijo, Valerie	Walker
Barrington, Richard	Lexington
Brown, Gary	Brookhurst
Buchanan, Rene	Dale
Chaldu, Chayne	Oxford
Fumelle, Anne	Magnolia
Glidden, Dana	Orangeview
Gonzalez, Joseph	Community Day School
Haaf, Kiandra	South
Hatcher, Patty	Kennedy
Hurley, Hurley	Cypress
Johnson, Natalie	Sycamore
Kliem, Eric	Gilbert/Polaris
Lind, Augusta	Savanna
Malmborg, Debby	Ball
Ricci, Tom	Katella
Rofey, Sandy	Western
Somers, Alliso	Loara

- D. Independent Learning Center (ILC) at Anaheim High School Summer Honorarium Pay, for the following individuals to extend the school year for the ILC students retrieved from drop-out status last summer. Students will continue their credit recovery effort through July 28, 2011. The hours of operation will be limited to four hours a day, three days a week. Anaheim Union High School District students needing CAHSEE prep and administration of the summer CAHSEE exam will also be enrolled in the summer program. Stipend to be paid the first pay period following July 28, 2011 in the amount of \$3,000 per person: (Independent Learning Center Funds)

Joe Casas
Pete Nguyen
Oscar Ramirez

Human Resources Division, Certificated Personnel

Board of Trustees
June 23, 2011

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- E. DLA Curriculum Development Workshop Stipend, for the following individuals, attending June 20-24, 2011, in the amount of \$100 per day, not to exceed \$500 per person: (Title I Funds)

Bonales, Gil
Castro, Yamila
Delreal, Anamay
Garcia, Ricardo
Garcia, Susanna
Guerrero, Heather
Lopez, Alicia
McQuerrey, Chris
Padilla, Maria
Ramirez, Maritza
Serna, Margo
Tice, Mary Ann

- F. ELM Curriculum Development Workshop Stipend, for the following individuals, attending June 20-22, 2011, in the amount of \$100 per day, not to exceed \$300 per person: (Title III Funds)

Aviles, Rachel
Lorton, Minday
Wetrosky, Marina

- G. ELD IV Curriculum Development Workshop Stipend, for the following individuals, attending June 22-24, 2011, in the amount of \$100 per day, not to exceed \$300 per person: (Title III Funds)

Sanchez, Isaac
Schreiber, Lisa
Shozi, Lisa
Winters, Valerie

- H. Critical Friends Group (CFG) Workshop Stipend, for the following individuals, attending June 20-24, 2011, in the amount of \$100 per day, not to exceed \$500 per person: (Title I Funds)

Banales, Catarina
Cornforth, Colin
Culciar, Mitrut "Adrian"
Jespersen, Mary
Lee, Pei "Pam"
Rollerson, Terence
Saccone, Melinda
Shultz, Bobbi
Sibley, Tom
Wang, Dean

Human Resources Division, Certificated Personnel

Board of Trustees
June 23, 2011

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- I. Ipod Project Stipend, for the following individuals, attending professional development workshop for two days (to be determined) in June, in the amount of \$100 per day, not to exceed \$200 per person: (Title II Funds)

Anderson, Julie
Balmages, Carolyn
Gaudette, Robert
Nguyen, Andy

- J. Advisement Preparation Stipend, for the following individuals, attending professional development on June 22, 2011, in the amount of \$100 per day, not to exceed \$100 per person: (Title I Funds)

Davis, Valencia
Gray, Matt
Smith, Dave

- K. Data Review Stipend, for the following individual, attending professional development on June 27, 2011, in the amount of \$100 per day: (Title I Funds)

Gray, Matt

- L. Leadership Team SPSA Review Stipend, for the following individuals, attending professional development on June 28, 2011, in the amount of \$100 per day, not to exceed \$100 per person: (Title I Funds)

Balas, Sue
Carlson, Wendy
Davis, Valencia
Freeman, Kevin
Gray, Matt
Harper, Beth
Holton, Keri
Kellogg, Bill
Mabry, Rob
Montgomery, Vanessa
Smith, Dave
Thomas, Bill
Traudt, Eugenia

5. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Cardona, Jose	6/1/11
Kliss, William	5/17/11
Lee, Victor	6/1/11
Mocanu, Mihaela	5/17/11

Human Resources Division, Certificated Personnel

Board of Trustees
June 23, 2011

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6. Change of contract for the following personnel who have completed the additional units to advance on the salary schedule, effective as noted:

	<u>From</u>	<u>To</u>	<u>Effective</u>
Pamplin, Gwendolyn	3 11	4 11	8/25/11
Peale, Jane	3 11	4 11	8/25/11
Stanley, Shana	3 1	3 4	5/17/11

7. Extra Service Specialists, employment effective as noted:

Classified:

	<u>Salary</u>	<u>Term</u>	<u>Effective</u>
<u>Savanna</u> Ceja, Jose Volleyball, Asst. Frosh/Soph	\$2,339	Season	2/26/10

Human Resources Division, Classified Personnel

Board of Trustees
June 23, 2011

1. Resignations, Retirements, effective as noted:

Martens, Richard, Avid Tutor, Dale, 6/09/11

Morales, Laura, School Community Liaison-Bilingual, Hope, 5/03/11

Pese, Maselino, JROTC Instructor, Katella, 6/01/11

Roncevich, Judy, Food Services Assistant I, Anaheim, 6/15/11

Ruth, Judy, Instructional Assistant-Special Education, Walker, 6/15/11

2. Leaves of Absences:

Arcos, Marco, family and medical leave act, without pay and without health benefits, from 05/27/11 through the end of the working day on 06/10/11.

Arrizon, Virginia, tragedy personal necessity leave, with pay and with health benefits, from 05/27/11 through the end of the working day on 06/15/11.

Smith, Carly, educational improvement, without pay and without health benefits, from 08/29/11 through the end of the working day on 01/27/12.

3. Employment, Promotions, Transfers, effective as noted:

	<u>Range/Step</u>	<u>Effective</u>
Del Rio, Armando Substitute Graphic Arts Technician, Graphics Arts	59/01	6/01/11
Lazo, Victoria Food Services Assistant II, District Food Center Transfer, increase in hours	49/04	5/24/11

4. Employment, Extended School Year, effective as noted:

<u>Translator</u>	<u>Location</u>
Chavez, Araceli	English Learner Office
Shynn, Jennifer	English Learner Office
Villasenor, Jesus	English Learner Office

<u>Walk-On-Coach</u>	
Chew, Richard	Oxford Academy
Dumitrescu-Garcia, Ramona	Oxford Academy
Kronz, Josh	Oxford Academy
Nakayama, Robert	Oxford Academy
Scimeca, Andrew	Oxford Academy
Tabaa, Anwar	Oxford Academy

**5. Workability, current minimum wage or stipend of \$256 effective as noted:
(Workability Grant Funds)**

	<u>Effective</u>
Acevedo, Julio	6/21/11
Baltazar, Raul	6/21/11

Human Resources Division, Classified Personnel

Board of Trustees
June 23, 2011

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Bello, Irvin	6/21/11
Berber, Edgar	6/21/11
Bernia, Jacob	6/21/11
Bevins, Michael	6/21/11
Bueno-King, Dallas	6/21/11
Cabrera, Anna	6/21/11
Cardenas, German	6/21/11
Chavez, Hector	6/21/11
Chavez, Monica	6/21/11
Flores, Jaime	6/21/11
Frias, Brenda	6/21/11
Harris, Brett	6/21/11
Hernandez, Brianna	6/21/11
Hernandez, Karen	6/21/11
Jaramillo, Jessica	6/21/11
Johns, Deonne	6/21/11
Lake, Michael	6/21/11
Leja, Manuel	6/21/11
Lopez, Daniel	6/21/11
Lopez, Jacob	6/21/11
Martinez, Jeanette	6/21/11
Martinez, Karla	6/21/11
Martinez, Silvestre	6/21/11
Matthews, Austin	6/21/11
McCallister, Kaleb	6/21/11
Menchaca, Jesus	6/21/11
Montes, Stephanie	4/22/11
Moreno, Alberto	6/21/11
Palacio, Angelica	6/21/11
Perales, Josue	6/21/11
Rojas, Damien	6/21/11
Sandoval, Vicky	6/21/11
Teo, Diana	6/21/11
Torres, Natividad	6/21/11
Valdovinos, Yarelyn	6/21/11
Villanueva, Ian	6/21/11

ANAHEIM UHSD

**PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/23/2011**

FROM 05/24/2011 TO 06/13/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E64A0230	ANTRIM, DENISE	5,000.00	5,000.00	0117371021 5805	CaMSP/MATH & SCIENCE PARTNER /
E64A0231	GRUPO CRECER	10,000.00	10,000.00	0123381010 5810	SA/TITLE I/INSTR / NON-INSTRUCTIONAL PROF
E64A0232	BMC INC	350.00	350.00	0163456021 5610	EIALEP / SUPR INST / REPAIRS/MAINT - O/S
E64A0233	NAVIANCE INC.	68,750.00	68,750.00	0153390521 5810	SP PRGM/ARRA TITLE II D(EETT) /
E64C0280	ACSA'S FOUNDATION FOR EDUC. AD	390.00	390.00	0104104072 5880	CERT HR/GENL ADM / OTHER OPERATING
E64C0305	BESTWAY LAUNDRY SOLUTIONS	148.02	148.02	0147140027 5610	HOPE/SCHOOL ADMINISTRATION /
E64C0319	JOSTENS	609.00	609.00	1181611010 4310	ADULT/INSTR / INSTRUCTIONAL MATL & SUPPLIES
E64C0332	CALIFORNIA PUMPCRETE INC.	233.50	233.50	0123222081 5610	OPERATIONS - GROUNDS / REPAIRS/MAINT - O/S
E64C0333	E.G. AIRE HEATING AND AIR COND	3,400.00	1,700.00	0127235081 5610	KE/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
			1,700.00	0140235081 5610	SOUTH/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
E64C0334	ANDERSON AIR CONDITIONING L.P.	12,026.00	2,026.00	0120230081 6490	ANAHEIM/GENERAL/MO / EQUIPMENT - OTHER
			10,000.00	0120393081 6490	ANAHEIM/VEA-2B/INSTR / EQUIPMENT - OTHER
E64C0335	GUNTERS ATHLETIC SERVICE	8,444.44	8,444.44	0122028010 4310	MA/ATHLET/INSTR / INSTRUCTIONAL MATL &
E64C0336	J AND A FENCE	5,500.00	5,500.00	0122232081 5610	MA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
E64C0337	NEW HORIZONS CONTRACTING	4,700.00	4,700.00	0181230081 5610	ADULT ED/RRM/M&O / REPAIRS/MAINT - O/S
E64C0339	ALVARADO PAINTING, A	500.00	500.00	0148237081 5610	HANDEL/PAINT/MO / REPAIRS/MAINT - O/S
E64C0340	TOTAL SCHOOL SOLUTIONS	3,720.00	3,720.00	0153381021 5210	SP PR ADM/ECIA1/SUPV INST / TRAVEL AND
E64C0341	BOOMERANG PROJECT	2,295.00	2,295.00	0125381510 5210	KA/TITLE I/PD/INSTRUCTION / TRAVEL AND
E64R2043	CHEFS' TOYS	1,746.16	1,746.16	0123013010 4410	SA/HECT/INSTR / EQUIPMENT - NON-CAPITALIZED
E64R2044	REMEDIA PUBLICATIONS INC	132.63	132.63	0128257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
E64R2045	BLICK ART MATERIALS	527.52	527.52	0127009010 4310	KE/PHOTO/INSTR / INSTRUCTIONAL MATL &
E64R2046	NASCO MODESTO	510.22	510.22	0127005010 4310	KE/ART/INSTR / INSTRUCTIONAL MATL &
E64R2047	FOLLETT EDUCATIONAL SERVICES	7,222.41	7,222.41	0146163010 4310	CDS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
E64R2048	SIMPLICITY PATTERN CO	30.45	30.45	0120025040 4310	ANAHEIM/ASB/ANCIL / INSTRUCTIONAL MATL &

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Current Date: 06/14/2011
Current Time: 08:14:46

EXHIBIT X X

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/23/2011

FROM 05/24/2011 TO 06/13/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E64R2049	ACORN MEDIA	330.60	330.60	0122456010 4310	MA/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2050	FOLLETT LIBRARY RESOURCES	263.45	263.45	0120381010 4210	ANAHEIM/ECIA1/INSTR / BOOKS AND REFERENCE
E64R2051	STAPLES ADVANTAGE	1,101.44	1,101.44	0122456010 4310	MA/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2052	MEDCO SPORTS MEDICINE	381.43	381.43	0142028034 4310	OXFORD/ATHLETICS/HEALTH / INSTRUCTIONAL
E64R2053	STAPLES ADVANTAGE	121.78	121.78	0112112072 4320	PURCHASING/GENL ADM / OTHER OFFICE/MISC
E64R2054	CSU EAST BAY FOUNDATION INC	6,800.00	6,800.00	0117393010 5210	INSTR SVC/VEA-2B/INSTR / TRAVEL AND
E64R2055	SCHOOL SPECIALTY INC	8,771.39	3,986.39	0135027010 4310	DALE/PHYS ED/INSTR / INSTRUCTIONAL MATL &
E64R2056	STAPLES ADVANTAGE	5,030.19	4,785.00	0135027010 4410	DALE/PHYS ED/INSTR / EQUIPMENT -
E64R2057	MEDCO SPORTS MEDICINE	1,217.55	1,217.55	0127028034 4320	MA/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2058	CPM EDUCATIONAL PROGRAM	355.00	355.00	0138381510 4210	KENNEDY/ATHLETICS/HEALTH / OTHER
E64R2059	OCDE	5,525.00	5,525.00	0120456010 5210	BA/ECIA I-PROF DEV/INSTR / BOOKS AND
E64R2060	MUZEO	1,300.00	1,300.00	0151508140 5620	ANAHEIM/EIALEP/INSTR / TRAVEL AND
E64R2061	SILVER STATE COACH INC	4,022.50	4,022.50	0125506010 5620	ATH FOUNDATION/ANCILLARY /
E64R2063	OCDE	15.00	15.00	0134399027 5210	KA/PUENTE/INSTR / RENTALS/OPERATING LEASES
E64R2064	CLASSIC PARTY RENTALS	702.20	702.20	0120000010 5620	WALKER IMP TCHR QUAL / TRAVEL AND
E64R2065	BARNES AND NOBLE	155.26	155.26	0161456010 4110	ANAHEIM/INSTR / RENTALS/OPERATING LEASES
E64R2066	BARNES AND NOBLE	54.28	54.28	0161456010 4110	POLARIS/EIALEP/INSTR / APPROVED TEXTS/CORE
E64R2067	FOLLETT LIBRARY RESOURCES	4,106.39	4,106.39	0120000024 4210	POLARIS/EIALEP/INSTR / APPROVED TEXTS/CORE
E64R2068	FOLLETT LIBRARY RESOURCES	5,025.00	5,025.00	0122456010 4210	ANAHEIM/L M T / BOOKS AND REFERENCE
E64R2069	JUNIOR LIBRARY GUILD	975.96	975.96	0122456010 4210	MA/EIALEP/INSTR / BOOKS AND REFERENCE
E64R2070	LACOE	425.00	425.00	0163456021 5210	MA/EIALEP/INSTR / BOOKS AND REFERENCE
E64R2071	AMAZON.COM	21.69	21.69	0128456010 4310	EIALEP / SUPR INST / TRAVEL AND CONFERENCE
E64R2072	VERVE INC.	234.90	234.90	0127013010 4310	CY/EIALEP/INSTR / INSTRUCTIONAL MATL &
					KE/HECT/INSTR / INSTRUCTIONAL MATL &

ANAHEIM UHSD

**PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/23/2011**

FROM 05/24/2011 TO 06/13/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E64R2073	COLLEGE BOARD	325.00	325.00	0115115072 5310	EDUCATION/GENL ADM / DUES AND
E64R2075	SPORT CHALET TEAM SALES	6,447.36	6,447.36	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
E64R2076	B AND H PHOTO VIDEO INC	85.91	85.91	0146456010 4310	CDS - EIALEP / INSTRUCTIONAL MATL & SUPPLIES
E64R2077	WESTED	6,382.54	6,382.54	0172162021 4320	ADMIN/SAFETY/SUPV INSTR / OTHER OFFICE/MISC
E64R2078	FOLLETT LIBRARY RESOURCES	575.47	575.47	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2079	STAPLES ADVANTAGE	1,654.50	1,654.50	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2080	JUNIOR LIBRARY GUILD	975.96	975.96	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2081	FACTORY EXPRESS	325.16	325.16	0123000031 4320	SA/GUID / OTHER OFFICE/MISC SUPPLIES
E64R2082	SEHI COMPUTER PRODUCTS	62.64	62.64	0163456021 4320	EIALEP / SUPR INST / OTHER OFFICE/MISC
E64R2083	UNITED WORLD COLLEGE OF USA, T	1,209.00	1,209.00	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
E64R2084	UNITED WORLD COLLEGE OF USA, T	2,418.00	2,418.00	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
E64R2085	HOP SPORTS INC	18,844.20	18,844.20	0151326010 4310	PEP GRANT/INSTR / INSTRUCTIONAL MATL &
E64R2086	SPORTS HEALTH	7,395.00	7,395.00	0151326010 4310	PEP GRANT/INSTR / INSTRUCTIONAL MATL &
E64R2087	CANNON SPORTS INC	4,771.47	4,771.47	0151326010 4310	PEP GRANT/INSTR / INSTRUCTIONAL MATL &
E64R2088	FLAGHOUSE INC	283.70	283.70	0151326010 4310	PEP GRANT/INSTR / INSTRUCTIONAL MATL &
E64R2089	SCHOOL SPECIALTY INC	7,336.75	7,336.75	0151326010 4310	PEP GRANT/INSTR / INSTRUCTIONAL MATL &
E64R2090	US GAMES INC	12,055.74	12,055.74	0151326010 4310	PEP GRANT/INSTR / INSTRUCTIONAL MATL &
E64R2091	K LOG	723.43	723.43	0123456010 6490	SA/EIALEP/INSTR / EQUIPMENT - OTHER
E64R2092	GUNTHERS ATHLETIC SERVICE	7,398.25	7,398.25	0125028081 5630	KATELLA/ATHLETCS/FIELD SUPP /
E64R2094	INGARDIA BROS. PRODUCE INC.	745.63	745.63	0125013010 4310	KA/HECT/INSTR / INSTRUCTIONAL MATL &
E64R2095	HO, VIET	500.00	500.00	0120177072 5230	RISK MANAGEMENT/GEN ADMIN /
E64R2096	RAMIREZ, ALEJANDRO	283.51	283.51	0123177072 5230	RISK MANAGEMENT/GEN ADMIN /
E64R2097	ORANGE COUNTY TRANSIT AUTHORIT	16,387.50	16,387.50	0119473021 5870	SYS/WORKABILITY/SUPV INSTR / PUPIL
E64R2098	PINNACLE CLAIMS MANAGEMENT INC	715.00	715.00	6900690060 5812	HEALTH AND WELF/ENTERP / ADMIN FEE -

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT
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FROM 05/24/2011 TO 06/13/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E64R2099	AVES AUDIO VISUAL SYSTEMS INC	307.76	307.76	0122456010 4320	MA/EIALEP/INSTR / OTHER OFFICE/MISC SUPPLIES
E64R2100	JUNIOR LIBRARY GUILD	1,697.15	1,697.15	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2101	NATIONAL GEOGRAPHIC SCHOOL PUB	2,331.31	2,331.31	0121456010 4310	WESTERN/EIALEP/INSTR / INSTRUCTIONAL MATL
E64R2102	ANTHONY LOYA PHOTOGRAPHY	970.13	970.13	0168000010 4310	GI SOUTH/INSTR / INSTRUCTIONAL MATL &
E64R2103	BARNES AND NOBLE	1,156.12	1,156.12	0122456010 4310	MA/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2104	PINNACLE CLAIMS MANAGEMENT INC	3,900.00	3,900.00	6900690060 5812	HEALTH AND WELF/ENTERP / ADMIN FEE -
E64R2105	CENGAGE LEARNING	2,826.25	2,826.25	0120393010 4310	ANAHEIM/VEA-2B/INSTR / INSTRUCTIONAL MATL
E64R2106	STANTON CHAMBER OF COMMERCE	165.00	165.00	0102102071 5310	SUPT/BRD SUPT / DUES AND MEMBERSHIPS
E64R2107	DEPARTMENT OF GENERAL SERVICES	6,615.00	6,615.00	0104104072 5821	CERT HR/GENL ADM / LEGAL FEES
E64R2108	TEAM SPORTS AND TROPHIES	1,021.05	1,021.05	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
E64R2109	PINNACLE CLAIMS MANAGEMENT INC	229.76	229.76	6900690060 5812	HEALTH AND WELF/ENTERP / ADMIN FEE -
E64R2110	STATE OF CALIFORNIA	675.00	675.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
E64R2111	CALIFORNIA STATE TEACHERS RETI	6,228.33	6,228.33	0127336010 3101	KE/ROTC/INSTR / STRS - CERTIFICATED POSITIONS
E64R2112	CLASSROOM PRODUCTS WAREHOUSE	175.85	175.85	0121456010 4310	WESTERN/EIALEP/INSTR / INSTRUCTIONAL MATL
E64R2113	SCHOLASTIC BOOK FAIRS	226.47	226.47	0138456010 4310	BALL/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2114	VELAZQUEZ PRESS	46.14	46.14	0138456010 4310	BALL/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2115	STAPLES ADVANTAGE	299.64	299.64	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
E64R2116	BILINGUAL DICTIONARIES INC.	333.12	333.12	0138456010 4310	BALL/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2117	CPM EDUCATIONAL PROGRAM	530.56	530.56	0138381510 4310	BA/ECIA I-PROF DEV/INSTR / INSTRUCTIONAL
E64R2118	PEOPLES EDUCATION	1,839.11	1,839.11	0163456021 4210	EIALEP / SUPR INST / BOOKS AND REFERENCE
E64R2119	QUILL CORP	148.74	148.74	0123381010 4310	SA/TITLE I/INSTR / INSTRUCTIONAL MATL &
E64R2120	CALLOWAY HOUSE INC.	213.68	213.68	0140381010 4320	SOUTH/ECIA I/INSTR / OTHER OFFICE/MISC
E64R2121	SCHOOL NURSE SUPPLY INC	44.01	44.01	0140381010 4310	SOUTH/ECIA I/INSTR / INSTRUCTIONAL MATL &
E64R2122	PRESTWICK HOUSE	416.58	416.58	0132456010 4210	OR/EIALEP/INSTR / BOOKS AND REFERENCE

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E64R2123	SEHI COMPUTER PRODUCTS	924.38	924.38	0122456010 4310	MA/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2124	DBQ PROJECT, THE	1,196.25	1,196.25	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2125	ASCD	240.40	240.40	0153399021 4210	TITLE II IMPR TCHR QUAL - ED / BOOKS AND
E64R2126	PENGUIN GROUP USA INC.	309.30	309.30	0153399021 4210	TITLE II IMPR TCHR QUAL - ED / BOOKS AND
E64R2127	ASCD	228.93	228.93	0153399021 4210	TITLE II IMPR TCHR QUAL - ED / BOOKS AND
E64R2128	CENGAGE LEARNING	440.57	440.57	0120487010 4210	MULTIMEDIA COMPUTER TECH/INST / BOOKS AND
E64R2129	REMEDIA PUBLICATIONS INC	284.83	284.83	0132252011 4210	OR/MILD MODERATE/SE SEP CL/NSE / BOOKS AND
E64R2130	OCDE	150.00	150.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
E64R2131	M AND M MASONRY CONSTRUCTION I	5,380.00	5,380.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
E64R2132	OFFICE DEPOT	94.19	94.19	0122393010 4310	MA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
E64R2133	OFFICE DEPOT	122.70	122.70	0121456010 4310	WESTERN/EIALEP/INSTR / INSTRUCTIONAL MATL
E64R2134	OFFICE DEPOT	42.30	42.30	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2135	UNITED STATES ACADEMIC DECATHL	1,991.44	1,991.44	0122381010 4310	MA/EICIA1/INSTR / INSTRUCTIONAL MATL &
E64R2136	BRIGHT APPLE	44.05	44.05	0124251511 4210	LEARN HDCP S/SE SEP CL/NSEV / BOOKS AND
E64R2137	AP BY THE SEA	2,085.00	1,390.00	0123381010 5210	SA/TITLE I/INSTR / TRAVEL AND CONFERENCE
			695.00	0123456010 5210	SA/EIALEP/INSTR / TRAVEL AND CONFERENCE
E64R2138	BARNES AND NOBLE	872.88	872.88	0122393010 4210	MA/VEA-2B/INSTR / BOOKS AND REFERENCE
E64R2139	SEHI COMPUTER PRODUCTS	474.17	474.17	0125140027 4320	KA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
E64R2140	LAKESHORE CURRICULUM	300.17	300.17	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2141	PRESTWICK HOUSE	72.42	72.42	0128261012 4210	SE RES SP(RSP)/SE RES SP/NSEV / BOOKS AND
E64R2142	LIBRARY VIDEO COMPANY	61.22	61.22	0128261012 4210	SE RES SP(RSP)/SE RES SP/NSEV / BOOKS AND
E64R2143	CDW GOVERNMENT INC.	72.60	72.60	0163456021 4320	EIALEP / SUPR INST / OTHER OFFICE/MISC
E64R2144	WALKERS DELI	296.98	296.98	0151508140 4390	ATH FOUNDATION/ANCILLARY / MEETING
E64R2145	NASCO MODESTO	2,428.02	2,428.02	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &

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E64R2147	RUBY'S DINER	299.00	299.00	0120000010 4320	ANAHEIM/INSTR / OTHER OFFICE/MISC SUPPLIES
E64R2148	STAPLES ADVANTAGE	77.05	77.05	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
E64R2149	OXFORD UNIVERSITY PRESS	372.66	372.66	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2150	PEARSON EDUCATION	1,576.12	1,576.12	0127456010 4210	KE/EIALEP/INSTR / BOOKS AND REFERENCE
E64R2151	ACTIVE PARENTING	769.50	769.50	0131381110 4310	TITLE I - PARENTING / INSTRUCTIONAL MATL &
E64R2152	VELAZQUEZ PRESS	922.68	922.68	0127456010 4210	KE/EIALEP/INSTR / BOOKS AND REFERENCE
E64R2153	SUMMIT LEARNING	247.52	247.52	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2154	DESIGNS BY MARINA	203.75	203.75	0105105072 4390	CLASS HR/GENL ADM / MEETING EXPENSE - FOOD
E64R2155	WHY TRY INC.	557.66	557.66	0123456010 4310	SA/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2156	SCHOOL SPECIALTY INC	320.24	320.24	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64R2157	FOLLETT EDUCATIONAL SERVICES	553.43	553.43	0146456010 4210	CDS - EIALEP / BOOKS AND REFERENCE MATERIAL
E64R2158	REEL LUMBER SERVICE	1,076.63	1,076.63	0140022010 4310	SOUTH/WOOD/INSTR / INSTRUCTIONAL MATL &
E64R2159	ANDREW'S PREMIER SAFE & LOCK	168.56	168.56	0147257081 5610	SEVER HDCP/MO/SEV / REPAIRS/MAINT - O/S
E64R2160	ORANGE COUNTY TRANSIT AUTHORIT	3,516.76	3,516.76	0100902010 5880	OCDE MCKINNEY-VENTO ACT / OTHER
E64R2161	JOSTENS	152.25	152.25	0124140027 4320	LOARA/SCH ADM / OTHER OFFICE/MISC SUPPLIES
E64R2162	ULINE	167.43	167.43	0114114072 4347	WAREHOUSE/GENL ADM / OPERATIONS SUPPLIES -
E64R2163	STAFF PRO	3,612.00	3,612.00	0100000083 2279	DISTRICT/SEC / CAMPUS SAFETY AIDE
E64R2164	PREMIER AGENDAS INC.	15,153.69	7,576.84	0125381010 4410	KA/ECLA1/INSTR / EQUIPMENT - NON-CAPITALIZED
E64R2165	SCHOLASTIC BOOK CLUBS INC.	4,669.08	7,576.85	0125456010 4410	KA/EIALEP/INSTR / EQUIPMENT -
E64S0363	OFFICE DEPOT	1,240.79	4,669.08	0137421010 4210	SYCAMORE/QEIA/INSTRUCTION / BOOKS AND
E64S0364	STAPLES ADVANTAGE	349.74	1,240.79	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0365	SCHOOL SPECIALTY INC	5,494.07	349.74	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0366	SOUTHWEST SCHOOL AND OFFICE SU	7,448.83	5,494.07	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
		7,448.83	7,448.83	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES

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**PURCHASE ORDER DETAIL REPORT
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E64S0367	ACORN MEDIA	1,990.13	1,990.13	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0368	CONTRACT PAPER GROUP INC.	23,175.50	23,175.50	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0369	CONTRACT PAPER GROUP INC.	3,014.55	3,014.55	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0370	SOUTHWEST SCHOOL AND OFFICE SU	2,429.04	2,429.04	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0371	JEYCO PRODUCTS INC	162.86	162.86	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0372	SCANTRON CORPORATION	6,274.88	6,274.88	0100000000 BLANK	GEN FUND/INC & BALANCE SHEET /
E64S0373	ULINE	87.29	87.29	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0374	CHAMPION CHEMICAL CO.	930.20	930.20	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0375	S C MARKETING	983.34	983.34	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0376	UNISOURCE	1,461.44	1,461.44	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0377	SCHOOL SPECIALTY INC	344.52	344.52	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0378	STAPLES ADVANTAGE	125.28	125.28	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0379	WAXIE SANITARY SUPPLY	4,326.15	4,326.15	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0380	GALE SUPPLY CO	806.06	806.06	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0381	PIONEER CHEMICAL CO	3,064.69	3,064.69	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0382	OFFICE DEPOT	595.08	595.08	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0383	RAYVERN LIGHTING SUPPLY	561.42	561.42	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0384	JEYCO PRODUCTS INC	406.87	406.87	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64S0385	SCHOOL SPECIALTY INC	19.84	19.84	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
E64T0389	VSA INC	7,226.52	7,226.52	0122381010 4410	MA/ECIA1/INSTR / EQUIPMENT -
E64T0390	QWIZDOM INC.	9,983.25	9,983.25	0122381010 4410	MA/ECIA1/INSTR / EQUIPMENT -
E64T0391	TROXELL COMMUNICATIONS INC	5,974.99	591.86	0122381010 4310	MA/ECIA1/INSTR / INSTRUCTIONAL MATL &
			5,383.13	0122381010 4410	MA/ECIA1/INSTR / EQUIPMENT -
E64T0392	APPLE INC	1,097.33	1,097.33	0125381010 4410	KA/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED

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E64T0393	APPLE INC	1,097.33	1,097.33	0125381010 4410	KA/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
E64T0394	HP DIRECT	82,686.94	82,686.94	0131381010 4410	BR/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
E64T0395	AVEPOINT INC.	2,145.00	2,145.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
E64T0396	HP DIRECT	4,315.23	4,315.23	0144591510 4410	LEX/LOC GRANT/GIFT / EQUIPMENT -
E64T0397	GLOGSTER	99.00	99.00	0135456010 4310	DALE/EIALEP/INSTR / INSTRUCTIONAL MATL &
E64T0398	DATA RECOVERY SERVICES	1,700.00	1,700.00	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICES
E64T0399	HP DIRECT	2,536.21	239.25	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			2,296.96	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
F64R0003	WEEKLY READER	141.57	141.57	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
		544,840.83			
		0.00			
		609.00			
		4,844.76			
	Total Amount of Purchase Orders:	550,294.59			

Fund 01 Total:
Fund 10 Total:
Fund 11 Total:
Fund 69 Total:

Purchase Orders - Detail

Anaheim School Dist/Food Services

6/13/2011 2:12:28 PM

Vendor Name		PO No.	P.O. Date	Date Needed	Revised Needed Date	Account No.	Use Vendor Numbers
EMPIRE ELECTRIC SERVICES		24268	6/10/2011	6/30/2011		5600	<input type="checkbox"/>
Qty	Unit	Item No.	Description		Unit Cost	Extended Cost	
1	1	7607	2-40 Foot Freezers, 2-20 Foot Coolers		\$13,500.00	\$13,500.00	
						Sales Tax:	\$0.00
						P.O. Total:	\$13,500.00
						Vendor Total:	\$13,500.00
SEHL-PROCOMP COMPUTER PRODUCTS		24267	6/9/2011	6/30/2011		4300	<input type="checkbox"/>
Qty	Unit	Item No.	Description		Unit Cost	Extended Cost	
24	1	1111	CE285A		\$56.50	\$1,356.00	
						Sales Tax:	\$0.00
						P.O. Total:	\$1,356.00
						Vendor Total:	\$1,356.00
PROMETRIC A/R		24264	6/1/2011	6/2/2011		4300	<input type="checkbox"/>
Qty	Unit	Item No.	Description		Unit Cost	Extended Cost	
24	1	1111	Tests		\$28.00	\$672.00	
						Sales Tax:	\$0.00
						P.O. Total:	\$672.00
						Vendor Total:	\$672.00

Show all data where the Order Date is between 5/25/2011 and 6/13/2011

May 25, 2011 through June 13, 2011

ANAHEIM UHSD 06/14/11 Vendor Check Register Page 1
 TUE, JUN 14, 2011, 7:37 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 11704493 #J786--prog: CK517 <1.01>--report id: CKRECSOC
 FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
BEST CONTRACTING SERV	V6409909	5610	8,507.00	8,507.00	00096022V1203768
FROG ENVIRONMENTAL IN	V6407428	5610	475.00	475.00	00096023
GANAHL LUMBER CO	V6401804	4355	238.98	238.98	00096024
GENERAL INDUSTRIAL TO	V6401833	9320	400.74	400.74	00096025
GILBERT SOUTH ASB	V6407543	4310	594.00	594.00	00096026
GLASBY MAINTENANCE SU	V6401863	4347	202.28	202.28	00096027
GOLDEN WEST MEDICAL C	V6401892	5810	743.00	743.00	00096028
GOPHER SPORTS EQUIPME	V6401902	4410	543.18	543.18	00096029
GRAINGER	V6404982	4347 4355	50.14 2,586.77	2,636.91	00096030
GREATER ANAHEIM SELPA	V6401927	5805	7,420.62	7,420.62	00096031
GUNTERS ATHLETIC SER	V6401962	5630	6,342.90	6,342.90	00096032
H AND H AUTO PARTS WH	V6401967	4376 4385	92.64 822.91	915.55	00096033
HD INDUSTRIES	V6401983	4376	1,145.05	1,145.05	00096034
HOLLANDER GLASS INC	V6402071	4310	262.70	262.70	00096035
HOME DEPOT	V6405234	4355	1,286.37	1,286.37	00096036
HOUGHTON MIFFLIN COMP	V6402084	4310	575.40	575.40	00096037
HOWARD INDUSTRIES	V6402088	4347	18.68	18.68	00096038
*** CHECK GAP ***					
AAA ELECTRIC MOTOR SA	V6400033	4347 4355	74.11 44.38	118.49	00096040
ACORN MEDIA	V6400068	4310 4320 9320	2,618.15 375.19 2,779.65	5,772.99	00096041

EXHIBIT Y Y

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ALBERTSONS STORE	V6400142	4310	117.86	117.86	00096042
ALVARADO PAINTING, A	V6406348	5610	925.00	925.00	00096043
AMAZON.COM	V6410684	4310	612.85	612.85	00096044
APPLE INC	V6400319	4310 4410	1,169.65 2,490.45	3,660.10	00096045
ART SUPPLY WAREHOUSE	V6400350	4310	116.05	116.05	00096046
AT AND T MCI	V6406157	5918	373.11	373.11	00096047
B AND M LAWN AND GARD	V6400423	4347	154.12	154.12	00096048
BADILLO, NOEMI ROSADO	V6410707	5210	935.49	935.49	00096049
BEE BUSTERS	V6400472	5610	125.00	125.00	00096050
CHENLEE, JANET	V6405658	5220	74.21	74.21	00096051
COCO PRINTING AND GRA	V6410045	4320	859.13	859.13	00096052
FEDERAL EXPRESS	V6401675	5910	966.00	966.00	00096053
FERGUSON ENTERPRISES	V6409823	4347 4355	96.27 736.28	832.55	00096054
GLASBY MAINTENANCE SU	V6401863	4347	186.41	186.41	00096055
GOODWILL IND. OF O.C.	V6400379	5810	124.00	124.00	00096056
GRAINGER	V6404982	4347	14.17	14.17	00096057
GREATER ANAHEIM SELPA	V6401927	7211	2,479,445.00	2,479,445.00	00096058
HERITAGE SCHOOL	V6402041	5860	1,680.00	1,680.00	00096059
HORIZON	V6408259	4347	64.89	64.89	00096060
INCLUSIVE EDUCATION A	V6410158	5860	2,175.00	2,175.00	00096061
J AND A FENCE	V6409989	5610	250.00	250.00	00096062

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
J.M. MCKINNEY CO.	V6402219	4355	327.42	327.42	00096063
JEYCO PRODUCTS INC	V6402332	4375	3,182.04	3,182.04	00096064
JIM DAVIDSON SEWING M	V6409736	5610	317.08	317.08	00096065
KNORR SYSTEMS	V6402610	4347	6,215.80	6,215.80	00096066
LANGUAGE NETWORK INC	V6409301	5810	1,726.95	1,726.95	00096067
LIBRARY STORE, THE	V6402737	4310	492.82	492.82	00096068
LOPEZ, CINDY	V6407771	5220	38.25	38.25	00096069
MACKIN LIBRARY MEDIA	V6402903	4210	10,582.41	10,582.41	00096070
MC FADDEN DALE HARDWA	V6403056	4347 4355	587.64 143.47	731.11	00096071
MEEHAN, LACEY	V6409733	5210	449.21	449.21	00096072
MOBILE INDUSTRIAL SUP	V6407890	4375	48.00	48.00	00096073
MONTGOMERY HARDWARE C	V6405624	4355	941.25	941.25	00096074
MOORE MEDICAL CORP.	V6403191	4310 4320	457.46 190.32	647.78	00096075
NASCO MODESTO	V6403253	4310	841.65	841.65	00096076
NATIONAL GEOGRAPHIC S	V6401980	4310	454.25	454.25	00096077
NCS PEARSON INC.	V6403319	4310	138.32	138.32	00096078
NEBRASKA SCIENTIFIC	V6403323	4310	300.00	300.00	00096079
NEW READERS PRESS	V6403347	4210	361.50	361.50	00096080
OC LAND MGMT SERVICE	V6405473	4347	472.85	472.85	00096081
ORANGE COUNTY FIRE PR	V6403457	4355	162.04	162.04	00096082
ORVAC ELECTRONICS	V6403479	4355	788.91	788.91	00096083

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PIERCY, KENNA JUNG	V6407234	5210	640.72	640.72	00096084
PIPS	V6407384	3601 3602	185,406.75 61,802.25	247,209.00	00096085
PITNEY BOWES	V6403677	5620	2,553.00	2,553.00	00096086
PITNEY BOWES	V6403677	5910	3,078.64	3,078.64	00096087
PROMOTIONAL CONCEPTS	V6403771	4310	205.36	205.36	00096088
QUADRELLI JONES, CHER	V6400894	5210	482.13	482.13	00096089
SEHI COMPUTER PRODUCT	V6404221	4310 4320	5,353.01 814.11	6,167.12	00096090
STATER BROS MARKET ST	V6404454	4310	315.99	315.99	00096091
WALL, SARAH	V6409246	5210	400.92	400.92	00096092
*** CHECK GAP ***					
ALT REV CASH FUND	V6405194	4320 4347 4381 5880	11.83 41.33 -30.00 15.16	38.32	00096094
ALT REV CASH FUND	V6405195	4310	352.00	352.00	00096095
ALT REV CASH FUND	V6405196	4310 4320 4347 5910	533.62 26.63 56.72 54.95	671.92	00096096
ALT REV CASH FUND	V6405197	4310 4347	52.69 -11.36	41.33	00096097
ALT REV CASH FUND	V6405198	4110 4310 4320 4347	170.00 135.51 223.13 197.87	726.51	00096098
ALTERNATIVE REVOLVING	V6400190	4310	399.37	399.37	00096099

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
HP DIRECT	V6408671	4310 4410	1,736.05 121,719.76	123,455.81	00096100
*** CHECK GAP ***					
A TO Z IN-HOME TUTORI	V6409416	5805	3,916.25	3,916.25	00096103
ACE TUTORING SERVICES	V6409870	5805	2,912.50	2,912.50	00096104
ADELANTE EDUCATIONAL	V6409501	5805	211.50	211.50	00096105
ALLIANCE ENVIRONMENTA	V6400169	5610	1,169.74	1,169.74	00096106
ALTERNATIVES UNLIMITE	V6409944	5805	5,405.85	5,405.85	00096107
ALVAREZ, FELISA	V6410322	5220	27.98	27.98	00096108
ARRIBA EDUCATION	V6410237	5805	3,304.00	3,304.00	00096109
BASIC EDUCATIONAL SER	V6409873	5805	1,165.50	1,165.50	00096110
BUILDING GROUP, THE	V6408794	5610	4,300.00	4,300.00	00096111
CAL TRACK RECONDITION	V6400669	4310	1,189.30	1,189.30	00096112
CALIFORNIA COMMERCIAL	V6400682	4355	167.48	167.48	00096113
CARNEY EDUCATIONAL SE	V6408638	5805	4,974.75	4,974.75	00096114
CITY OF ANAHEIM	V6400957	5520 5530 5580	115,124.92 31,384.19 18,109.64	164,618.75	00096115
COLLEGE BOARD	V6401012	5310	325.00	325.00	00096116
DEVEREUX TEXAS TREATM	V6401339	5860	6,450.00	6,450.00	00096117
EDUTHINK	V6410241	5805	420.00	420.00	00096118
GILBERT SOUTH ASB	V6407543	4310	330.00	330.00	00096119
GLENN, JERRY	V6402322	3701	578.40	578.40	00096120
GOLDEN STATE WATER CO	V6408018	5530	1,883.08	1,883.08	00096121

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GREATER ANAHEIM SELPA	V6401927	5805 7211	1,080.00 67,096.00	68,176.00	00096122
HOME DEPOT	V6405234	4347 4355	86.57 1,187.60	1,274.17	00096123
ICS SERVICE CO	V6406452	5610	1,380.84	1,380.84	00096124
IMAGE APPAREL FOR BUS	V6402628	4345	119.49	119.49	00096125
IMPERIAL PRODUCTS INC	V6402137	4355	1,240.48	1,240.48	00096126
INTERQUEST DETECTION	V6407530	5810	3,200.00	3,200.00	00096127
J.W. PEPPER AND SON I	V6402214	4310	475.67	475.67	00096128
JOSTENS	V6402437	4310	928.73	928.73	00096129
LARNER, JOHN	V6402395	3701	578.40	578.40	00096130
LEARNING CURVE INC.,	V6410585	5805	4,074.00	4,074.00	00096131
MONTENEGRO, ROBERT	V6403968	3701	928.20	928.20	00096132
MUZE0	V6409996	5620	1,300.00	1,300.00	00096133
P AND R PAPER SUPPLY	V6407302	9320	305.04	305.04	00096134
PACIFIC COAST SPEECH	V6410543	5810	9,184.00	9,184.00	00096135
PEARSON EDUCATION	V6403609	4310	921.31	921.31	00096136
PENNER PARTITIONS INC	V6403625	4355	383.35	383.35	00096137
PEST OPTIONS INC	V6406848	5610	485.00	485.00	00096138
PIONEER CHEMICAL CO	V6403672	9320	68.38	68.38	00096139
POOL SUPPLY OF ORANGE	V6403700	4347	2,931.45	2,931.45	00096140
PRINGLES DRAPERIES AN	V6405953	5610	3,488.00	3,488.00	00096141
PROTECT COMPUTER PROD	V6409695	4310	136.25	136.25	00096142

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
QWIZDOM INC.	V6407542	5880	2,436.00	2,436.00	00096143
RALPHS GROCERY COMPAN	V6403828	4310	83.64	83.64	00096144
REFRIGERATION SUPPLIE	V6403873	4347	248.00	248.00	00096145
REGAL AWARDS	V6403875	4320	3,140.70	3,140.70	00096146
RELIABLE SHEET METAL	V6403891	5610	435.00	435.00	00096147
RENAISSANCE LEARNING	V6403894	4310	279.00	279.00	00096148
RESOURCE BUILDING MAT	V6409017	4310	69.17	69.17	00096149
REVOLUTION ENTERPRISE	V6403912	4310	389.41	389.41	00096150
ROSSIER PARK HIGH SCH	V6405342	5860	19,478.00	19,478.00	00096151
SARGENT WELCH LLC	V6404124	4310	915.88	915.88	00096152
SCHOLASTIC INC	V6404150	5880	2,310.00	2,310.00	00096153
SCHORR METALS INC	V6404179	4355	1,205.95	1,205.95	00096154
SCIENCE KIT INC AND B	V6404183	4310	1,462.31	1,462.31	00096155
SESKY, JEANNE	V6409002	5220	474.86	474.86	00096156
SKS INC	V6404058	4384	659.32	659.32	00096157
SMART KIDS TUTORING A	V6407162	5805	3,286.12	3,286.12	00096158
SPEECH AND LANGUAGE	V6404400	5860	9,989.63	9,989.63	00096159
STATER BROS STORE	V6404453	4310	12.93	12.93	00096160
TURF STAR INC	V6404805	5610	5,048.78	5,048.78	00096161
UNITED PARCEL SERVICE	V6408429	5910	359.20	359.20	00096162
VERVE INC.	V6410714	4310	216.00	216.00	00096163

*** CHECK GAP ***

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
A TREE OF KNOWLEDGE E	V6410234	5805	5,265.00	5,265.00	00096168
A+ EDUCATIONAL CENTER	V6409869	5805	4,840.00	4,840.00	00096169
ANAHEIM KUMON CENTER	V6407160	5805	2,688.94	2,688.94	00096170
GREATER ANAHEIM SELPA	V6401927	7221	34,479.79	34,479.79	00096171
HEALTHY FAMILIES	V6410570	5805	22,674.60	22,674.60	00096172
HO, VIET	V6404939	5230	500.00	500.00	00096173
INGARDIA BROS. PRODUC	V6410718	4310	745.63	745.63	00096174
MIDWEST GLOBAL GROUP	V6410659	4310	363.30	363.30	00096175
ORANGEVIEW JR HIGH SC	V6403468	5810	171.00	171.00	00096176
PARADIGM HEALTHCARE S	V6403536	5810	30,677.24	30,677.24	00096177
PROFESSIONAL TUTORS O	V6407161	5805	9,230.00	9,230.00	00096178
RAMIREZ, ALEJANDRO	V6410719	5230	283.51	283.51	00096179
SCHOOL SPECIALTY INC	V6404173	4310 9320	228.82 14,911.82	15,140.64	00096180
SILVER STATE COACH IN	V6409164	5620	4,022.50	4,022.50	00096181
VITAL LINK ORANGE C	V6404963	5805	3,375.00	3,375.00	00096182
VS ATHLETICS	V6404420	4310	791.12	791.12	00096183
				*** CHECK GAP ***	
MAXIMUS INC.	V6405398	5810	7,500.00	7,500.00	00096186
ACSA'S FOUNDATION FOR	V6400076	5880	390.00	390.00	00096187
ADT SECURITY SYSTEMS	V6400100	5620	238.50	238.50	00096188
ALT REV CASH FUND	V6405194	4320 4347	8.69 69.47	78.16	00096189

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ALT REV CASH FUND	V6405195	4310 4320	152.51 179.43	331.94	00096190
ALT REV CASH FUND	V6405196	4310 4320 4390 5610 5910	173.25 127.68 162.22 131.72 35.72	630.59	00096191
ALT REV CASH FUND	V6405197	4310	122.75	122.75	00096192
ALT REV CASH FUND	V6405198	4310 4320 4347	159.10 184.91 149.96	493.97	00096193
ALTERNATIVE REVOLVING	V6400190	4310 4320 4390 5910	268.70 40.45 14.93 15.60	339.68	00096194
ALTON SCHOOL	V6400191	5860	6,460.00	6,460.00	00096195
ANAHEIM HIGH SCHOOL	V6400260	5810	1,910.00	1,910.00	00096196
ARREDONDO, PATRICIA	V6410720	5220	42.64	42.64	00096197
AZENON, AMADA	V6409050	5220	43.14	43.14	00096198
B AND H PHOTO VIDEO I	V6400422	4310	217.35	217.35	00096199
B AND K ELECTRIC WHOL	V6400623	4355	656.44	656.44	00096200
B AND M LAWN AND GARD	V6400423	4347	547.25	547.25	00096201
BACH COMPANY, THE	V6407748	4310	4,679.74	4,679.74	00096202
BARNES AND NOBLE	V6400450	4210	7,239.83	7,239.83	00096203
BAVCO	V6407678	4347	672.77	672.77	00096204
BELL PIPE AND SUPPLY	V6400476	4347	56.16	56.16	00096205
BELLFLOWER MUSIC	V6400477	4310 4410	635.10 939.60	1,574.70	00096206

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
BESTWAY LAUNDRY SOLUT	V6407434	5610	148.02	148.02	00096207
BIOMETRICS4ALL INC	V6409224	5880	14.25	14.25	00096208
BLICK ART MATERIALS	V6401357	4310	98.59	98.59	00096209
BMC INC	V6400548	5610	350.00	350.00	00096210
BOSE CORPORATION	V6410595	4310	103.27	103.27	00096211
BRADLEY COMPANY, E. B	V6401456	4355	201.43	201.43	00096212
BSN SPORTS	V6400615	4310 9320	6,436.95 829.98	7,266.93	00096213
CALIFORNIA PUMPCRETE	V6410713	5610	233.50	233.50	00096214
CALIFORNIA STATE TEAC	V6406204	3101	6,228.33	6,228.33	00096215
CHILD SHUTTLE	V6406415	5870	2,184.00	2,184.00	00096216
CITY OF ANAHEIM	V6400957	5520 5530 5580	98,205.58 4,655.00 6,154.55	109,015.13	00096217
CORREIA, FRANCES	V6401738	5220	44.63	44.63	00096218
CSU EAST BAY FOUNDATI	V6410710	5210	6,800.00	6,800.00	00096219
DALE JUNIOR HIGH ASB	V6405581	5810	126.00	126.00	00096220
DUNN EDWARDS PAINTS	V6401448	4355	1,064.78	1,064.78	00096221
FARMAN, JUANA	V6406999	5220	121.38	121.38	00096222
FERGUSON ENTERPRISES	V6409823	4355	1,261.67	1,261.67	00096223
FOLLETT EDUCATIONAL S	V6401724	4210	308.09	308.09	00096224
FOLLETT LIBRARY RESOU	V6401725	4310	2,059.53	2,059.53	00096225
GANAHL LUMBER CO	V6401804	4310 4355	60.45 29.86	90.31	00096226

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GLASBY MAINTENANCE SU	V6401863	9320	893.01	893.01	00096227
GRAINGER	V6404982	4347 4355	759.67 215.79	975.46	00096228
HARRIS OFFICE PRODUCT	V6410267	4310	2,301.99	2,301.99	00096229
HOME DEPOT	V6405234	4347 4355	152.97 459.47	612.44	00096230
HORIZON	V6408259	4347	1,792.36	1,792.36	00096231
HOWARD INDUSTRIES	V6402088	4347	163.73	163.73	00096232
J.W. PEPPER AND SON I	V6402214	4310	657.69	657.69	00096233
JOSTENS	V6402437	4320	4.68	4.68	00096234
KEMP, CHRISTINA	V6400923	5220	101.49	101.49	00096235
LIND, AUGUSTA	V6410694	5210	1,083.59	1,083.59	00096236
ONTIVEROS, STEPHANIE	V6404469	5210	803.75	803.75	00096237
ORANGE COUNTY FIRE PR	V6403457	5610	1,112.60	1,112.60	00096238
ORNEIAS SMITH, JULIE	V6408683	5210	340.76	340.76	00096239
QUADRELLI JONES, CHER	V6400894	5210	10.00	10.00	00096240
ROBERT HALF TECHNOLOG	V6410629	6414	4,200.00	4,200.00	00096241
SALDIVAR, HECTOR	V6406074	5220	373.32	373.32	00096242
SCHOLASTIC BOOK FAIRS	V6404148	4310	226.47	226.47	00096243
SEHI COMPUTER PRODUCT	V6404221	4310 4320	888.06 -314.64	573.42	00096244
SMART AND FINAL IRIS	V6404306	4310 4390	302.74 235.82	538.56	00096245
SMC INC.	V6410703	4310	195.00	195.00	00096246

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SOUTH JHS ASB	V6405227	5810	56.00	56.00	00096247
SOUTHWEST SCHOOL AND	V6404383	9320	876.63	876.63	00096248
SPEAK EASIES	V6410229	4310	531.78	531.78	00096249
SPINITAR PRESENTATION	V6404407	4310 4410	913.18 5,053.31	5,966.49	00096250
STANTON CHAMBER OF CO	V6410721	5310	165.00	165.00	00096251
STAPLES ADVANTAGE	V6410116	4310 4320	1,276.69 98.72	1,375.41	00096252
STATE OF CALIFORNIA	V6404447	5610	675.00	675.00	00096253
STATER BROS STORE	V6404453	4310	32.04	32.04	00096254
STEINBRICK, GAIL	V6408751	5210	400.26	400.26	00096255
SUPPLYMASTER	V6404538	4310	2,584.99	2,584.99	00096256
TEAM SPORTS AND TROPH	V6404625	4310	1,021.05	1,021.05	00096257
TRUJILLO, MARIA	V6410371	5220	42.28	42.28	00096258
*** CHECK GAP ***					
ANAHEIM HIGH SCHOOL	V6400260	8699	264.44	264.44	00096262
ASB, SOUTH JR.H.S.	V6404362	8699	165.89	165.89	00096263
BROOKHURST JUNIOR HIG	V6400602	8699	77.21	77.21	00096264
CHANAY CLEANERS	V6400862	5560	1,810.00	1,810.00	00096265
CYPRESS HS ASB	V6405640	8699	79.76	79.76	00096266
DEPARTMENT OF GENERAL	V6409862	5821	6,615.00	6,615.00	00096267
EAI EDUCATION	V6401460	4320	2,461.70	2,461.70	00096268
EBERHARD EQUIPMENT	V6405532	4347	859.16	859.16	00096269

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ECONOMY RENTALS INC	V6401478	5610 5620	106.19 25.00	131.19	00096270
EVERBIND BOOKS	V6401625	4210	4,565.70	4,565.70	00096271
EWING IRRIGATION PROD	V6401634	4347	67.17	67.17	00096272
EXPRESS PIPE AND SUPP	V6401644	4355	1,695.31	1,695.31	00096273
FENN TERMITE AND PEST	V6401679	4347	1,700.00	1,700.00	00096274
HP DIRECT	V6408671	4310 4410	21.75 11,300.37	11,322.12	00096275
ICS SERVICE CO	V6406452	5610	7,408.65	7,408.65	00096276
IPC USA INC.	V6410467	4382	29,501.45	29,501.45	00096277
J.W. PEPPER AND SON I	V6402214	4317	12.24	12.24	00096278
JACKSONS A S BREA	V6406346	4347 4376	192.64 0.00	192.64	00096279
JOHNSTONE SUPPLY	V6402415	4355	25.18	25.18	00096280
JONES SCHOOL SUPPLY	V6402421	4310	1,555.84	1,555.84	00096281
JOSTENS	V6402437	4320	777.56	777.56	00096282
KATELLA HIGH SCHOOL	V6402515	8699	240.11	240.11	00096283
KENNEDY HIGH SCHOOL	V6402571	8699	72.10	72.10	00096284
LEE, SANG HU	V6404111	5220	42.84	42.84	00096285
LEXINGTON JUNIOR HIGH	V6402729	8699	296.69	296.69	00096286
LOARA ASB	V6402803	8699	72.22	72.22	00096287
MACKIN LIBRARY MEDIA	V6402903	4210	1,248.31	1,248.31	00096288
MAGNOLIA HIGH SCHOOL	V6402920	8699	64.60	64.60	00096289
OXFORD ACADEMY	V6403485	8699	69.89	69.89	00096290

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PACIFIC SALES	V6407828	4410	1,201.69	1,201.69	00096291
PEOPLES EDUCATION	V6403630	4310	7,604.78	7,604.78	00096292
PHAM, RICK	V6406082	5220	36.98	36.98	00096293
PSS	V6405735	4339 9320	455.66 79.86	535.52	00096294
RAMIREZ, DORA	V6410648	5220	14.54	14.54	00096295
SAVANNA HIGH SCHOOL	V6404130	8699	3.12	3.12	00096296
SHYNN, JENNIFER	V6402313	5220	32.52	32.52	00096297
SPICERS PAPER INC	V6404405	4320	3,894.14	3,894.14	00096298
STUTZ ARTIANO SHINOFF	V6408054	5821	17,294.89	17,294.89	00096299
U S BANK	V6406511	4310 4347	1,008.20 249.04	1,257.24	00096300
U S BANK	V6406511	4390 5721 5880	1,777.54 495.53 2,298.10	4,571.17	00096301
WALKER JR HIGH SCHOOL	V6404990	8699	50.06	50.06	00096302
WESTERN HIGH SCHOOL A	V6405044	8699	315.13	315.13	00096303
*** CHECK GAP ***					
ADVANCE PLACEMENT PRO	V6400103	4310	370,884.00	370,884.00	00096305
EMPIRE ELECTRICAL SER	V6407550	5610	7,975.00	7,975.00	00096306
PRINGLES DRAPERIES AN	V6405953	5610	9,365.82	9,365.82	00096307
3DVINCI	V6410254	4310	172.54	172.54	00096308
A TREE OF KNOWLEDGE E	V6410234	5805	2,388.75	2,388.75	00096309
ABLE ACADEMICS	V6410583	5805	2,382.75	2,382.75	00096310

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ACADEMIC ADVANTAGE, T	V6408637	5805	4,859.24	4,859.24	00096311
ACELERADO ACADEMIC LL	V6410584	5805	756.25	756.25	00096312
ADVOCATES 4 EDUCATION	V6410588	5805	698.50	698.50	00096313
AICHELE, STEVEN G.	V6407891	5610	125.00	125.00	00096314
ALT REV CASH FUND	V6405194	4310	493.00	586.60	00096315
		5910	93.60		
ALT REV CASH FUND	V6405195	4320	63.55	682.36	00096316
		4390	555.65		
		5210	49.00		
		5910	14.16		
ALT REV CASH FUND	V6405196	4320	303.62	954.52	00096317
		4390	650.90		
ALT REV CASH FUND	V6405197	4299	7.00	1,962.53	00096318
		4310	1,928.35		
		4320	27.18		
ALT REV CASH FUND	V6405198	4310	609.99	937.90	00096319
		4320	270.01		
		5910	57.90		
ALTERNATIVE REVOLVING	V6400190	4310	28.52	283.96	00096320
		4320	167.44		
		5910	88.00		
ANAHEIM DISPOSAL	V6400256	5580	1,274.61	1,274.61	00096321
APPLIED SCHOLASTICS I	V6410589	5805	1,917.37	1,917.37	00096322
ARAMARK UNIFORM SERVI	V6407528	4388	362.24	362.24	00096323
ARRIBA EDUCATION	V6410237	5805	1,824.00	1,824.00	00096324
AT AND T	V6400374	5918	5.37	5.37	00096325
AVEPOINT INC.	V6410300	5880	2,145.00	2,145.00	00096326
B AND K ELECTRIC WHOL	V6400623	4355	2,454.71	2,454.71	00096327

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
BASIC EDUCATIONAL SER	V6409873	5805	189.00	189.00	00096328
BOOMERANG PROJECT	V6408986	5210	2,295.00	2,295.00	00096329
BUSWEST LLC	V6407892	4385	553.95	553.95	00096330
CINNAMON HILLS YOUTH	V6407425	5860	8,974.00	8,974.00	00096331
CITY AUTO TOP	V6400953	4370	402.25	402.25	00096332
CITY OF ANAHEIM	V6400957	5520 5530	25.38 87.15	112.53	00096333
CLUB Z	V6409418	5805	905.69	905.69	00096334
DARTCO TRANSMISSION S	V6401258	4376	258.49	258.49	00096335
DATA RECOVERY SERVICE	V6410359	5610	311.00	311.00	00096336
DRAKE SUPPLY COMPANY	V6406285	4385	590.99	590.99	00096337
DS LEARNING	V6410569	5805	2,369.25	2,369.25	00096338
E.G. AIRE HEATING AND	V6409954	5610	1,700.00	1,700.00	00096339
ESCO INDUSTRIES INC	V6409132	4376	44.15	44.15	00096340
EXCELERATE SOFTWARE I	V6405107	5810	1,240.00	1,240.00	00096341
FEDERAL EXPRESS	V6401675	5910	224.15	224.15	00096342
FREESTYLE PHOTOGRAPHI	V6401761	4310	1,973.85	1,973.85	00096343
GLOGSTER	V6410722	4310	99.00	99.00	00096344
GROVE, KELLY A	V6409563	5220	66.30	66.30	00096345
HERITAGE SCHOOL	V6402041	5860	10,582.00	10,582.00	00096346
HOLLANDER GLASS INC	V6402071	4310	113.06	113.06	00096347
HOME DEPOT	V6405234	4347 4355	25.47 418.04	443.51	00096348

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
IBNA	V6402179	4310	407.00	407.00	00096349
ICS SERVICE CO	V6406452	5610	3,599.07	3,599.07	00096350
INCLUSIVE EDUCATION A	V6410158	5860	6,425.46	6,425.46	00096351
JACKSONS A S BREA	V6406346	4347	168.99	887.09	00096352
		4370	170.07		
		4385	493.67		
		4387	54.36		
JEYCO PRODUCTS INC	V6402332	4375	4,113.77	5,152.08	00096353
		9320	1,038.31		
JOSTENS	V6402437	4310	1,691.60	5,741.33	00096354
		4320	4,049.73		
KRUEGER, CELESTE	V6409442	5220	53.55	53.55	00096355
LOPEZ, CINDY	V6407771	5220	35.70	35.70	00096356
MARTINEZ, DEBBIE	V6408279	5220	211.45	211.45	00096357
MITY LITE INC.	V6410671	4310	1,870.13	1,870.13	00096358
NASCO MODESTO	V6403253	4310	2,610.34	2,610.34	00096359
NEW HAVEN YOUTH AND F	V6407247	5860	7,917.00	7,917.00	00096360
OC LAND MGMT SERVICE	V6405473	4347	527.73	527.73	00096361
OFFICE DEPOT	V6403421	4320	252.77	1,493.56	00096362
		9320	1,240.79		
ORANGE COUNTY FIRE PR	V6403457	5610	7,666.83	7,666.83	00096363
ORGANIZED SPORTSWEAR	V6403474	4310	7,025.52	7,025.52	00096364
ORVAC ELECTRONICS	V6403479	4355	74.48	74.48	00096365
PREMIUM QUALITY LIGHT	V6409781	9320	1,745.44	1,745.44	00096366
PROMAC IMAGE SYSTEMS	V6410099	4310	2,605.52	31,682.41	00096367
		4320	29,076.89		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
RALPHS GROCERY COMPAN	V6403828	4310	383.71	383.71	00096368
RAMIREZ, SANDRA	V6406526	5220	17.34	17.34	00096369
REEL LUMBER SERVICE	V6403871	4355	40.17	40.17	00096370
ROBERT HALF TECHNOLOG	V6410629	6414	4,200.00	4,200.00	00096371
ROSEBURROUGH TOOL CO.	V6404014	4355	1,127.29	1,127.29	00096372
ROSSIER PARK ELEMENTA	V6404020	5860	5,838.00	5,838.00	00096373
ROSSIER PARK HIGH SCH	V6405342	5860	18,242.50	18,242.50	00096374
RUSSELL SIGLER INC.	V6410420	4347	741.02	741.02	00096375
SALDIVAR, HECTOR	V6406074	5220	319.77	319.77	00096376
SANTOS, RAFAEL	V6410483	5220	53.55	53.55	00096377
SCHOOL SUPPLY GIANT	V6410692	4310	341.11	341.11	00096378
SCHORR METALS INC	V6404179	4355	296.08	296.08	00096379
SEHI COMPUTER PRODUCT	V6404221	5610	360.32	360.32	00096380
SHOW OFF DESIGNS INC.	V6405794	4310	337.32	337.32	00096381
SOUTH JHS ASB	V6405227	5810	270.00	270.00	00096382
SOUTHERN CALIFORNIA E	V6404370	5520	91,537.39	91,537.39	00096383
STAPLES ADVANTAGE	V6410116	4320	90.48	90.48	00096384
STATER BROS STORE	V6404453	4310	22.92	22.92	00096385
STATER BROS MARKET ST	V6404454	4310	220.07	220.07	00096386
STEINBRICK, GAIL	V6408751	5220	53.65	53.65	00096387
STUDENT VENTURE	V6410016	4310	7,234.87	7,234.87	00096388
T MOBILE	V6410424	5918	7,703.53	7,703.53	00096389

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
T. DAVIS AND ASSOCIAT	V6410605	5810	2,916.00	2,916.00	00096390
TECH DEPOT	V6408408	4310	37.15	205.44	00096391
		4320	168.29		
TIGER DIRECT INC	V6406757	4410	561.99	561.99	00096392
TOMARK SPORTS INC.	V6404748	4310	1,032.55	1,032.55	00096393
TOTAL EDUCATION SOLUT	V6409871	5805	452.53	452.53	00096394
TRADITIONAL AUTO SUPP	V6409571	4370	571.43	1,566.97	00096395
		4376	995.54		
TRAFFIC CONTROL SERVI	V6404774	4355	120.11	120.11	00096396
TRIARCO	V6404787	4320	118.08	118.08	00096397
UNITED HEALTH SUPPLIE	V6404851	9320	202.34	202.34	00096398
VANTAGE TECHNOLOGIES	V6408014	5880	1,600.00	1,600.00	00096399
VSA INC	V6410631	4410	1,667.66	1,667.66	00096400
WALKER JR HIGH SCHOOL	V6404990	5810	310.00	310.00	00096401
WALKERS DELI	V6407901	4390	296.98	296.98	00096402
WARD'S NATURAL SCIENC	V6404999	4310	16.25	16.25	00096403
WAXIE SANITARY SUPPLY	V6405008	4347	361.12	361.12	00096404
WEST LITE SUPPLY CO I	V6405035	9320	3,619.47	3,619.47	00096405
WEST PAYMENT CENTER	V6407958	5821	120.36	120.36	00096406
WESTERN ILLUMINATED P	V6405045	4355	744.76	744.76	00096407
WESTRUX INTERNATIONAL	V6405053	4370	405.89	515.17	00096408
		4385	109.28		
WILLIAM V MAGGILL AND	V6402896	4320	169.04	280.23	00096409
		9320	111.19		

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
WINTERING, VICTORIA	V6409739	4320	323.00	323.00	00096410
WON DON CORPORATION	V6410701	5610	648.90	648.90	00096411
WOODWORKER'S SUPPLY I	V6405105	4310	11.15	11.15	00096412
				*** CHECK GAP ***	
1 ON 1 LEARNING WITH	V6410581	5805	15,150.75	15,150.75	00096416
ACCUVANT INC.	V6410702	6490	67,241.93	67,241.93	00096417
ACS BILLING SERVICE	V6400072	5580	3,365.12	3,365.12	00096418
ANAHEIM DISPOSAL	V6400256	5580	501.75	501.75	00096419
BELTRAN, EDNA	V6410455	5870	70.50	70.50	00096420
CARSON SUPPLY CO	V6400788	4347 4355	2,638.66 512.84	3,151.50	00096421
CITY OF ANAHEIM	V6400957	5520 5530 5580	16,674.94 3,513.02 2,461.83	22,649.79	00096422
CONSOLIDATED DISPOSAL	V6401069	5580	6,198.34	6,198.34	00096423
CRYSTAL GLASS AND MIR	V6401153	4355	1,820.19	1,820.19	00096424
DESIGNS BY MARINA	V6401334	4390	203.75	203.75	00096425
DOERING, SAGUI A	V6409820	5210	1,036.49	1,036.49	00096426
FEDERAL EXPRESS	V6401675	5910	46.06	46.06	00096427
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00096428
FENN TERMITE AND PEST	V6401679	4347	1,626.00	1,626.00	00096429
FLEET SERVICES INC	V6405625	4376 4385 4387	343.86 128.85 736.57	1,209.28	00096430
FOCUSED FITNESS LLC	V6410633	5805	39,033.33	39,033.33	00096431

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GAWACHE, STEPHANIE	V6410166	5210	450.00	450.00	00096432
GARZA, OMAR	V6410553	5220	77.27	77.27	00096433
GCR TIRE CENTERS	V6409136	4387	2,298.74	2,298.74	00096434
GEMAS CONSULTING	V6410226	5805	15,250.00	15,250.00	00096435
H AND H AUTO PARTS WH	V6401967	4370	14.08	490.24	00096436
		4376	492.47		
		4385	-16.31		
HOWARD INDUSTRIES	V6402088	4347	29.20	29.20	00096437
HP DIRECT	V6408671	6490	10,745.72	10,745.72	00096438
HP DIRECT	V6408671	4410	1,035.21	1,035.21	00096439
JACOBSON, MORGAN	V6410646	5210	525.59	525.59	00096440
KING, DON JAY	V6408028	5210	944.12	944.12	00096441
LEE DE HEMBREE, ANALI	V6410519	5220	29.33	29.33	00096442
MC FADDEN DALE HARDWA	V6403056	4347	28.97	308.97	00096443
		4355	280.00		
MC MAHAN BUSINESS INT	V6405408	4310	6,060.27	6,060.27	00096444
MOBILE INDUSTRIAL SUP	V6407890	4375	48.00	48.00	00096445
MOORE, CARRIE A.	V6410727	5210	450.00	450.00	00096446
MORRIS, KATHY	V6402537	5220	173.15	173.15	00096447
MUSIC IN MOTION	V6403228	4310	352.00	352.00	00096448
PALMER, DONALD	V6405811	5220	169.83	169.83	00096449
POOL SUPPLY OF ORANGE	V6403700	4347	1,253.33	1,253.33	00096450
PRAXAIR	V6403719	4355	207.15	207.15	00096451
PRECISION SPEEDOMETER	V6403723	5610	160.00	160.00	00096452

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
REFRIGERATION SUPPLIE	V6403873	4347	152.65	152.65	00096453
REGAL AWARDS	V6403875	4310	1,245.19	1,245.19	00096454
REMCO HARDWARE	V6409513	9320	468.12	468.12	00096455
REMEDIA PUBLICATIONS	V6403893	4310	121.96	121.96	00096456
RHODE ISLAND NOVELTY	V6407641	4310	77.26	77.26	00096457
ROSES HARDWARE	V6404018	4310	29.15	29.15	00096458
RUSSELL SIGLER INC.	V64110420	4347	18.64	18.64	00096459
SCHOOL BUS PARTS	V6404157	4385	226.08	226.08	00096460
SCHOOL SPECIALTY INC	V6404173	4310 4410	108.86 21,576.97	21,685.83	00096461
SCIENCE KIT INC AND B	V6404183	4310	214.07	214.07	00096462
SEHI COMPUTER PRODUCT	V6404221	4310 4320	3,297.30 84.17	3,381.47	00096463
SKS INC	V6404058	4384	1,278.18	1,278.18	00096464
SMART KIDS TUTORING A	V6407162	5805	1,418.34	1,418.34	00096465
SOUTHWEST SCHOOL AND	V6404383	9320	2,457.75	2,457.75	00096466
SPICERS PAPER INC	V6404405	4320	919.73	919.73	00096467
SPINITAR PRESENTATION	V6404407	4310	1,501.84	1,501.84	00096468
STAPLES ADVANTAGE	V6410116	4310 4320 9320	1,531.52 71.23 349.74	1,952.49	00096469
TEACHER'S DISCOVERY	V6404620	4310	167.89	167.89	00096470
TOSCANO, RICHARD	V6410726	5210	717.34	717.34	00096471
TRADITIONAL AUTO SUPP	V6409571	4370 4385	1,769.65 555.78	2,325.43	00096472

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
TROXELL COMMUNICATION	V6404796	4310 4410	2,691.57 23,719.17	26,410.74	00096473
ULLINE	V6406546	9320	87.29	87.29	00096474
UNISOURCE	V6405508	9320	1,461.44	1,461.44	00096475
UNITED WORLD COLLEGE	V6404696	5210	3,627.00	3,627.00	00096476
VERVE INC.	V6410714	4310	216.00	216.00	00096477
VOMERO, LAUREN	V6410043	5210	450.00	450.00	00096478
WESTRUX INTERNATIONAL	V6405053	4376 4385	932.94 87.03	1,019.97	00096479
WILLIAM V MACGILL AND	V6402896	4320	395.14	395.14	00096480
WOODCRAFT	V6405102	4355	150.08	150.08	00096481
A U H S D FOOD SERVIC	V6400023	4390	75.75	75.75	00096482
ANAHEIM UNION HIGH SC	V6400267	5454	44,547.39	44,547.39	00096483
BEACON DAY SCHOOL	V6409269	5860	28,317.02	28,317.02	00096484
GEARY PACIFIC SUPPLY	V6401824	4350	158.67	158.67	00096485
GILBERT SOUTH ASB	V6407543	4310	660.00	660.00	00096486
HERNANDEZ, JOSE	V6408762	5870	1,260.00	1,260.00	00096487
HOME DEPOT	V6405234	4355	195.98	195.98	00096488
REVOLVING CASH FUND	V6405189	2208 2279 4299 4310 4320 5620 5880	504.23 -325.95 1,895.38 991.84 635.10 1,025.00 976.00	5,701.60	00096489
RUSSELL SIGLER INC.	V6410420	4347	260.06	260.06	00096490

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
S C MARKETING	V6404053	9320	982.63	982.63	00096491
SCHINDLER ELEVATOR CO	V6410555	5610	945.00	945.00	00096492
SCHOLASTIC INC	V6404150	5880	2,130.00	2,130.00	00096493
SPLASH PLUMBING	V6410614	5610	569.00	569.00	00096494

TOTAL FOR FUND: 0101 GENERAL FUND 4,808,403.60

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		Object	Object Total		
	2208		504.23		
	2279		-325.95		
	3101		6,228.33		
	3601		185,406.75		
	3602		61,802.25		
	3701		2,085.00		
	4110		170.00		
	4210		24,305.84		
	4299		1,902.38		
	4310		485,079.01		
	4317		12.24		
	4320		50,289.81		
	4339		455.66		
	4345		119.49		
	4347		26,952.13		
	4350		158.67		
	4355		25,492.54		
	4370		3,333.37		
	4375		7,391.81		
	4376		4,305.14		
	4381		-30.00		
	4382		29,501.45		
	4384		1,937.50		
	4385		3,552.23		
	4387		3,089.67		
	4388		362.24		
	4390		3,973.54		
	4410		191,809.36		
	5210		22,891.37		
	5220		2,771.95		
	5230		783.51		
	5310		490.00		
	5454		44,547.39		
	5520		321,568.21		
	5530		41,522.44		
	5560		1,810.00		
	5580		38,065.84		
	5610		70,498.06		
	5620		9,164.00		
	5630		6,342.90		
	5721		495.53		
	5805		175,840.38		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
	5810		60,154.19		
	5821		24,030.25		
	5860		132,528.61		
	5870		3,514.50		
	5880		14,314.51		
	5910		5,033.98		
	5918		8,082.01		
	6414		8,400.00		
	6490		77,987.65		
	7211		2,546,541.00		
	7221		34,479.79		
	8699		1,771.22		
	9320		34,909.62		
TOTAL FOR FUND: 0101 GENERAL FUND			4,808,403.60		

Total Number Of Checks Printed: 456
 Number Of Void Checks Printed: 1
 Number Of Actual Checks Printed: 455

ANAHEIM UHSD 06/14/11 Vendor Check Register
 TUE, JUN 14, 2011, 7:37 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 11704493 #J786--prog: CK517 <1.01>--report id: CKRECSOC
 FUND: 1111 ADULT EDUCATION

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
JOSTENS	V6402437	4310	557.24	557.24	00096093
				*** CHECK GAP ***	
ALT REV CASH FUND	V6405194	4199	200.00	200.00	00096101
				*** CHECK GAP ***	
JOSTENS	V6402437	4310	280.58	280.58	00096304
				*** CHECK GAP ***	
ALT REV CASH FUND	V6405195	4199	300.00	388.88	00096413
		4320	88.88		
PROMAC IMAGE SYSTEMS	V6410099	4320	59.55	59.55	00096414
T MOBILE	V6410424	5918	78.65	78.65	00096415
TOTAL FOR FUND: 1111 ADULT EDUCATION			1,564.90		

Total Number Of Checks Printed:	6
Number Of Void Checks Printed:	0
Number Of Actual Checks Printed:	6

ANAHEIM UHSD 06/14/11 Vendor Check Register
 TUE, JUN 14, 2011, 7:37 AM --reg: KORR-----leg: 64 -----loc: 64FISCAL--job: 11704493 #J786--prog: CK517 <1.01>--report id: CKRECSOC
 FUND: 1414 DEFERRED MAINT

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
JM AND J CONTRACTORS	V6410460	5610	4,900.00	4,900.00	00096102

TOTAL FOR FUND: 1414 DEFERRED MAINT 4,900.00

Object	Object Total
5610	4,900.00

TOTAL FOR FUND: 1414 DEFERRED MAINT 4,900.00

Total Number Of Checks Printed: 1
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 1

*** CHECK GAP ***

ANAHEIM UHSD 06/14/11 Vendor Check Register
 TUE, JUN 14, 2011, 7:37 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 11704493 #J786--prog: CK517 <1.01>--report id: CKRECSOC

FUND: 2545 CAP FAC AGENCY

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
INLAND INSPECTIONS &	V6405184	6219	1,000.00	1,000.00	00096039
				*** CHECK GAP ***	
JUBANY NAC ARCHITECTU	V6409796	6270	27,784.80	27,784.80	00096495
REVOLVING CASH FUND	V6405189	6210	811.00	811.00	00096496
				*** CHECK GAP ***	

TOTAL FOR FUND: 2545 CAP FAC AGENCY 29,595.80

Object	Object Total
6219	1,000.00
6210	811.00
6270	27,784.80
TOTAL FOR FUND: 2545 CAP FAC AGENCY	29,595.80

Total Number Of Checks Printed: 3
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 3

ANAHEIM UHSD 06/14/11 Vendor Check Register
 TUE, JUN 14, 2011, 7:37 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--Job: 11704493 #J786--prog: CK517 <1.01>---report id: CKRECSOC
 FUND: 6768 INS-WCI

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
AUHSD	V6400400	5890	13,085.43	13,085.43	00096497

TOTAL FOR FUND: 6768 INS-WCI 13,085.43

Object	Object Total
5890	13,085.43
TOTAL FOR FUND: 6768 INS-WCI	13,085.43

Total Number Of Checks Printed: 1
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 1

ANAHEIM UHSD 06/14/11 Vendor Check Register
 TUE, JUN 14, 2011, 7:37 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 11704493 #J786--prog: CK517 <1.01>---report id: CKREC50C
 FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
AMERICAN FIDELITY ASS	V6408036	5450	9,006.21	9,006.21	00096164
METLIFE	V6408692	5462	18,081.00	18,081.00	00096165
MHN SERVICES	V6406987	5463	29,524.10	29,524.10	00096166
VISION SERVICE PLAN	V6404956	5464	38,982.04	38,982.04	00096167
*** CHECK GAP ***					
PINNACLE CLAIMS MANAG	V6409946	5812	125,309.94	125,309.94	00096184
PINNACLE CLAIMS MANAG	V6409946	5812	715.00	715.00	00096185
*** CHECK GAP ***					
ANTHEM BLUE CROSS	V6409810	5461	1,105,075.85	1,105,075.85	00096259
INFORMED RX INC	V6408830	5895	288,858.79	288,858.79	00096260
PINNACLE CLAIMS MANAG	V6409946	5812	4,129.76	4,129.76	00096261
TOTAL FOR FUND: 6769 INS - H&W 1,619,682.69					

Object	Object Total
5450	9,006.21
5461	1,105,075.85
5462	18,081.00
5463	29,524.10
5464	38,982.04
5812	130,154.70
5895	288,858.79
TOTAL FOR FUND: 6769 INS - H&W 1,619,682.69	

Total Number Of Checks Printed: 9
 Number Of Void Checks Printed: 0

ANAHEIM UHSD 06/14/11 Vendor Check Register
TUE, JUN 14, 2011, 7:37 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--Job: 11704493 #J786--prog: CK517 <1.01>--report id: CKREC50C
FUND: 6769 INS - H&W

<u>Vendor Name</u>	<u>Vendor ID</u>	<u>Object</u>	<u>Amount</u>	<u>Check Amt</u>	<u>CK #</u>
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Number Of Actual Checks Printed: 9

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

BOARD OF TRUSTEES
Minutes
Thursday, March 24, 2011

1. CALL TO ORDER–ROLL CALL UNADOPTED

President Jordan Brandman called the meeting of the Anaheim Union High School District Board of Trustees to order at 7:01 p.m.

Present: Jordan Brandman, president; Anna L. Piercy, clerk; Jan Harp Domene, assistant clerk; Katherine H. Smith and Brian O’Neal, members; Elizabeth I. Novack, superintendent; Tim Holcomb, deputy superintendent; Paul Sevillano, Dianne Poore, and Russell Lee-Sung, assistant superintendents; and Jeff Riel, counsel/parliamentarian.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Item 6.1, National Board Certified Teachers, was pulled from the agenda.
- Item 8.16, Initial Contract Proposal, AFSCME to AUHSD, was pulled from the agenda.
- Item 8.17, Public Hearing, Initial Contract Proposal, AFSCME to AUHSD, was pulled from the agenda.

On the motion of Mr. O’Neal, duly seconded and unanimously carried, the Board of Trustees adopted the agenda as amended.

3. PLEDGE OF ALLEGIANCE, AND MOMENT OF SILENCE

Pam Krey, Loara High School principal, led the Pledge of Allegiance to the Flag of the United States of America and the moment of silence.

4. INTRODUCTION OF GUESTS

Mr. Brandman introduced Joanne Fawley, ASTA; Sharon Yager, CSEA; Gerry Adams, AFSCME; Kevin Astor and Susan Stocks, ALTA; Cindy Mendoza, PTSA; and Donna Erickson, Cypress School District board member.

5. REPORTS**5.1 Principal’s Report**

Mrs. Krey presented a report on Loara High School, which included a discussion on a variety of student clubs, International Night, student grade point averages, parent involvement, and academic success.

5.2 PTSA Report

Cindy Mendoza, PTSA president, reported on activities throughout the District. She discussed the PTSA Friends of Education dinner, the Tax Extension Revenue Measure, and the Hope High School relief efforts for earthquake victims in Japan. She also mentioned that

the Katella High School Band boosters are organizing a variety of fundraising activities to support their music program.

Erin Jenks, former PTSA president, reported on her trip to Sacramento noting a conversation she had with Senator Lou Correa regarding school budgets.

5.3 **Reports of Associations**

5.3.1 Dr. Astor, ALTA president, commented on the difficulties of the continuing budget cuts. He also commented on the loss of Assistant Principal Chuck Meyer.

5.3.2 Sharon Yager, CSEA president, commented on the elimination of the live-on program.

5.3.3 Gerry Adams, AFSCME president, also discussed the elimination of the live-on program and updated the Board on the progress regarding negotiations.

5.3.4 Joanne Fawley, ASTA president, congratulated Senator Lou Correa's office for sponsoring the Women Making a Difference event. She said she attended a meeting, organized by the Education Division, on common core standards. She thanked Dr. Sevillano for his assistance in organizing this event. Mrs. Fawley also announced that the ASTA scholarship awards will be held on April 19, at 3:15 p.m. and invited everyone to attend.

5.4 **Student Representative's Report**

There was no student report.

6. **RECOGNITION**

6.1 **National Board Certified Teachers**

This item was pulled prior to the adoption of the agenda.

6.2 **Classified State Employee of the Year**

The Board of Trustees honored Graciela Figueroa, Orange County finalist for the Classified State Employee of the Year. Ms. Figueroa is an instructional assistant at Gilbert High School.

6.3 **Outstanding AUHSD Students**

6.3.1 **Carol Jacobs, Loara High School**

The Board of Trustees honored Loara High School student Carol Jacobs who was selected to be a member of the Honor Band of America. Ms. Jacobs is a flute player and the only AUHSD band student to be accepted into the state and national honor bands. Principal Pam Krey accepted the award on Carol's behalf.

6.3.2 **Talia Ruiz, Brookhurst Junior High School**

The Board of Trustees honored Brookhurst Junior High School student Talia Ruiz for her outstanding performance in the Orange County Scripps National Spelling Bee. Talia took 1st Place in the final oral round and will now move forward to compete in the Scripps National Spelling Bee in Washington, D.C.

7. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

- 7.1 Craig Grothe, live-on at Kennedy High School, stated he feels the decision to terminate the live-on program was made with limited insight. He requested the Board of Trustees reconsider the decision.
- 7.2 Gustavo Soto, live-on at Anaheim High School, requested the Board reconsider their decision. He said the live-ons are willing to help out by contributing to their expenses.
- 7.3 John Wray, live-on at Magnolia High School, handed out a budget list prepared by the live-ons. He discussed the financial and liability savings the District would benefit from by maintaining the live-on program. He requested the Board reconsider the decision to eliminate the program.

8. **ITEMS OF BUSINESS**

8.1 **Resolution No. 2010/11-E-09, Autism Awareness Month**

On the motion of Mr. O'Neal and duly seconded, the Board of Trustees adopted Resolution No. 2010/11-E-09 recognizing April as Autism Awareness Month.

The roll call vote follows.

Ayes: Trustees Smith, O'Neal, Harp Domene, Piercy, and Brandman

8.2 **Resolution No. 2010/11-BOT-05, Cesar Chavez Day**

On the motion of Mrs. Smith and duly seconded, the Board of Trustees adopted Resolution No. 2010/11-BOT-05, Cesar Chavez Day, March 31, 2011. The adoption of this resolution honors Cesar Chavez for his many achievements and contributions to our nation.

The roll call vote follows.

Ayes: Trustees Smith, O'Neal, Harp Domene, Piercy, and Brandman

8.3 **Memorandum of Understanding, ASTA**

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the memorandum of understanding (MOU) with the Anaheim Secondary Teachers Association (ASTA) regarding certificated staffing for the Independent Learning Center. Due to the Independent Learning Center's needs, staffing will be determined through an application process rather than transfer. The MOU also addresses work hours and compensation.

8.4 **Initial Contract Proposal, ASTA to AUHSD**

In accordance with Board Policy 6500.01, the Anaheim Secondary Teachers Association's (ASTA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2011-12 was presented, in writing, to the Board of Trustees.

8.5 **Public Hearing, Initial Contract Proposal, ASTA to AUHSD**

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Secondary Teachers Association's (ASTA) initial

contract proposal to the Anaheim Union High School District (AUHSD) for 2011-12, at 8:07 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:08 p.m.

8.6 **Initial Contract Proposal, AUHSD to ASTA**

In accordance with Board Policy 6500.01, the Anaheim Union High School District's (AUHSD) initial contract proposal to the Anaheim Secondary Teachers Association (ASTA) for 2011-12 was presented, in writing, to the Board of Trustees.

8.7 **Public Hearing, Initial Contract Proposal, AUHSD to ASTA**

On the motion of Mr. Brandman, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Union High School District's initial contract proposal to Anaheim Secondary Teachers Association (ASTA) for 2011-12, at 8:08 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:09 p.m.

8.8 **Initial Contract Proposal, APGA to AUHSD**

In accordance with Board Policy 6500.01, the Anaheim Personnel and Guidance and Association's (APGA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2011-12 was presented, in writing, to the Board of Trustees.

8.9 **Public Hearing, Initial Contract Proposal, APGA to AUHSD**

On the motion of Mr. Brandman, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Personnel and Guidance and Association's (APGA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2011-12, at 8:09 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:10 p.m.

8.10 **Initial Contract Proposal, AUHSD to APGA**

In accordance with Board Policy 6500.01, the Anaheim Union High School District's (AUHSD) initial contract proposal to the Anaheim Personnel and Guidance Association (APGA) for 2011-12 was presented, in writing, to the Board of Trustees.

8.11 **Public Hearing, Initial Contract Proposal, AUHSD to APGA**

On the motion of Mr. Brandman, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Union High School District's (AUHSD)

initial contract proposal to the Anaheim Personnel and Guidance Association (APGA) for 2011-12, at 8:10 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:11 p.m.

8.12 **Initial Contract Proposal, CSEA to AUHSD**

In accordance with Board Policy 6500.01, the California School Employees Association's (CSEA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2011-12 was presented, in writing, to the Board of Trustees.

8.13 **Public Hearing, Initial Contract Proposal, CSEA to AUHSD**

On the motion of Mr. Brandman, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the California School Employees Association's (CSEA) initial proposal to the Anaheim Union High School District (AUHSD) for 2011-12, at 8:11 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:12 p.m.

8.14 **Initial Contract Proposal, AUHSD to CSEA**

In accordance with Board Policy 6500.01, the Anaheim Union High School District's (AUHSD) initial contract proposal to the California School Employees Association (CSEA) for 2011-12 was presented, in writing, to the Board of Trustees.

8.15 **Public Hearing, Initial Contract Proposal, AUHSD to CSEA**

On the motion of Mr. Brandman, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Union High School District's (AUHSD) initial contract proposal to the California School Employees Association (CSEA) for 2011-12, at 8:12 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:13 p.m.

8.16 **Initial Contract Proposal, AFSCME to AUHSD**

This item was pulled prior to the adoption of the agenda.

8.17 **Public Hearing, Initial Contract Proposal, AFSCME to AUHSD**

This item was pulled prior to the adoption of the agenda.

8.18 **Initial Contract Proposal, AUHSD to AFSCME**

In accordance with Board Policy 6500.01, the Anaheim Union High School District's (AUHSD) initial contract proposal to the American Federation of State, County and Municipal Employees Association (AFSCME) for 2011-12 was presented, in writing, to the Board of Trustees.

8.19 **Public Hearing, Initial Contract Proposal, AUHSD to AFSCME**

On the motion of Mr. Brandman, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Union High School District's (AUHSD) initial contract proposal to the American Federation of State, County and Municipal Employees Association (AFSCME) for 2011-12, at 8:13 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees closed the public hearing, at 8:14 p.m.

8.20 **Settlement Agreement and General Release, Silver Creek Industries, Inc.**

On the motion of Mrs. Piercy, duly seconded and unanimously carried, the Board of Trustees approved a settlement agreement and general release with Silver Creek Industries, Inc., who was contracted to perform work in conjunction with installation of one modular restroom building each at Western and Savanna high schools. On August 26, 2010, the Board of Trustees approved the purchase of the buildings, at a cost not to exceed \$450,000, under the terms and conditions of the piggyback bid awarded by the San Gabriel Unified School District. The total amount of \$450,000 included the base buildings costs of \$199,886.30 for each of the two buildings plus an anticipated additional \$50,227.40 allowance for any necessary change orders. There have been no change orders. Therefore, the settlement agreement is for the total base building costs for the two buildings of \$399,777.60. It has recently been discovered that the San Gabriel Unified School District had improperly extended the contract by one year beyond the statutory limit of five years. Since the underlying piggyback contract is no longer valid, approval of this settlement agreement is necessary to permit the District and Silver Creek Industries, Inc. to carry out the terms and conditions that were agreed for the purchase of the two modular restroom buildings. (Originally Funded by RDA)

8.21 **Board Policy, Second Reading, Revised**

On the motion of Mr. O'Neal, duly seconded and unanimously carried, following discussion, the Board of Trustees reviewed the second reading of revised Board Policy 5201, Naming of Facilities. It was the consensus of the Board to bring back the policy for a third reading with the requested changes.

8.22 **School Sponsored Student Organizations**

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored organizations as listed.

8.22.1 Anaheim High School, Colonist Library Book Club

8.22.2 Magnolia High School, Anime Club

Paola Gonzalez, student representative to the Board of Trustees, in a preferential vote, expressed her support for the student organizations.

9. **CONSENT CALENDAR**

On the motion of Mr. O'Neal, duly seconded and unanimously, the Board of Trustees approved/ratified the following consent calendar with the exception of item 9.11 pulled by Mrs. Piercy for discussion.

9.1 **Agreement, Orange County Health Care Agency**

The Board of Trustees approved the agreement with the Orange County Health Care Agency for the provision of educationally related mental health services to special education students. In October 2010, Governor Schwarzenegger vetoed mental health's funding for educationally related mental health services for the 2010-11 year. To avoid the interruption of mental health services, the Orange County Department of Education entered into a memorandum of understanding with the Orange County Health Care Agency to extend mental health services until available funding was depleted, which is estimated to be March 31, 2011. The agreement is necessary for the continued provision of mental health services to special education students, April 1, 2011, through June 30, 2011. The governor's proposed budget for the 2011-12 year, reallocates funding for educationally related mental health services through the mental health care agency. This agreement will be signed following approval by the AUHSD Board of Trustees. (Special Education Funds)

9.2 **Educational Consulting Agreement Amendments**

9.2.1 **Healthy Families, Inc.**

The Board of Trustees approved the educational consulting agreement amendment with Healthy Families, Inc., a Supplemental Educational Services (SES) provider. The services are a requirement of the of the No Child Left Behind Act (NCLB) of 2001, for schools in years two through five of Program Improvement (PI). Ball, Brookhurst, Dale, Orangeview, South, and Sycamore junior high schools and Loara and Magnolia high schools are offering the supplemental tutoring services to low-income students. An increase in the original amount, for Healthy Families, Inc., is requested as a result of increased parent demand. Services are being provided November 8, 2010, through May 15, 2011, at an amended amount not to exceed \$75,000. The original approved amount on November 4, 2010, was not to exceed \$15,000. (Title I Funds)

9.2.2 **1 on 1 Learning with Laptops**

The Board of Trustees approved the educational consulting agreement amendment with 1 on 1 Learning with Laptops, a Supplemental Educational Services (SES) provider. The services are a requirement of the of the No Child Left Behind Act (NCLB) of 2001, for schools in years two through five of Program Improvement (PI). Ball, Brookhurst, Dale, Orangeview, South, and Sycamore junior high schools and Loara and Magnolia high schools are offering the supplemental tutoring services to low-income students. An increase in the original amount, for 1 on 1 Learning with Laptops, is requested as a result of increased parent demand. Services are being provided November 8, 2010, through May 15, 2011, at an amended amount not to exceed \$75,000. The original approved amount on November 4, 2010, was not to exceed \$15,000. (Title I Funds)

9.3 **Contract Agreement Extension, Pacific Coast Speech Services, Inc.**

The Board of Trustees approved the consulting agreement extension with Pacific Coast Speech Services, Inc., to provide speech-language pathologist contract services to the District. This agreement was previously approved on September 23, 2010, to serve one site at a cost not to exceed \$101,024. The agreement extension provides speech-language pathology services at an additional site, Cypress High School, for a total cost not to exceed \$128,576, an increase of \$27,552. (Special Education Funds)

9.4 **Extension of Inter-Agency Meal Agreement**

The Board of Trustees approved an extension to the meal agreement to provide meals to the Tiger Woods Learning Center Foundation for the Summer Food Service Program, April 1, 2011, through August 30, 2011. The Board of Trustees previously approved the inter-agency meal agreement, effective July 1, 2010, through June 30, 2011, at the April 1, 2010, Board meeting. (Cafeteria Funds)

9.5 **Piggyback Bid, Class Leasing, Inc., Short-Term Lease of Relocatable Buildings**

The Board of Trustees approved the use of the piggyback bid titled, Modular Building Bid Package for Wilsona School District, August 2007, extension dated June 7, 2010, with Class Leasing, Inc., for the lease of eleven existing modular buildings at Savanna High School, pursuant to Public Contract Code Section 20118, at a cost not to exceed \$45,442.76. These eleven existing modular buildings are currently being leased while the District completes plans to replace these existing leased modular buildings with District owned modular buildings. Due to delays on the project, the current schedule for design and construction of the relocated, owned modular buildings will require the District to continue to lease these existing modular buildings through September 30, 2011. By utilizing a piggyback bid from Wilsona School District, AUHSD will be able to continue to lease the existing modular buildings for the additional required period. (Developer Fees)

9.6 **Donations**

The Board of Trustees accepted the donations as listed.

<u>Location</u>	<u>Donated by</u>	<u>Item</u>
Cypress	Mr. and Mrs. Martyn	Two TVs with mounts
Hope	Cricket Trading Corporation	Misc. shirts, caps, etc.
Kennedy	Citterio Fresco	Italian meats
Savanna	KIA Motors America, Inc.	2011 KIA Sorento for auto shop
Walker	Bellflower Music Center	\$96
	Panda Express Restaurant	\$300.14
	Toyota Motor Sales, U.S.A., Inc.	\$50

9.7 **Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale, or Destruction**

The Board of Trustees approved the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale, or destruction, and authorized proper disposal.

9.8 **Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale, or Destruction**

The Board of Trustees approved the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction as surplus and authorized staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510.

9.9 **Conference**

The Board of Trustees ratified the attendance at the following conference by the superintendent with payment of necessary expenses.

ACSA 2011 Superintendent Symposium, January 25-28, 2011, Monterey, California, \$685 (General Funds)

9.10 **Purchase Order Detail Report**

The Board of Trustees ratified the purchase order detail report, February 22, 2011, through March 14, 2011.

9.11 **Check Register/Warrants Report**

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees ratified the check register/warrants report February 22, 2011, through March 14, 2011.

9.12 **Field Trip Report**

The Board of Trustees approved/ratified the field trip report as submitted.

9.13 **Certificated Personnel Report**

The Board of Trustees approved/ratified the certificated personnel report as submitted.

9.14 **Classified Personnel Report**

The Board of Trustees approved/ratified the classified personnel report as submitted.

9.15 **Board of Trustees' Meeting Minutes**

The Board of Trustees approved the minutes as submitted.

January 20, 2011, Regular Meeting

10. **SUPPLEMENTAL INFORMATION**

10.1 Enrollment, Month 5

10.2 Enrollment, Month 6

10.3 Cafeteria Fund, January 2011

11. SUPERINTENDENT AND STAFF REPORT

Dr. Novack congratulated Trustees Piercy, Harp Domene, and Smith for being honored as Women Making a Difference by Senator Lou Correa. She said she was proud of their contributions to education.

Dr. Sevillano said he attended the Governor's Fitness Challenge Award ceremonies at South Junior High School and Western High School, where each school received \$1,000. He also said he attended the Junior High School Choir Festival at Cook Auditorium.

Mr. Lee-Sung stated that he is pleased he can begin negotiations with three of our four bargaining units. He said it is important to work together during this difficult time.

12. BOARD OF TRUSTEES' REPORT

Mrs. Smith thanked Dr. Novack and staff for the nomination for the Women Making a Difference Award. She shared her thoughts on an article from the *Orange County Register* titled, "Orange County Gal Grants Final Wishes." She also said she attended the Anaheim Prep Sports/Activities Foundation meeting at the city of Anaheim and announced the Superintendent's Scholar/Athlete of the Year Awards Dinner would be in June.

Mr. O'Neal reported he attended the Magnolia A-Team program at Magnolia High School, the Anaheim Sister Cities sub-committee meeting, the Cypress Chamber of Commerce Student Business Breakfast, the ROP meeting, the robotics competition at the Long Beach Convention Center, the Friends of Education dinner, the AUHSD Junior High Intramural Track Meet, the Governor's Fitness Challenge Award presentation at South Junior High School, and the Superintendent's Community Budget Forum at Magnolia High School. He complimented the female Board Members who received the Women Making a Difference award.

Mrs. Harp Domene said she continues to visit school sites including Gilbert, Kennedy, Katella, and Hope high schools and Walker, Brookhurst, and South junior high schools. She said she also attended the Anaheim Prep Sports/Activities Foundation meeting, the Anaheim Park and Recreation meeting, a tour of Read Across America, the Orange County School Boards Association dinner, and the Junior High School Choir Festival.

Mrs. Piercy commented on her attendance at the Insurance Committee meeting, the Cypress Chamber of Commerce Student Business Breakfast, the Friends of Education dinner where the students cooked and served the dinner, the Governor's Fitness Challenge Award presentation at South Junior High School and Western High School, a visit to Katella High School, the Potato Lunch at the District Campus, the AUHSD and city of Cypress liaison meeting, and the Women Making a Difference awards ceremony. She announced that her trip to Japan was cancelled due to the earthquake and tsunami.

Mr. Brandman noted his attendance at the ROP Board meeting, the Friends of Education dinner, the Women Making a Difference awards ceremony, the Orange County School Boards Award dinner, and Mayor Tait's meeting with the Orange County district board presidents and superintendents. He said the city has started the Letters of Kindness campaign to send letters to Japan.

13. **ADVANCE PLANNING**

13.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, April 14, 2011, at 6:00 p.m.

Wednesday, May 4	Thursday, September 8
Thursday, May 26	Thursday, September 22
Thursday, June 23	Thursday, October 13
Thursday, July 14	Thursday, November 3
Thursday, August 18	Thursday, December 8

13.2 **Suggested Agenda Items**

There were no suggested agenda items.

14. **PUBLIC COMMENTS, CLOSED SESSION ITEMS**

There were no requests to speak.

15. **CLOSED SESSION**

The Board of Trustees entered closed session at 8:55 p.m.

16. **RECONVENE AND REPORT OUT**

The Board of Trustees reconvened into open session at 10:31 p.m.

17. **REPORTS**

17.1 **Closed Session**

Board Clerk Anna Piercy reported the following actions taken during closed session.

17.1.1 No reportable action taken regarding negotiations.

17.1.2 No reportable action taken regarding public employee HR-2010-11-3.

17.1.3 No reportable action taken regarding public employee discipline/dismissal/release.

17.1.4 The Board of Trustees took formal action to approve the expulsions of the following students:

1. 10-79 under Education Code 48900(c), 48915(c)(3)
2. 10-122 under Education Code 48900(c), 48900(k)
3. 10-123 under Education Code 48900(i), 48900(k), 48915(b)(1)
4. 10-126 under Education Code 48915(a)(1)
5. 10-127 under Education Code 48900(c), 48900(i), 48900(j), 48900(k), 48900.4
6. 10-128 under Education Code 48900(k), 48915(a)(3), 48915(c)(3), 48915(b)(2)
7. 10-129 under Education Code 48900(a)(2), 48900(k), 48915(a)(5), 48915(b)(1)
8. 10-130 under Education Code 48900(a)(1), 48900(b), 48900(r), 48915(c)(2)
9. 10-131 under Education Code 48900(c), 48900(k), 48915(b)(1)
10. 10-132 under Education Code 48900(b), 48915(a)(2)

17.2 The Board of Trustees took formal action to approve the readmission of students 08-96, 09-27, 09-145, 09-189, 09-192, 09-193, 09-228, 09-265, 09-283, 09-284, and 09-291.

18. **ADJOURNMENT**

On the motion of Mr. O’Neal, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting in at 10:33 p.m.

Approved _____
Clerk, Board of Trustees

ANAHEIM UNION HIGH SCHOOL DISTRICT

CAFETERIA FUND

FINANCIAL STATEMENTS

APRIL 2011

Balance Sheet

Anaheim School Dist/Food Services

4/30/2011

Asset	Assets	
CASH		
9120	Cash-Checking	\$5,661,356.32
9122	Change Fund	\$14,340.00
9123	Petty Cash	\$50.00
Total CASH		\$5,675,746.32
RECEIVABLE		
9210	A/R - Current	\$82,182.27
9280	A/R - State	\$129,945.01
9290	A/R - Federal	\$3,466,105.00
Total RECEIVABLE		\$3,678,232.28
INVENTORIES		
9321	Warehouse Food	\$55,805.15
9322	Warehouse Commodity	\$10,675.24
9323	Warehouse Supplies	\$23,885.97
9326	School Food	\$38,024.09
9327	School Commodity	\$16,410.79
9328	School Supplies	\$16,290.51
Total INVENTORIES		\$161,091.75
Total Asset		\$9,515,070.35
<hr/>		
Liability		
Liabilities and Fund Balance		
LIABILITIES		
9510	A/P - Current	\$1,780,194.37
9530	A/P - Accrued. Vacation	\$99,432.00
9580	Sales Tax Liability	\$10,448.72
9599	Purchases Clearing	\$0.00
9650	Deferred Revenue	\$31,712.73
9780	Reserve/Central Kitchen	\$4,000,000.00
Total LIABILITIES		\$5,921,787.83
Total Liability		\$5,921,787.83
<hr/>		
Fund Balance		
FUND BALANCE		
9798	Fund Balance	\$2,314,293.86
Total FUND BALANCE		\$2,314,293.86
Total Fund Balance		\$2,314,293.86
Current Year Profit (Loss)		\$1,278,988.66
Total Liabilities and Fund Balance		\$9,515,070.35

Accounting Period equals 10 - 2011

Statement of Revenues and Expenses

Anaheim School Dist/Food Services

	Period Ending 4/30/2011				4/30/2010			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8620	\$1,377.00	0.07 %	\$16,419.00	0.09 %	\$1,581.00	0.08 %	\$18,510.00	0.10 %
Elementary - Breakfast								
8621	\$22,270.50	1.17 %	\$228,375.00	1.29 %	\$27,189.00	1.34 %	\$275,901.75	1.51 %
Elementary - Lunch								
8632	\$6,280.75	0.33 %	\$53,375.00	0.30 %	\$5,482.75	0.27 %	\$47,937.75	0.26 %
High School - Breakfast								
8633	\$86,086.75	4.53 %	\$941,643.90	5.31 %	\$100,502.50	4.97 %	\$978,071.00	5.36 %
High School - Lunch								
8634	\$0.00	0.00 %	(\$2,051.31)	-0.01 %	\$0.00	0.00 %	\$0.00	0.00 %
Meal Sales								
8635	\$135,356.20	7.13 %	\$1,388,676.02	7.83 %	\$156,383.31	7.73 %	\$1,514,815.78	8.30 %
A La Carte Sales								
8637	\$3,881.49	0.20 %	\$35,896.43	0.20 %	\$2,797.24	0.14 %	\$26,069.87	0.14 %
Adult Rev. - Lunch								
Local Revenue	\$255,252.69	13.44 %	\$2,662,334.04	15.01 %	\$293,935.80	14.53 %	\$2,861,306.16	15.67 %
Federal Reimbursements								
8200	\$298,979.12	15.74 %	\$2,658,379.46	14.99 %	\$306,645.12	15.16 %	\$2,634,062.60	14.43 %
Fed. Meal Rev.-Breakfast								
8220	\$1,135,215.98	59.76 %	\$10,487,304.01	59.14 %	\$1,189,020.87	58.80 %	\$10,728,776.17	58.77 %
Fed. Meal Rev.-Lunch								
8290	\$34,102.16	1.80 %	\$296,857.66	1.67 %	\$34,119.18	1.69 %	\$302,466.86	1.66 %
Misc Fed Rev.-Snack								
Federal Reimbursements	\$1,468,297.26	77.29 %	\$13,442,541.13	75.80 %	\$1,529,785.17	75.65 %	\$13,665,305.63	74.86 %
State Reimbursements								
8500	\$38,105.84	2.01 %	\$334,259.01	1.88 %	\$39,623.26	1.96 %	\$340,093.74	1.86 %
St. Meal Rev.-Breakfast								
8520	\$91,839.01	4.83 %	\$836,607.99	4.72 %	\$98,169.40	4.85 %	\$885,051.44	4.85 %
St. Meal Rev.-Lunch								
State Reimbursements	\$129,944.85	6.84 %	\$1,170,867.00	6.60 %	\$137,792.66	6.81 %	\$1,225,145.18	6.71 %
Other Revenue								
8638	(\$14.94)	0.00 %	\$2,409.73	0.01 %	\$242.41	0.01 %	\$7,939.03	0.04 %
Cash Over & Short								
8689	\$37,498.77	1.97 %	\$354,864.88	2.00 %	\$43,122.50	2.13 %	\$369,376.75	2.02 %
Misc Fees/Contract								
8699	\$8,655.05	0.46 %	\$100,409.59	0.57 %	\$17,435.48	0.86 %	\$126,140.42	0.69 %
Spec Activity/Cater								
Other Revenue	\$46,138.88	2.43 %	\$457,684.20	2.58 %	\$60,800.39	3.01 %	\$503,456.20	2.76 %
Total Revenue	\$1,899,633.68	100.00 %	\$17,733,426.37	100.00 %	\$2,022,314.02	100.00 %	\$18,255,213.16	100.00 %
Expense								
Food Purchases & Govmnt								
4700	\$742,833.12	39.10 %	\$6,715,758.22	37.87 %	\$753,089.53	37.24 %	\$6,676,805.72	36.57 %
Food Purchases								
Food Purchases & Govmnt	\$742,833.12	39.10 %	\$6,715,758.22	37.87 %	\$753,089.53	37.24 %	\$6,676,805.72	36.57 %
Supplies								
4300	\$25,053.70	1.32 %	\$343,688.00	1.94 %	\$65,861.29	3.26 %	\$621,921.09	3.41 %
Materials & Supplies								
4790	\$48,162.12	2.54 %	\$256,378.50	1.45 %	(\$4,790.80)	-0.24 %	\$19,530.46	0.11 %
Supplies (Food)								
Supplies	\$73,215.82	3.85 %	\$600,066.50	3.38 %	\$61,070.49	3.02 %	\$641,451.55	3.51 %
Salaries								

Statement of Revenues and Expenses

Anaheim School Dist/Food Services

Expense	Period Ending 4/30/2011				4/30/2010			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Salaries								
2200 Classified Salaries	\$608,203.75	32.02 %	\$5,101,626.09	28.77 %	\$570,895.09	28.23 %	\$5,257,582.80	28.80 %
2300 Class.Sup/Admin Salaries	\$29,301.05	1.54 %	\$302,453.40	1.71 %	\$30,590.95	1.51 %	\$307,229.50	1.68 %
2400 Clerical/Office Salaries	\$29,145.87	1.53 %	\$280,864.54	1.58 %	\$29,326.26	1.45 %	\$286,035.79	1.57 %
2550 Food Service Vacation Pay	\$12,429.00	0.65 %	\$99,432.00	0.56 %	\$12,429.00	0.61 %	\$99,432.00	0.54 %
Salaries	\$679,079.67	35.75 %	\$5,784,376.03	32.62 %	\$643,241.30	31.81 %	\$5,950,280.09	32.60 %
Benefits								
3202 PERS, Classified Position	\$56,019.18	2.95 %	\$488,047.65	2.75 %	\$50,260.00	2.49 %	\$458,234.16	2.51 %
3302 OASD/MED/Classified Position	\$50,814.61	2.67 %	\$433,359.11	2.44 %	\$48,168.46	2.38 %	\$454,317.63	2.49 %
3402 Hlth/Welfare, Classified	\$149,281.23	7.86 %	\$1,450,937.35	8.18 %	\$145,033.52	7.17 %	\$1,390,405.01	7.62 %
3502 SUI, Classified Position	\$4,794.66	0.25 %	\$41,022.55	0.23 %	\$1,926.17	0.10 %	\$17,743.34	0.10 %
3602 Workers Comp, Classified	\$10,429.89	0.55 %	\$89,193.34	0.50 %	\$10,181.10	0.50 %	\$90,767.69	0.50 %
3802 PERS Reduc, Classified	\$11,651.63	0.61 %	\$100,931.37	0.57 %	\$16,429.88	0.81 %	\$151,932.27	0.83 %
Benefits	\$282,991.20	14.90 %	\$2,603,491.37	14.68 %	\$271,999.13	13.45 %	\$2,563,400.10	14.04 %
Other Expenses								
5200 Travel & Conference	\$416.24	0.02 %	\$7,296.47	0.04 %	\$484.93	0.02 %	\$7,055.78	0.04 %
5500 Operation & Housekeeping	\$1,268.10	0.07 %	\$164,551.34	0.93 %	\$7,860.23	0.39 %	\$155,979.30	0.85 %
5600 Rental/Lease/Repair	\$14,175.42	0.75 %	\$310,776.27	1.75 %	\$11,308.58	0.56 %	\$174,689.41	0.96 %
5650 Bsnk Fees	\$120.29	0.01 %	\$120.29	0.00 %	\$0.00	0.00 %	\$0.00	0.00 %
5900 Fax, Pager, Postage	\$1,136.53	0.06 %	\$48,760.99	0.27 %	\$616.55	0.03 %	\$21,360.28	0.12 %
6200 Bldg & Imp of Bldg	\$0.00	0.00 %	\$24,581.00	0.14 %	\$0.00	0.00 %	\$0.00	0.00 %
6400 Equipment less \$500	\$939.60	0.05 %	\$23,424.45	0.13 %	\$0.00	0.00 %	\$8,542.91	0.05 %
Other Expenses	\$18,056.18	0.95 %	\$579,510.81	3.27 %	\$20,270.29	1.00 %	\$367,627.68	2.01 %
Capital Outlay								
6500 Equipment-RPmore\$500	\$0.00	0.00 %	\$171,234.78	0.97 %	\$4,605.19	0.23 %	\$221,407.16	1.21 %
Capital Outlay	\$0.00	0.00 %	\$171,234.78	0.97 %	\$4,605.19	0.23 %	\$221,407.16	1.21 %
Total Expense	\$1,796,175.99	94.55 %	\$16,454,437.71	92.79 %	\$1,754,275.93	86.75 %	\$16,420,972.30	89.95 %
Net Profit (Loss)	\$103,457.69	5.45 %	\$1,278,988.66	7.21 %	\$268,038.09	13.25 %	\$1,834,240.86	10.05 %

Accounting Period equals 10 - 2011 and the Prior Accounting Period is equal to Accounting Period equals 10 - 2010

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2010/11 MONTHLY ENROLLMENT REPORT

Month 9
4/25/11 to 5/20/11

SCHOOL	REGULAR DAY					Subtotal	SDC		TOTAL STUDENTS
	9th	10th	11th	12th	12th		Hosp/Hm	Opp.	
Anaheim	836	863	753	580	3,032	5	-	3,146	
Cypress	666	617	576	553	2,412	3	-	2,501	
Katella	693	649	623	506	2,471	6	-	2,584	
Kennedy	550	611	545	502	2,208	1	-	2,279	
Loara	693	676	637	517	2,523	2	-	2,669	
Magnolia	541	461	512	408	1,922	-	-	2,009	
Oxford	195	169	175	165	704	-	-	704	
Savanna	567	527	562	429	2,085	-	-	2,182	
Western	575	579	565	400	2,119	1	-	2,217	
Total Comprehensive	5,316	5,152	4,948	4,060	19,476	18	-	20,291	
Anaheim Independent Learning Center	2	22	45	48	117	-	-	117	
Gilbert High School	10	62	273	306	651	3	-	747	
Polaris High School	25	48	75	79	227	-	-	227	
Community Day School	24	23	16	1	64	-	-	64	
Total Alternative Ed	61	155	409	434	1,059	3	-	1,155	
Hope	-	-	-	-	-	-	-	233	
Total Senior High Schools	5,377	5,307	5,357	4,494	20,535	21	-	21,679	
Adult Education	276	100	208	1,201	1,785	-	-	1,896	

SCHOOL	REGULAR DAY			SDC		TOTAL STUDENTS
	7th	8th	Subtotal	Hosp/Hm	Opp.	
Ball	583	566	1,149	1	-	1,198
Brookhurst	607	630	1,237	-	-	1,292
Dale	649	590	1,239	2	-	1,296
Lexington	585	682	1,267	1	-	1,278
Orangeview	498	447	945	1	-	999
Oxford	202	199	401	-	-	401
South	747	718	1,465	-	-	1,516
Sycamore	786	760	1,546	-	-	1,594
Walker	506	578	1,084	-	-	1,118
Total Comprehensive	5,163	5,170	10,333	5	-	10,692
Polaris High School	6	8	14	-	-	14
Community Day School	16	33	49	-	-	49
Total Junior High Schools	5,185	5,211	10,396	5	-	10,755

DISTRICT TOTAL - WITHOUT ADULT ED.	32,434
DISTRICT TOTAL - WITH ADULT ED.	34,330

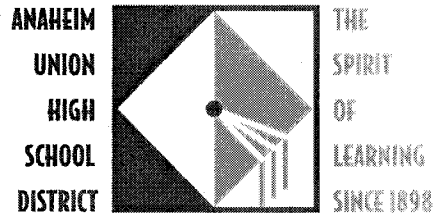


EXHIBIT CC3

**Special Education Department Chair Meeting
PDC
May 3, 2011
MINUTES**

1. Welcome and Introductions

Barbara Moore welcomed everyone and introductions were made.

Present: See attendance sheet.

Absent: See attendance sheet

2. New Business

4.1 Extended School Year (ESY)

We are working on structuring and staffing ESY.

4.2 Parent Involvement

Jeff Riel discussed the importance of parent involvement in an IEP. One of the struggles is getting the parents to the meeting. Group discussed ways to ensure that parents feel that they participated in the meeting. Make sure you check frequently with parents to see if they have questions or if they understand what is being said.

4.3 SEIS Question and Answer

Many people are experiencing difficulty logging in and are getting kicked out to Internet Explorer. The district is trying to fix this problem. The problem has to do with the district's firewall. The district is addressing this and hopefully these issues will be resolved soon.

SEIS does not have a Team Report. We are working on adding a TR to the SEIS forms. For now, please complete a Team Report on the SELPA server and send it in with your IEP.

Use the Student Change Form when there is any change to the services or status of the student. Please let the secretaries know of the changes so they can track them. If you need to add a student to your caseload, use this form to do so.

Currently, teachers don't have access to students not on their caseload. We are looking at giving teachers "read only" access to students not on their caseload.

This will be worked on over the summer. Please do not share passwords.

The IEP can not be automatically translated into Spanish at this time. We are looking at having translated forms in the fall.

Any IEP done after Christmas on the SELPA server needs to be affirmed for CASEMIS on SEIS. On the home page, click on "unaffirmed IEPs". Click on the IEP that needs to be affirmed and click "Show reporting errors". This will show all the errors you have. Please fill in the needed information. You may not be able to find information such as "date district received parent consent for initial IEP." If you don't have that information, just put date of first IEP. Check demographic information and services information. When all information is corrected, click on "Affirm and Attest."

3. Other - none
4. Next Meeting Date and Location - June 7, 2011 from 3:15 to 4:30 in the LAC
5. Adjournment